

**TOWARDS AN EFFECTIVE SUPERVISION MODEL FOR TOTAL QUALITY  
EDUCATION IN SOME SELECTED SECONDARY SCHOOLS IN THE  
NORTHERN PROVINCE**

By

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## **DEDICATION**

This study is dedicated to my son **Siyamukela Bhekokuhle** who has a special place in my heart.

In the history of the family, sons and daughters have always walked a few miles further than their parents. As his name Bhekokuhle implies, we the Mlangeni family are now expecting to see him either maintaining or improving the tradition.

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**DECLARATION**

I declare that the thesis hereby submitted to the University of the North for the degree of Doctor of Philosophy has not been previously submitted by me for a degree at any other University, that it is my own work in design and in execution, and that all material contained therein has been duly acknowledged.

Signed: J. S. Z. K. M. -

Date: 4/6/2001

## ABSTRACT

Matric pass rates in the Northern Province have been a cause for concern to South African taxpayers. As a result, the researcher was motivated to conduct a study entitled, *Towards an effective supervision model for Total Quality Education in some selected secondary schools in the Northern Province*. The aim of the study was to investigate the extent to which the supervision of some selected secondary school educators by principals fulfills Total Quality Education requirements. The study was conducted at an opportune period when South Africans are clamouring for Quality Education for their children and for the sake of the country. Therefore the study provides guidelines on how to improve education so that it reaches the highest possible level to which South Africans are aspiring.

Total Quality Education is a paradigm that has not yet been fully investigated in the field of Education in South Africa. The study identified some of its salient points and examined their practicability in the Northern Province.

Educational Management Theories were examined in details and the reasons why principals should have knowledge of Educational Management Theories were enumerated in the study. Further, the study reviewed contributions made by theorists such as Juran, Deming, Crosby and Bonstingl in the field of Educational Management. The analysis of Educational Laws and Policies of the country was also made. This analysis made the study to conclude that certain aspects of Educational Laws and Policies advance certain fundamental dictates of the Total Quality Education paradigm.

A wide selection of literature on the subject was reviewed where key aspects of Total Quality Education were identified and some suggestions made as to how they would be realized in action in a South African context, particularly in the Northern Province.

A detailed study of supervision was made. Literature indicates that supervision is rooted on philosophies such as Essentialism, Experimentalism and Existentialism. A person

who clings to a particular philosophy will have traces of that particular philosophy in his or her supervisory style.

Models of supervision were also reviewed. An attempt was made to link supervision with Staff Development. A conclusion drawn from literature is that the purpose of supervision is to help educators develop professionally. Further, the study highlighted that the success of schools depends on both supervision and staff development.

As it may be difficult for schools to start implementing Total Quality Education, the study reviewed factors that may hinder or promote its application. The researcher saw it as imperative that such a review is made, as it may help schools in their endeavour to transform towards effectiveness. As a result, strategies and basic steps that may be followed in introducing Total Quality Education were suggested.

Both the Qualitative and the Quantitative research designs were used coupled with the triangulation method of data gathering; however, the primary tool used to gather data was the use of questionnaires that were designed for educators and principals. To ascertain the validity and reliability of the findings of the study, instruments were subjected to a pilot study that resulted in their modification and finalization. Collected data was subjected to the Statistical Products for Service Solutions (SPSS) computer program that was used to analyze it. Information was presented in the form of tables and graphs. Information gathered negates the assumption that poor pass rates in the Northern Province are the result of poor supervision.

Findings of the study were identified. These findings led to the making of both specific and general recommendations that are listed in the study. Of much interest is the recommended supervision model which, it is hoped, would augment principals' ability to supervise educators and would make supervision more meaningful to all parties.

The study concluded that an interplay of a myriad of factors in and outside schools affect schools' performance; therefore supervision cannot be singled out as the factor that affects schools' effectiveness.



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**ACRONYMS**

CASS	Continuous Assessment
DAS	Developmental Appraisal System
EEA	Employment of Educators' Act
FDE	Further Diploma in Education
HED	Higher Education Diploma
IQ	Intelligence Quotient
PDSA	Plan – Do – Study – Act
SACE	South African Council for Educators
SEC	Secondary Education Certificate
SED	Secondary Education Diploma
SGB	School Governing Body
SPSS	Statistical Product for Service Solution
SPTD	Senior Primary Teachers' Diploma
STD	Secondary Teachers' Diploma
TQE	Total Quality Education
TQEM	Total Quality Education Management
TQM	Total Quality Management

## CHAPTER ONE

### GENERAL ORIENTATION TO THE STUDY

#### 1.1 BACKGROUND TO THE STUDY

The period ranging between 1989 and 1995 was characterized by a defiance campaign led by educators. Though this campaign was formally suspended in 1995 its effects are still felt even today. During this period the authority of inspectors, principals, subject-heads and educators themselves, was completely eroded and has not yet been restored (Kumalo, 1998:11 and Sachs, 1997:264). Even today a sizable number of educators, particularly those from the townships and rural areas are to be blamed for a lack of both professionalism and of discipline. This condition has prompted the Minister of Education to assert that there is a public opinion that educators are not worth the salaries the Government is paying them (Sukhraj, 1999:13). This concern raises doubts if educators are effective in preparing learners for their future lives let alone obtaining a good pass in matric, which is a gateway to a viable future.

These days people are concerned about **Quality Education** and demand that it must be provided in all schools (Kumalo, 1998:11; Hofmeyr, 1998:22 and Joyce, Wolf and Calhoun, 1993:82). Kumalo is also concerned about the exodus of learners from the historically disadvantaged schools to former model C schools. This observation makes one wonder if the former model C schools are able to provide this quality education which may explain the above movement pattern.

Perhaps the fluctuating high failure rate in the Northern Province as indicated in the table below for the past 5 years, bears testimony to the fact that Total Quality Education is either not implemented to the fullest or is not implemented at all.

**Table 1.1: Northern Province’s pass rates 1994-1998 (Human Science Research Council, N.D)**

<b>YEAR</b>	<b>NUMBER WROTE</b>	<b>PASS %</b>	<b>FAIL %</b>
1994	129951	43	57
1995	138810	38	62
1996	122447	39	61
1997	127337	32	68
1998	132864	31	69

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

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

The principles of Total Quality Education encourage all members of the school community to actively participate as every one is geared to making the school, a school of quality (Hixon and Lovelace, 1992:26). This would indeed boost the pass rate of that school.

To improve the situation, it is essential that educators should be supervised within the context of Total Quality Education. Bostingl (1992:43) supports this idea by arguing that workers acting by themselves without supervision cannot create the systematic conditions under which quality process takes place. Botes (1994:13) supports Bostingl (1992:43) by arguing that people can easily come to an agreement about what has to be done, but when it comes to the execution of the functions, it becomes imperative for some one to take the lead and direct operations. It is worse with educators because they have to



implement a curriculum that is prescribed and they don't participate in its making. Therefore, there is no agreement between educators and the department on what is to be taught, but it is nevertheless prescribed.

The need for quality supervision is emphasised by the fact that a sizeable number of educators, particularly those trained in colleges of education, did not receive good training in preparing them to become educators (Kumalo, 1998:11).

There is general public concern that there is a need to transform schools into schools of quality (Kumalo, 1998:11 and Hofmeyr, 1998:22). One may ask the question whether some selected secondary schools in the Northern Province are physically and psychologically ready to transform into systems that can offer quality education.

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

Hofmeyr (1998:22) contends that there is no Quality Education in South Africa because educators lack commitment and capacity. It is only through staff development and empowerment that these two can be nurtured in educators (Guskey, 1995:115; Day, 1995:111 and Fullan, 1995:257). Without these two variables Quality Education cannot be spoken about. Moela (1999:2) seems to emphasize this when voicing out the concern of an engineering firm, which claims that school leavers are not ready for work because

learners are pressurized to meet academic targets at the expense of life skills. This indicates that education is not focused on the multiple intelligence theory, which contends that intelligence can also be measured in terms of skills (Armstrong, 1994:1).

The modern trend in education is that schooling is now shifting away from a public service driven by professionals towards a market-driven service, fueled by purchases and customers (Murgatroyd and Morgan, 1993:1). This statement is in line with the demands of the engineering firm alluded to above and it emphasizes the need for Total Quality Education in schools. Market-driven schools should be responsive to the need of customers, which is a characteristic of Total Quality Education (West-Burnham 1994:85).

Speaking about customers, West-Burnham (1994:85) believes that customers of a school can be viewed in two perspectives:

- **First line customers**

These include students and parents.

- **Second line customers**

These include employers, further and higher education institutions and the community.

These days, public servants in South Africa are called upon to put the interest of the people first (Batho Pele Principle) (White paper on transforming public service delivery). This principle augers well with Total Quality Management which seems to emphasise the same principle of Batho Pele but its proponents seem to approach it from the commercialised angle hence they use the term customers (Munr-Faure, Munro-Faure and Bones, 1993; West-Burnham, 1994; Hayward, 1998 and Murgatroyd and Morgan, 1994). The principal is a public servant and his customers are educators, learners, parents and industries. The extent to which principals can cope with this new demand may ensure school effectiveness.

It is worth noting that the Batho Pele principle is not the only paradigm shift in South Africa with which principals have to contend. The new Developmental Appraisal System, The South African Schools' Act and the Educators Employment Act, not to mention Curriculum 2005, are some of the new innovations in the education system in South Africa. Indeed these innovations demand that principals should adjust and adapt to the demands of the present period. As products of the old system it would be interesting to study their supervision practice within the context of the present order characterised by these innovations.

Amongst other functions, human resource management in any organisation plans the human resource needs, recruits and selects personnel, places and inducts them appropriately; and undertakes staff development programmes and engages in staff appraisal (Rebore, 1991:13). These functions of human resource management can be seen as having the potential to influence educators in the proper direction towards quality education. One may ask the question to what extent school principals have tried to afford educators professional development courses in the direction of quality education. A question of this nature could be asked on the ground that some educators may still be suffering from the negative effects of the defiance campaign alluded to above.

## **1.2 STATEMENT OF THE PROBLEM**

The argument presented by Kumalo (1998:11) and Hofmeyr (1998:22) suggests that quality education in South Africa is not taken seriously or does not exist at all. From this statement it can be inferred that the Northern Province, being in South Africa, is no exception. This brings the following basic question to mind:

**Is the supervision of secondary school educators in the Northern Province geared towards Total Quality Education?**

A synthesis of scientific responses to the questions listed below, would give the best answer to this basic question:

- Is the high failure rate by matric learners a manifestation of the lack of Total Quality Education in the Northern Province?
- Are Secondary Schools' Principals in the Northern Province effectively supervising educators towards the achievement of Total Quality Education?
- Are there any staff development programmes designed for educators with the expected outcome of making them contribute to the schools becoming total quality schools?
- Are there any negative or positive factors that affect the implementation of Total Quality Education in the Northern Province?
- Can a supervision model for Total Quality Education be developed in the Northern Province?
- Are some secondary schools ready to transform and become total quality schools in the Northern Province?

### **1.3 AIM OF THE STUDY**

The main aim of the study is to investigate the extent to which the supervision of some selected secondary school educators is geared to Total Quality Education. The following are sub aims that if fulfilled would culminate in the achievement of this aim:

- To investigate if lack of Total Quality Education in some selected secondary schools in the Northern Province manifests itself in the form of a high failure rate;
- To investigate if principals in the Northern Province supervise educators towards the achievement of Total Quality Education;
- To review some international models on Total Quality Education;

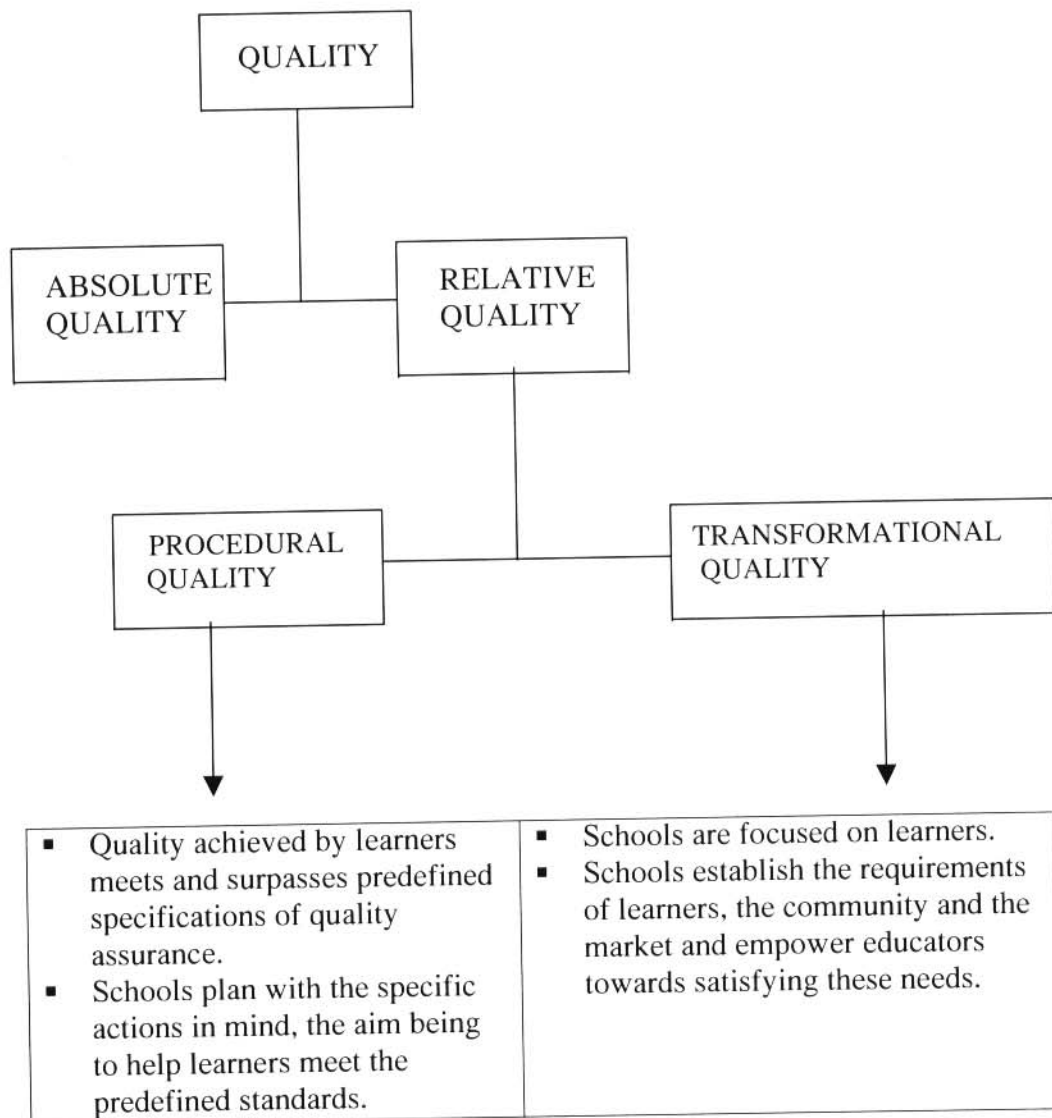
- To find out if there are staff development programmes in place aimed at empowering educators to contribute to the process of making their schools become schools of quality;
- To investigate if there are any factors that may hinder or promote the implementation of Total Quality Education;
- To review supervision models for Quality Education from which a synthesis would be made in developing a model for the Northern Province; and
- To find out if there are some secondary schools in the province that are ready to transform and become Total Quality Schools.

## 1.4 DEFINITION OF CONCEPTS

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

### 1.4.1 Total Quality Education

To successfully define Total Quality Education, it is important to define Quality first. The etymological origin of the word Quality is linked to the Latin word *qualis* which means “What kind of? (Sallis, 1997:13)” In an attempt to fully define this concept the model (Figure 1.1) on the next page has been developed following Sallis’ (1997:13f) argument regarding Quality. This model tries to focus the definition on the aim of the study.



**Figure 1.1: Structural definition of Quality. Adapted from Sallis (1997:13f)**

Following the above model, Quality can be absolutely defined as “the highest possible standards which cannot be surpassed” (Sallis, 1997:13). It can also be relatively defined as measuring against established specifications that are known by all concerned parties (standards) (Sallis, 1997:14).

Relative Quality can either be procedural or transformational. The meaning of each of these is explained in the above model below each category. Under transformational quality it is said that schools establish requirements for learners, the community and the

market. This means that schools engage themselves in some form of research to answer the question, What are the requirements of learners, the community and the market? This should not be understood as if the school generates the needs itself for these parties.

Though the department provides syllabi prescribing what is to be taught, schools have to interpret these and implement them within the context of the needs of the parties mentioned above (Glickman, Gordon and Ross-Gordon, 1998:76). Some form of adjustments in making the prescribed learning units relevant is necessary.

Viewing the above model, it is worth remarking that the relative definition of quality is adopted for this study. The absolute definition speaks about standards that cannot be surpassed. This limits people's motivation because they are led to believe that no matter how hard they try they cannot surpass a particular point, hence they may feel there is no need for trying. The relative definition is flexible and caters for the educational needs of the community, markets and the country at large, bearing in mind their dynamic nature.

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

Therefore, Total Quality Education entails educator's creative thinking and contributions when working in self-directed teams, in building win-win culture of mutual support for every one's continuous improvement (Bonstingl, 1992:43). In an attempt to comply with the categories of quality indicated in the above model, the phrase "everyone's continuous improvement" refers to:

- the principal doing the best he/she can in helping educators teach learners to achieve their highest possible potentiality so that the ultimate goals for schooling and the school are achieved;

- Educators need to focus themselves completely on the act of teaching and motivating learners to perform to standards. In doing so Gardner’s multiple intelligence theory needs to be considered (Armstrong, 1994:2). This theory asserts that intelligence is more than just the Intelligence Quotient (IQ) of a learner. A learner’s Intelligence Quotient may be low but the same learner can perform exceptionally well in Bodily Kineesthetic Intelligence (sport). This theory asserts that intelligence should not be confined to one aspect but it must be viewed widely. It includes other abilities (intelligence) such as those listed in table 1.2 below:

**Table 1.2: Multiple Intelligences (Armstrong, 1994:2)**

Intelligence	Example
Linguistic	Phonetic Languages
Spatial	Art
Logical-Mathematical	Scientific
Bodily-Kinesthetic	Sport
Musical	Performer and composer
Interpersonal	Counselor
Intrapersonal	Psychotherapist

Educators can only focus on these aspects of intelligence with the help of committed principals who use quality supervision techniques. The multiple intelligence theory seems to be in line with the learning areas of Curriculum 2005, which proposes to educate the learners, bearing in mind their needs and potential.

- Learners handling themselves in a distinctively disciplined manner thus intrinsically allow themselves to be taught and actively participate in the learning process. The school (principal and educators) constantly reminds them about the expectations of the school, parents and the labour market.

The above will facilitate the relevancy of learning in order to meet the needs of the community and the industrial market (Moela, 1999:2). West-Burnham (1994:171) adds



another dimension on this definition when he refers to Total Quality Education as focusing "... all aspects of management on its core purpose – the provision of appropriate services and products to customers." West-Burnham (1994:171) warns, "Quality is defined by the customer, not the supplier." This means it is important for schools to get feedback from its customers about the quality of education they offer rather than themselves claiming to be offering quality education. It is therefore part of the quality-seeking exercise to establish strong ties with the community through which the school gets feedback on the extent of the quality of its products.

In short, **Total Quality Education** is the output of a well-led process of education characterized by stipulated standards in terms of the requirement of learners, the community and the labour market. The school develops reliable and valid instruments to measure performance in the light of the stipulated standards. The output is satisfactory to both the first line and the second line customers.

#### **1.4.2.1 Effective Supervision Model**

Before this concept can be fully defined, it is necessary to define the different words that constitute it.

#### **1.4.2.2 Supervision**

Goldhammer, Anderson and Krajewski (1980:5) define supervision as an act of helping "educators perform a job (teaching) better according to their capabilities, so that they can continually improve and become more efficient in communicating with learners and thereby giving them the proper motivation to continue learning." These authors further see "supervision as that dimension which is concerned with improving instructional effectiveness." Glickman Gordon and Ross-Gordon (1998:8) support them when they say, "supervision is assistance for improvement of instruction." Further, Glickman, Gordon and Ross-Gordon (1998:444) define supervision from the perspective of its' role and assert that it brings educators together as knowledgeable professionals working for

the benefit of all learners. The role of supervision is to change the attitude of many schools that a classroom is an island unto itself to an attitude that educators are engaged in a school-wide instructional task that transcends any one classroom.

Other authors (Reiman and Thies-Sprinthall, 1998:6) define supervision as an in-class and in-school process for refining and expanding instructional repertoire that accounts for and differentiates between support and challenge according to the educators' individual learning and developmental needs. The advantage of this process is that it "promotes both individual and school-wide change, learners and growth" (Reiman and Thies-Sprinthall, 1998:6). Effective supervision influences educators to teach to the mission of the school, the needs of learners and community. In brief, effective supervision influences or leads educators to teach Total Quality Education. Supervision that is less expensive in terms of time and money would be preferred therefore the element of efficiency comes in.

Acheson and Gall (1997:9) add to these definitions that supervision should be interactive rather than directive, democratic rather than autocratic, educator-centered rather than supervisor-centered. The researcher would wish to add, for the purpose of this study, that supervision should be both educator-centered and process focused. While it is agreed that supervision should be educator-centered, its purpose is to improve the teaching abilities hence the element of it being focused on the process of teaching and learning should be equally emphasized as well.

Some of the above definitions see an educator as a learner. If their needs are not appropriately catered for through staff development processes it would be difficult for them to cater for the needs of learners.

Literature (Wiles and Bondi, 1996:10f; Oliva, 1989:19f and Oliva and Pawlas, 1997:21) views supervision as a comprehensive function of management which Wiles and Bondi (1996:10f) categorize it into management, curriculum and instruction. All the authors mentioned above indicate that supervision takes place within the context of human

relations. In a way they make an emphasis that for effective supervision to take place principals must make sure that human relations are also considered.

Wiles and Bondi (1996:10f) define supervision through the functions of the categories mentioned above. It is appropriate at this stage to list these functions per category in order to facilitate a deeper understanding of supervision.

**Table 1.3: Structural definition of supervision (Adapted from Wiles and Bondi, 1996:10f)**

MANAGEMENT FUNCTION	CURRICULUM FUNCTION	INSTRUCTIONAL FUNCTION
<ul style="list-style-type: none"> <li>▪ Setting and prioritizing goals.</li> <li>▪ Providing resources.</li> <li>▪ Designing organizational structures</li> <li>▪ Establishing standards and developing policies.</li> <li>▪ Providing long range planning</li> </ul>	<ul style="list-style-type: none"> <li>▪ Surveying needs and conducting research.</li> <li>▪ Orienting and renewing instructional staff.</li> <li>▪ Estimating expenditure needs for instruction.</li> <li>▪ Developing programmes and planning for change.</li> <li>▪ Reacting to community needs and inquiries.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Conducting and coordinating in – service programmes.</li> <li>▪ Advising and assisting educators.</li> <li>▪ Evaluating programmes and instructions.</li> <li>▪ Redesigning instructional organizations.</li> <li>▪ Co-ordinating and distributing resources.</li> </ul>

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

Looking at the aim of the study, the formative supervision process is the main focus of the study.

#### **1.4.2.3 Supervision Model**

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

The best definition of an **effective supervision model** can be seen as a synthesis from the definitions above. In short, one can define an effective supervision model as a standard miniature construction or explanation of effective ways that principals can adopt as examples or as points of departure in helping educators perform to standards or teach to Total Quality Education through instructional effectiveness. It is a frame around which principals can make adjustments that may help them in their own unique situation determined by the unique environments in which their schools are situated. All they do in this regard is focus on the primary goal of supervision that is instructional effectiveness.

#### **1.4.3 Effective schools**

Scheerens and Bosker (1997:3) define the word effectiveness as “the extent to which the desired level of output is achieved.” At times, this word is confused with efficiency. Efficiency means effectiveness with only one added variable, the cost. Efficiency is defined as the achievement of the desired “level of output” (results) at the lowest possible cost (Scheerens and Bosker, 1997:4).

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

- strong educational leadership;
- emphasis on the acquiring of basic skills;
- an orderly and secure environment;
- high expectations of pupils attainment; and
- frequent assessment of pupil progress.

## **1.5 RESEARCH METHODOLOGY**

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

### **1.5.1 Research design**

Viewing this study from the perspective of its aim, it is necessary that the quantitative and the qualitative research designs be used. The qualitative approach analyses data in statistical terms (McMillan and Schumacher, 1993:32 and Groenewald, 1986:75). In simple terms, this method analyses data using statistical arguments or numbers. It is the paradigm that is highly “formalized as well as more explicitly controlled...” (Mouton and

Marais, 1990:155). The qualitative approach presents facts in a narrative or verbal form (McMillan and Schumacher, 1993:14 and Herbert, 1990:70). Mouton and Marais (1990:70) further characterize it as less formal.

### 1.5.2 Data Collection

To maximize the probability for the validity and reliability of the findings of the study the triangulation or the multiple operationism technique will be used to collect data. This technique is defined as the use of various methods of data collection or the application of a variety of data collection methods which complement each other on their respective shortcomings (Mouton and Marais, 1990:91 and Mc Millan and Schumacher, 1993:498).

In applying the triangulation technique in this study, the following data collection methods were employed:

#### 1.5.2.1 Literature study

Literature study or literature review is "... a critique of the status of knowledge on a carefully defined educational topic" (McMillan and Schumacher, 1993:113). In this case the topic is: **Towards an effective supervision model for Total Quality Education in some selected secondary schools in the Northern Province.** Therefore literature such as scholarly books, professional journals, reports, government documents, dissertations and newspaper articles were reviewed.

McMillan and Schumacher (1993:113) contend that literature study helps the researcher:

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

For the purpose of this study, the literature survey acted as a point of departure in an attempt to come up with a suitable supervision model for Total Quality Education in the Northern Province.

### 1.5.2.2 Empirical study

The following techniques constitute the empirical study:

- **Questionnaire**

Bearing in mind that both quantitative and qualitative research approaches were used; questionnaires that combine both the close-ended and open-ended format were designed. They were distributed in person to participating schools.

The closed-ended parts of the questionnaires have their disadvantages and advantages. Advantages such as time saving; completion of questionnaire at the respondents' leisure time; greater assurance of anonymity and non-interference by the interviewer outweigh the disadvantages (Bailey, 1987:145).

The closed-ended questionnaires were designed in such a way that they seek information that will provide answers to the question:

**Is the high failure rate by matric candidates a manifestation of the lack of Total Quality Education in the Northern Province?**

Since the triangulation technique will be used, the direct observation method detailed below will also be applied in addressing the rest of the questions raised in 1.2 above.

- **Direct Observation**

The direct observation method entails observing the respondent in the actual work practice or in the production process (Wagner, 1998:15; Graziano and Raulin, 1993:117f and Frankfort-Nachmias and Nachmias, 1992:272). It is defined by Mouton and Marais (1990:162) as "... a link between the reality and theoretical assumptions." Authors (Graziano and Raulin, 1993:126 and Frankfort-Nachmias and Nachmias, 1992:273f) differentiate between two forms of observation. They respectively call these unobtrusive and participant observation, - complete participant and participant-as-observer.

**Unobtrusive/Complete Participant** observation entails the researcher becoming part of the environment being observed (Graziano and Raulin, 1993:126) and "... attaining some kind of membership or close attachment to the group that he or she wishes to study" (Frankfort-Nachmias and Nachmias, 1992:273). Here, it remains the researcher's secret that he or she is undertaking a study in fear of measurement reactivity which "... refers to the phenomenon of subjects behaving differently than they normally do because they know they are being observed" (Graziano and Raulin, 1993:127).

The advantage of this method is that the respondent is observed while not aware that he or she is under observation. Therefore there is 100% probability that all of what he or she is doing is natural and has no window dressing (Wagner, 1998:15). On the contrary Frankfort-Nachmias and Nachmias (1992:275) believe that this method has some disadvantages. The disadvantages could be difficulty for the researcher to hide his or her true identity; the researcher may bond well with respondents and loose focus of the study; and the researcher's inability to take notes resulting in distortion through memory when notes are made later in privacy.



**Participant-Observation/Participant-as-Observer** is an observation technique where the researcher makes his or her presence and objectives known to the group being studied (Frankfort-Nachmias and Nachmias, 1992:275). This technique enables the researcher to gain a deeper appreciation of the group and its' way of life and may also allow for different levels of insight by actually participation rather than only observation (Frankfort-Nachmias and Nachmias, 1992:276). Because this study is not longitudinal, both forms of observation will be used depending on the nature of the environment.

## 1.6 SAMPLING

The personnel section of the Department of Education was requested to make the sampling frame (list of all schools and educators in the province from which the sample will be drawn) available to the researcher.

The target population was all educators in the Southern Region of the Northern Province irrespective of gender, age, colour and religious persuasion.

A simple random sample of 10% was drawn from this population. Data was gathered from this sample using all the methods enumerated above.

To justify this percentage, it is worth noting that McMillan and Schumacher (1993:165) assert that in situations where a random sample is selected, a sample size that is only a small percentage of the population can approximate the characteristics of the population satisfactorily.

## **1.7 DATA ANALYSIS**

Data was analysed using the Statistical Product for Service Solution (SPSS) computer system. Both the quantitative and qualitative approaches were followed with respect to the analysis of all the data gathered through questionnaires, observation, and the interviewing processes.

## **1.6 RESEARCH FRAMEWORK**

In an attempt to meet the aim of the study and address the problem in a scientific manner, it is necessary to organize the study in the form of chapters, each of which contributes to the holistic approach in investigating the problem and in developing an effective supervision model. Therefore the chapters are organized as follows:

### **1.8.1 Chapter 1**

This chapter gives the general orientation to the study. It presents the background to the study, clarifies key concepts, outlines the problem and the aim of the study and briefly highlights the research methodology that will be followed.

### **1.8.2 Chapter 2**

This chapter delves into the review of some theories of Total Quality Education. For a successful practice, an understanding of theory is essential. Therefore the chapter looks into Educational Management theories and how best can they be applied in a practical situation.

### **1.8.3 Chapter 3**

This chapter reviews literature relevant to the subject. The review of literature focuses on the aims of the study. It is divided into sub topics and each topic addresses a particular aim of the study. The review of literature forms a base for the development of the instruments that will be discussed in detail in chapter four.

### **1.8.4 Chapter 4**

This chapter gives an account of the empirical research methodology and explains the research population. Procedures that were used in coming up with a sample are described in this chapter. Further more, the chapter gives details on questionnaire design, pilot study, and the gathering of data and analysis thereof. It concludes by listing the findings of the study.

### **1.8.5 Chapter 5**

This chapter presents a proposed supervision model for Total Quality Education that was designed by the researcher after review of literature and the analysis of data.

### **1.8.6 Chapter 6**

This chapter presents an overview of the study, lists recommendations on the basis of the findings of the study and suggestions for further research. Finally, concluding remarks are made.

All chapters, like chapter one, are divided into sub-topics that appear on the table of contents for the purpose of easy referencing.

## CHAPTER TWO

### SOME THEORIES OF TOTAL QUALITY EDUCATION

#### 2.1 INTRODUCTION

School Management Teams need to be exposed to some form of educational management theory before they can successfully embark on Total Quality Management practice. Theories on Total Quality Management help management teams better understand the practice stage when it comes. Some theoretical information can indeed be put into practice. Some theoretical information may be of value in a particular situation, institution, and particular locality and to people of a particular cultural group. School management teams should be exposed to knowledge of educational management theories so that they may be in a position to select what is applicable to their specific problem.

It is important that principals of schools and their school management teams should be conversant with various theories of education because there is no single theory that embraces all theories in the field of educational management (Bush, 1986:15). House (1981) as quoted by Bush (1986:16) defines theory as “distinct perspectives, which combine facts, values and presuppositions into a complex screen through which knowledge utilization is seen.” For a school to be managed well, its leaders must be knowledgeable with education management theories, practices and policies. Innovations in education may be best put in practice when education leaders have knowledge of educational management theories.

Educational management theories have the following characteristics (Bush, 1986:16f):

- educational theories are normative in the sense that they reflect beliefs about educational institutions and behaviour of members of the school community. They also express views on how schools should be managed.
- they are selective because they emphasize certain aspects of the school at the expense of the other. For example, theories' emphasis is much on school management and has little to say about the learners' self-management, yet this is the most important aspect of education. No matter how well the school is managed, if learners are not disciplined, they cannot achieve the desired results.
- they are based on observation of practice. Theories that are used in education are based on observations made in industrial or commercial organizations.

Bush (1986:14f) advances the following as reasons why principals and school management teams should not only appreciate but also rely on their knowledge of theory in their daily practices towards achieving quality education:

- life in schools is complex and school leaders cannot make fruitful decisions based on their knowledge of events and experience only. A frame of reference (theory) is required to provide insight or to enrich their experiences.
- dependency on experience only is narrow because it gives no room for the consideration of other people's (theorists) knowledge.
- experience may be helpful in certain practices but may not be so helpful in dealing with other complex problems. A broader knowledge of theory may be valuable where experience falls short.

It is on the basis of the above characteristics and advantages of educational management theories that this section preambles the review of literature applicable to the aims of the study. Therefore, this section reviews some educational theories under the following topics:

- Total Quality Education's view of learners;
- The Total Quality Education's view of leadership and management;
- The difference between Total Quality Education and Total Quality Management;
- The five components of a school;
- Juran's ten steps to Quality Education;
- Deming's approach to Total Quality Education;
- Philip Crosby and Total Quality Education;
- The Hoshin Plan; and
- Bonstingl's four pillars for Total Quality Education.

## **2.2 TOTAL QUALITY EDUCATION'S VIEW OF LEARNERS**

The Total Quality Education movement does not look at learners in a simple manner. Its' understanding of learners goes beyond the ordinary view of learners being submissive subjects to be taught. Instead it qualifies them in the light of "leadership" (Whitaker, 1998:21). The concept "leadership" is further explained in the context of Total Quality Education in table 2.1below.

The Total Quality Education Movement views learners as:

- workers who co-operate in a joint endeavour regarding their own enlightenment. Learners and educators are seen as co-workers who both benefit from carefully planned Total Quality Management strategies. The learners get educated and the educators gain unique experiences working with different learners. In the process educators learn new ways of handling learners of different temperaments;

- products or the output that is shaped or developed by the school. The learners' associations with the school impacts on learners in a number of ways for example, change of attitudes, and development of skills. In this instance learners are being worked and refined into a quality product. This view seems to contradict the paragraph above which sees learners as workers but it must be understood that learners can be seen playing both roles as, workers and as learners.

It must be argued that the use of the concept **product** should not be understood in a narrow sense as it is used in industries. In this study it means a learned person whom Total Quality Education has taught to stand on his or her own, assimilates norms and ethics of society, a person who can take his or her rightful place in society and be of help to others. The use of the concept **shaping** of learners as used by Whitaker (1998:21) may be misleading. It gives an idea that learners are shaped into a particular shape like sculpturing disregarding learners' own interests, aptitudes and temperaments. This concept should be understood to mean actualising their potentials while learners actively participate in giving direction to their talents.

- clients or customers that are beneficiaries of the school and all its processes. This view is commercially oriented. In the commercial context, much emphasis is put on the value for money hence schools are supposed to be offering valuable education to their clients or customers, the learners.

### **2.3 THE TOTAL QUALITY EDUCATION'S VIEW OF LEADERSHIP AND MANAGEMENT**

In trying to expose the Total Quality Movement's view of leadership a comparison is made between management and leadership. Many a time, educators confuse the two concepts. These concepts are differentiated so that principals, stakeholders in education and educators can understand and use them appropriately in their quest for the

achievement of Total Quality Education. The differentiation between the two should not be understood as an aim of emphasising one over the other. The two are interdependent (Whitaker, 1998:23 and Downey, Frase and Peters, 1994:48).

**Table 2.1: Difference between Leadership and Management (Whitaker, 1998:23 and Downey, Frase and Peters, 1994:48)**

<b>Management is concerned with</b>	<b>Leadership is concerned with</b>
<ul style="list-style-type: none"> <li>▪ Keeping the school running.</li> <li>▪ Orderly structures</li> <li>▪ Maintaining day to day functions</li> <li>▪ Ensuring that work gets done</li> <li>▪ Monitoring outcomes and results</li> <li>▪ Organisational efficiency</li> </ul>	<ul style="list-style-type: none"> <li>▪ Personal and interpersonal behaviour</li> <li>▪ Focus on the future</li> <li>▪ Vision and purpose</li> <li>▪ Change and development</li> <li>▪ quality of outcome</li> <li>▪ achievement and success</li> <li>▪ personal effectiveness</li> </ul>

The management of a school is concerned with three variables namely, boundary management, strategic management and culture management (Whitaker, 1998:33).

### **2.3.1 Boundary Management.**

This form of management entails the management of external forces that impact on the schools' life. It is divided into prescriptions, expectations, perceptions and reactions. It may also mean the schools' (principal and the school management team) understanding that the "climate" of local opinion changes all the time and that the school should always adjust to the fluctuations of such local opinions (Whitaker, 1998:34).

Prescription includes amongst others, education legislation and regulations. In South Africa we have legislation such as The National Education Policy Act Number 27 of 1996, Employment of Educators' Act Number 76 of 1998 and regulations such as the Norms and Standards, Personnel Administration Measures and others. All these have to be managed effectively by principals as they affect the running of schools.



Expectation consists of the local residents' various anticipation about the school. These may not be based on legislation but may be based on moral expectations – the expected moral duties of the school. Some expectations may be raised on how a school should be run in order to fulfil its moral obligation. Sometimes such expectations may be from people who are not conversant with the modus operandi of running a school.

Some perceptions about the school may exist in the community. These may either be correct or incorrect. It is the responsibility of the school to establish public relations, which are aimed at clearing any form of negative perception about the school. The correct perceptions are encouraged and the image of the school is built on them. On the other hand the incorrect perceptions are managed in a manner that is corrective so that the public can have a realistic perception about the school.

Reactions involve parents' queries, requests for information namely, statistics and others, complaints, interventions by agencies and visits of officials and advisors. All these need management competency.

### **2.3.2 Strategic Management**

Strategic management consists of managing intentions, managing activity and managing outcomes.

The management of intentions means the management of the purpose of the school. This encompasses the ability to influence all members to participate in charting the map towards the future to ensure ownership of the plan. The encouragement of all participants to identify their own specific role in complementing the overall purpose of the school, is an integral part of this process.

Managing activities entails the translation of intentions into action. The structures (systems) that are used as a vehicle to achieve the intentions of the school must be

created. This entails the co-ordination of all forms of resources that are positively manipulated to achieve the quality results.

Managing outcomes entails continuous assessment to ensure quality results. Remedial activities are engaged if there are any signs that the end-result will not be what is expected. This is very important because the effectiveness of a school is judged by its results (Whitaker, 1998:34).

### **2.3.3 Culture Management**

The culture of a school is the outcome of peoples' behaviour namely learners, educators, and other interest groups. The school through the influence of the principal (Whitaker, 1998:37) should develop relationships, behaviours and values that are consistent with the mission of the school.

On the other hand leadership is associated with:

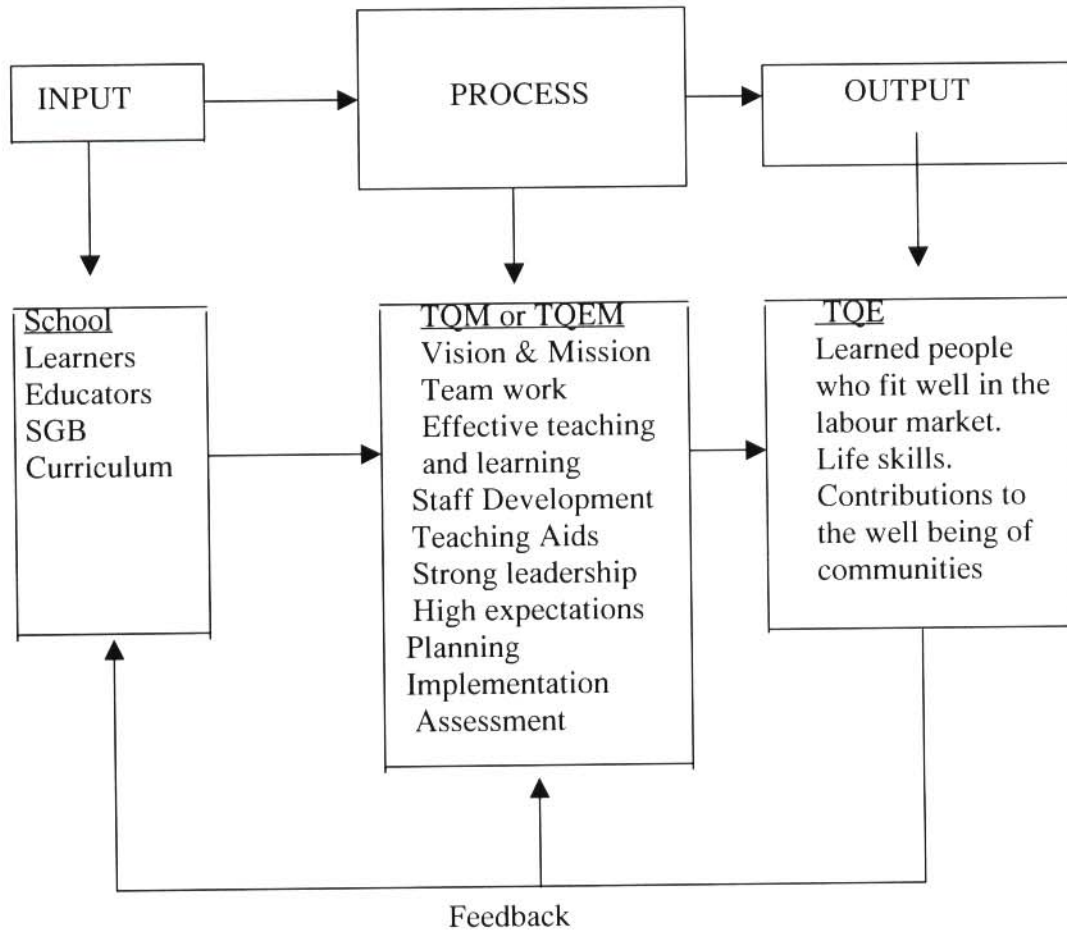
- setting strong administrative examples;
- giving support to educators;
- provisioning of well leveled grounds on which educators function effectively;
- the encouragement of a high level of parent-educator contact;
- creation of a balance between a strong leadership role and responsible autonomy for educators;
- the provisioning of role models for educators and learners; and
- exemplifying strong instructional leadership.

## 2.4 THE DIFFERENCE BETWEEN TOTAL QUALITY EDUCATION AND TOTAL QUALITY MANAGEMENT

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

It may be argued that Hayward (1998) sees the two concepts as equivalent. He however, prefers to use Total Quality Education because the term **“education”** makes it sound more relevant to the education field. The careful analysis of literature (Hayward, 1998:18f; WestBurn-ham, 1997:9 and Whitaker, 1998:48) indicates that Total Quality Management and Total Quality Education may be different variables. Total Quality Education is dependent on Total Quality Management. West-Burnham (1997:9) sees Total Quality Management as a means for achieving something, namely Total Quality Education. Total Quality Management seems to be the process that lays foundation for the realization of Total Quality Education. Total Quality Education is the end result or

the output of Total Quality Management. This can be diagrammatically shown as follows:

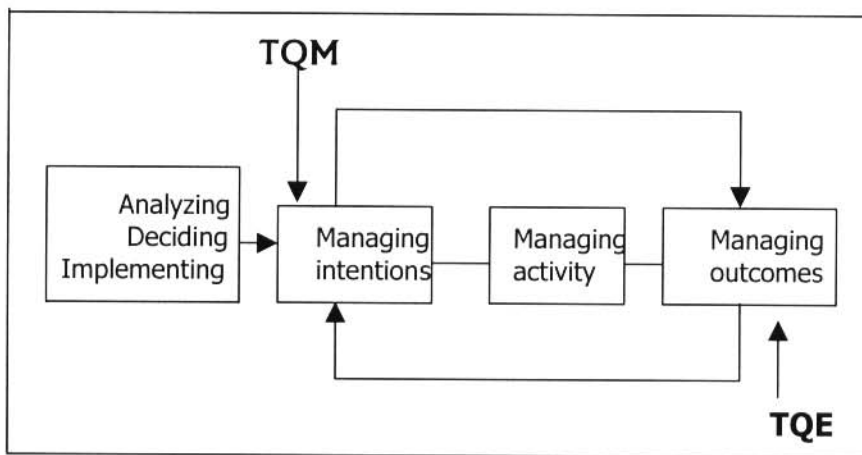


**Figure 2.1: Functional difference between TQM and TQE (Adapted from Whitaker, 1998:48; West-Burnham, 1997:37; Hayward, 1998:18f and Lunenburg and Ornstein, 1996:18)**

Total Quality Education encompasses both the process and the output. It should be emphasized that there are three components at the process stage, namely, educators and managers, learners and the learning content. It must be argued that during the learning process educators are concerned with managing the process so that it proceeds well. On the other hand, learners learn and the process leads to the final output, which is Total

Quality Education. While the process has a management element, it also has the element of acquisition of education by learners.

In essence, there is an overlap between the process and the output in the sense that the output begins to take its shape during the process. Hence the Total Quality Management section of the process “is” Total Quality Education. It seems as if Whitaker (1998:48) is in support of this argument. His diagram (Figure 2.2) can be used to clarify the relationship between TQM and TQE further.



**Figure 2.2: The relationship between TQM and TQE (Adapted from Whitaker, 1998:48)**

The arrow that points to the managing of outcomes block represents the influence of the management of intentions on the quality of outcomes. The management of outcomes represents TQE. An analysis of the outcome enables schools to improve on the management of intentions (TQM) hence the arrow from the managing outcome block to the managing intention block.

In an attempt to accommodate an argument that Total Quality Management is not specific, the concept Total Quality Education Management would be used instead of the unqualified Total Quality Management.

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

## **2.5 THE FIVE COMPONENTS OF A SCHOOL**

Total Quality Management is based on Max Werber's principles of ideal bureaucracy, which are referred to as the bureaucratic model. Total Quality Education-linked bureaucracy is called machine bureaucracy, it operates with high degree of efficiency and bears the following characteristics (Fiddler, 1997:55 and Bush, 1986:32):

- It has division of labour and specialization of expertise; for example, there are specific educators that teach specific subjects. This helps them concentrate on specific subject areas which may make them experts after teaching the same subject over a long period;
- Equal treatment of educators on the basis of facts and not feelings;
- There are policies, rules and regulations that govern the conduct of educators as they perform their duties; and
- There is a hierarchy of authority namely, educators, head of departments, deputy principals and principals for the purpose of performing specific duties that complement the achievement of the mission of the school.

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

### **2.5.1 Strategic Apex**

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

### **2.5.2 Middle Line**

This component comprises middle managers and the head of departments. Heads of departments are in direct contact with the operating core. The middle line is strategically placed to supervise the daily operations of the operating core. Heads of departments do not render the strategic apex redundant but they work together as a team.

### **2.5.4 The operating core**

This is comprised of the educators who actually carry the larger responsibility to teach. The nature of the quality of education largely depends on this component's skills, dedication and hard work. This component needs appropriate motivation from both the middle line and the strategic apex.

### **2.5.3 The Technostructure**

This is a component that is made up of analysts that are not physically attached to the school. They may, however, plan the work, evaluate it and train educators to perform pertinent duties (Fiddler, 1997:59). Curriculum planners and other interest groups like the Human Science Research Council are part of this component.

In addition to the above, this component gives feedback to educators about education in general. Some people criticize the education system in the media thus giving feedback to educators about the manner in which they manage the system and schools.

#### **2.5.4 The support staff**

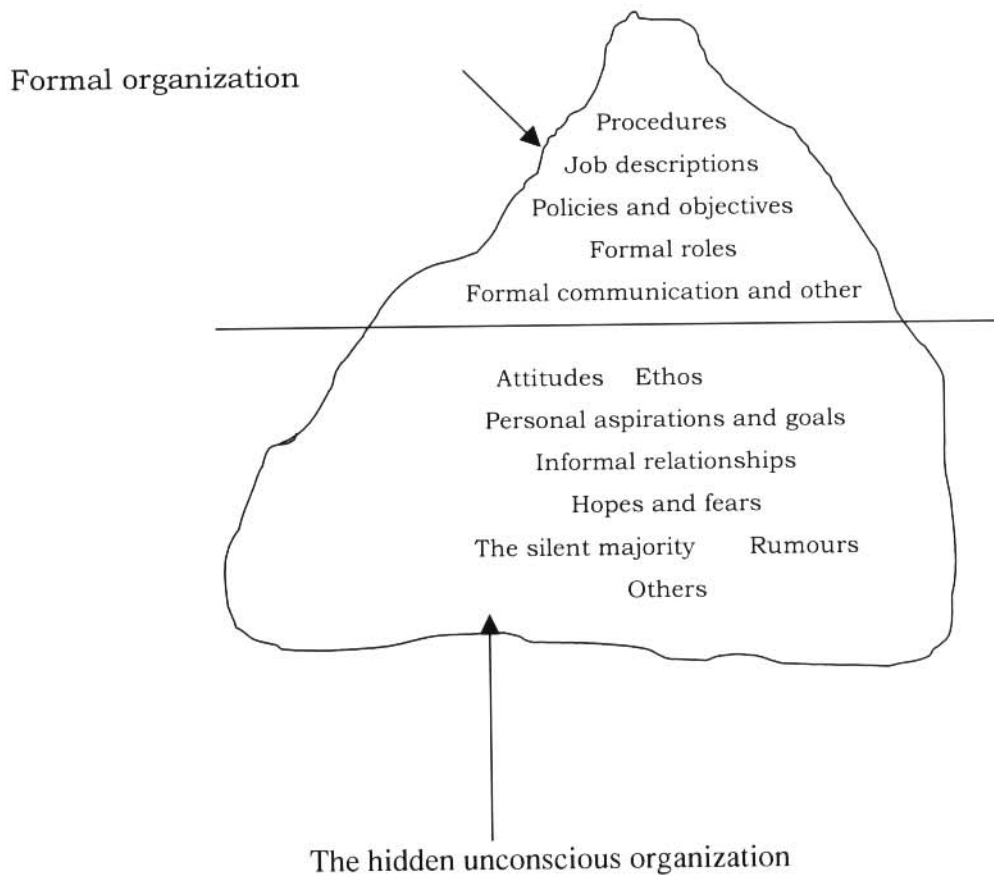
Support staff render an indirect support to teaching and learning. The school clerks and general workers fall into this category. They do not teach but what they do is to support educators in the teaching process. For example, the school clerk types question papers that are used in the assessment of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

The components indicated above can unconsciously and spontaneously group themselves into two camps hence Garret (1997:100) indicates that a school is like an iceberg consisting of two parts, one is visible and the other is invisible. The visible part is called formal organization while the invisible part is called the hidden unconscious organization. Figure 2.3 on the next page indicates these two parts of the organizations' iceberg.

Looking at the formal organization, it is noticeable that it is the formal terrain on which the functioning of the school takes place and it is also a process through which the mission of the school is accomplished (Garret, 1997:101).

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





**Figure 2.3: The school as an Iceberg (Garret, 1997:100)**

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

## 2.6 JURAN'S TEN STEPS TO TOTAL QUALITY EDUCATION

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

For the purpose of this study, Juran's ten steps to quality improvement will be listed. Deming's fourteen points will be discussed in details. The reason for not discussing Juran's points is that they seem simple and straightforward. Deming's fourteen points are comprehensive enough and they cover some of Juran's points.

The following are Juran's points to quality improvement (Hayward, 1998:45):

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

In addition to the above points, Juran emphasizes the 85/15 rule. This rule implies that principals and school management teams are responsible for 85% of an organization's

quality. In many instances, poor quality of education is as a result of poorly designed processes (poor planning) (Sallis, 1997:45).

## **2.7 DEMING'S APPROACH TO QUALITY EDUCATION**

It must be indicated that Deming did not write about the management of education. His work has been interpreted and applied to education (Melvin, 1991:17; Sallis, 1997:41f; Hinkley and Seddon, 1996:72; Hayward, 1998:36f and Bonstingl, 1992:77). His approach to education is viewed in two themes in this study:

### **2.7.1 The Deming's philosophy**

The Deming's philosophy includes themes such as appreciation for a system; knowledge about variation; knowledge of psychology and theory of knowledge (Melvin, 1991:17; Hinkley and Seddon, 1996:74f and Hayward, 1998:34f). Hayward (1998:34) refers to the Deming's philosophy as a system of profound knowledge.

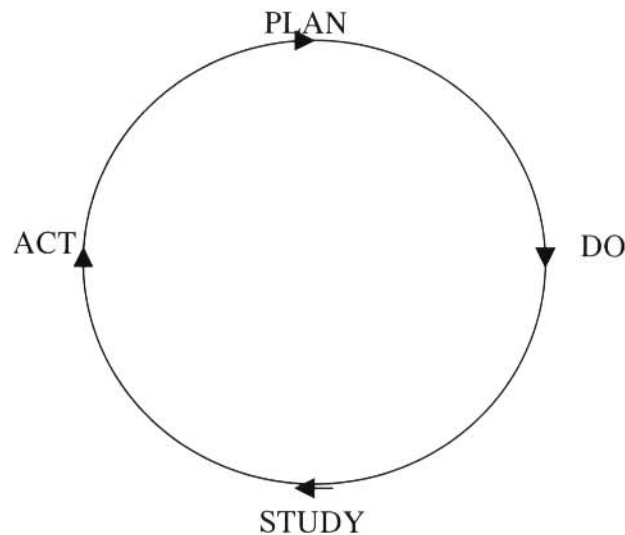
Appreciation of a system entails the acknowledgement of the various functions in a school performed by different individuals that are mutually dependent in achieving the overall goals of the school. Hinkley and Seddon (1996:74) warn that the aims of a school are achieved when the "system view" is acknowledged. They define this as the understanding of the interdependence of functions and people. This implies that educators and all systems must be coordinated well. The principle of co-operation should be emphasized. The inter-dependence of all educators, learners and all departments and systems must be outlined.

The knowledge about variation means understanding variability from norms and standards (Hinkley and Seddon, 1996:74; Melvin, 1991:7 and Hayward, 1998:34). Variability causes failure or poor quality education. Causes of poor quality education are poor curriculum designs; poor infrastructure, lack of resources and insufficient staff

development (Sallis, 1997:43). In order to curb variability, the causes must be addressed first.

To achieve quality, Deming focused on the understanding of human behaviour and motivation, which constitute the knowledge of psychology. Regarding this subject, Hinkley and Seddon (1996:75) assert that principals should manipulate the circumstances in which educators work to enforce an intrinsic release of motivation from all educators. It is also important for principals to investigate what motivates learners and educators so that maximum teaching and learning takes place.

The theory of variation entails successful prediction of the future (Hinkley and Seddon, 1996:76). In its venture to predict the future, this theory can be complemented by the Plan-Do-Study-Act cycle (PDSA) approach that leaders can employ in predicting the future of the school (Hinkley and Seddon, 1996:76; Jablonski, 1992:135 and Downey, Frase and Peters, 1994:118). Figure 2.4 below indicates the PDSA cycle.



**Figure 2.4: The PDSA cycle (Hinkley and Seddon, 1996:76)**

In Deming's terms, **study**, means the analysis of the processes being implemented; collection and evaluation of data; setting targets and the identification of educators

responsible for specific duties to be performed (Hinkley and Seddon: 75). If leaders follow the PDSA cycle, they may be able to make predictions about the future. The **study** step helps the leader gather information if the processes being undertaken are likely to produce the desired product or not. If not, the **Act** step allows the leader to make adjustments in the process to ensure that the final outcome complies with the expected standards or predicted future.

### 2.7.2 Deming’s fourteen points

In addition to the quality philosophy highlighted above, Deming propounded the fourteen points towards the achievement of quality. A synthesis from literature (Melvin, 1991:17f, Hayward, 1998:36f; Sallis, 1997:41f; Bonstingl, 1992:77f and Hinkley and Seddon, 1996:72f) is made to briefly highlight these points.

**Table 2.2: Deming’s fourteen points**

DEMING’ FOURTEEN POINTS	IMPLICATION TO TOTAL QUALITY EDUCATION
Create constancy of purpose for improvement of product and service	<p>The principal should lead the school in the creation of purpose for the school’s existence – the vision and mission and all-inclusive quality policies must be in place to ensure consistent focus and dedication of all stakeholders towards achieving quality outcomes. The principal elicits support from all other systems namely SGB and technostructures that have the capacity to monitor the school and give appropriate feedback. All focus is directed at :</p> <ul style="list-style-type: none"> <li>▪ the learners who are the envisaged “products” that are worked on towards perfection (Quality product) and</li> <li>▪ the quality of service delivery. In schools, educators render service. They must also be taken care of in the form of motivation, staff development, support and others.</li> </ul>
Adopt the new philosophy	<p>The Total Quality Education philosophy is based on the Japanese principle called <b>Kaizen</b> that means continuous improvement (Sallis, 1997:29). The principal must first adopt this philosophy and apply it in his leadership activities and thereafter diplomatically sell it to all members of the school community. All members of the school community must be imbued with the unending quest for continuous improvement in all the activities they are engaged in. Continuous improvement, little by little culminates in excellency and achievement beyond the expected standards.</p>

Cease dependence on mass inspection	The emphasis should not be on the inspection of the final product. The system in South Africa places much emphasis on the matric examination. That, in the eyes of the researcher amounts to mass inspection of what is supposed to be the final product. At that time, much damage has occurred without being noticed, hence the high failure rate. Evaluation and monitoring should be a daily activity so that shortcomings and pitfalls are identified and remedied at the earliest possible time. The introduction of continuous assessment (CASS), if educators commit themselves and practice it faithfully, can help a great deal. The phasing out of the standard five and eight examinations that were once practised in South Africa did away with what would be called an important element of continuous assessment on the journey to matric.
End the practice of doing business on price tag alone	Schools should not place much emphasis on the examination results. They must ensure that the process leading to the results are of quality. If they are indeed of quality, they should not worry about the results; the process will make them good.
Improve constantly and forever the system of production and service	Schools should continue improving all of their systems. Individuals should also strive to improve themselves in all respects and thereafter improve the school as an entity. Self-improvement and the improvement of the school will finally improve both production and the quality of the product.
Institute programmes of training	Staff development (training) is the only activity (as discussed in details in chapter 3), that can change attitudes and increase educators' skills, dedication and commitment. These days things are always changing due to technological advancements. Such changes dictate that education must always be channelled in a manner that suits the economic and technological advancements. To ensure that educators remain relevant, continuous training is absolutely required.
Institute leadership	As will be presented in chapter 3, Craft (1996:33) mentions that educators are leaders in their spheres of influence. They are leaders in classrooms; in the context of teams and others. Their leadership skills should be enhanced so that they are more influential than before. It is also important to note that educators' leadership skills if appropriately tapped, may complement the principal's shortcoming, if any, and the school can be subjected to a thrust that propels it ahead as a result of strengths pulled together from various sources.
Drive out fear	The many negative things that are happening in the education system, for example, redeployment and downsizing are likely to bring fear to educators. Fear is counterproductive in schools (Hayward, 1998:38). The school should create an environment where there is no fear in all respects. Educators must work without fear. Learners themselves must co-operate

	freely with educators without fear.
Break down barriers between staff	Schools must encourage the development of teams that may work across all departments. Educators must not be compartmentalised into rigid departments that do not interact. Although departments are healthy form of specialisation, cross interaction amongst them must be encouraged. A collective approach to the curriculum should be a thrust the school depends on in the correct interpretation and interaction with the curriculum and learners.
Eliminate slogans, exhortations, and targeting personnel	Stakeholders may come to an agreement about the schools' motto that may be motivational. If, however, problems arise along the way, it does not pay to blame one another. Instead everybody must work together in addressing the problems.
Eliminate numerical quotas	Deming encourages that summative evaluation should be substituted with formative evaluation. Summative evaluation has a problem in that learners only work hard for the purpose of getting high marks and not for the purpose of applying information gained in their daily lives. Once the examination is written, learners forget about this knowledge. This implies that summative evaluation goes hand in hand with rote learning.
Remove barriers to pride and the joy of workmanship	Educators and learners generally want to do good work and feel pride in it (Bonstingl, 1992:81). Failure is demotivating and may make others reluctant to try. Schools must create conditions where everyone feels successful. This will motivate everyone to keep on improving on his or her success. The kaizen principle finds roots where there is a certain degree of success.
Institute a vigorous programme of education and retraining.	Educators should be encouraged to study further even beyond the minimum requirements for their positions. Presently, the minimum qualification requirement to become an educator is REQV 13. Educators who have qualifications beyond the minimum may be in a better position to understand their responsibilities and to perform to standards. Sallis (1997:42) maintains that the better-educated educators, are better in understanding quality improvements.
Take action to accomplish the transformation	Quality education is not in the leaps, but in actions. Everybody, namely, educators, the school governing body, parents and learners, have the responsibility to strive for quality. Co-operation amongst all these parties is required. All duties should not be left with the school. Parents should, for example, supervise learners at home and make sure that they arrive at school on time, every day.

To summarize Deming's points, it is appropriate at this stage to mention that a principal of a High School in the United States of America studied Deming's points and condensed them into twelve points (West-Burnham, 1997:23). They are presented in a simpler form compared to Deming's version. These points seem to emphasize the building of positive relationships, which if achieved contribute to the achievement of Total Quality Education due to the fact that they emphasize the humanistic element, which in turn may also improve productivity. These points are (West-Burnham, 1997:23):

- human relations are the foundation for all quality improvement at a school
- all components in a school can be improved.
- eradicating the causes of problems in the system inevitably leads to improvement.
- the person doing the job is most knowledgeable about the job.
- educators want to be involved and to do their jobs well.
- every educator wants to feel like a valued contributor.
- more can be accomplished by working together to improve the system than by working individually around the system.
- a structured problem-solving process using statistical graphical problem-solving techniques is required.
- adversarial relationships are counterproductive.
- all organizations have gems waiting to be discovered.
- removing the barriers to pride of workmanship and the joys of learning unlocks the untapped potential in the organization.
- ongoing training, learning and experimentation is a priority for continuous improvement.

## **2.8 PHILIP CROSBY AND TOTAL QUALITY EDUCATION**

Like Deming, Philip Crosby also came up with fourteen points that are called steps to quality (Sallis, 1997:46). Some of Crosby's steps to quality are the same as Deming's



points. For the purpose of this study, those points that are not covered by Deming are highlighted below.

Crosby believed that a quality improvement team must be established in a school. The responsibility of this team is to set into motion and direct quality programmes. Under this team, there should be other teams established on the basis of the different departments existing in schools. Each of these teams carries the quality processes further and put them into practice (Sallis, 1997:48).

It is also recommended that task teams be formed to monitor the quality processes. These teams make recommendations on how to eliminate any aspect of the school system that is threatening quality.

Crosby coined the concept “zero defect.” He argued that all staff (educators) should sign a formal contract or pledge to work towards zero defects - Total Quality Education (Sallis, 1997:49). The foregoing statement seems to tally well with the content of the Public Service Regulations (1999) which requires heads of departments (deputy director general level) in all departments to sign an employment contract with the government (Public Service Regulations, July 1999). This contract would be terminated if the incumbent of the post does not deliver quality services. Further, the contract cannot be renewed at the expiry of a five-year period if in the eyes of the employer, the employee falls short in performance. If educators were to sign such a contract, perhaps their attitudes would change and they might be motivated to perform to standards knowing that their failures would lead to the termination of their employment contracts.

The importance of the training of supervisors (principals and heads of departments) cannot be overemphasized. It is absolutely important that they are trained so that they clearly understand their responsibilities towards the achievement of quality. If they fumble, quality is never achieved as Juran indicates that they are responsible for the 85% daily functioning of schools (Sallis, 1997:45).

## **2.8.1 The Hoshin plan**

The underlying theme of the Hoshin plan is the sharing of ideas within organizations (schools). The plan consists of seven principles, which are briefly highlighted below (Murgatroyd and Morgan, 1994:133f):

### **2.8.1.1 Participation**

This principle emphasizes that all stakeholders must participate in the development of the schools' vision and mission. The principal provides leadership in the development of the vision. All other stakeholders participate actively thus the vision is collectively owned by all. Section 20(c) of the South African Schools' Act 84 of 1996 makes provision that the school governing body (SGB) shall develop a mission statement for the school. It is worth noting that various components; namely educators, parents and learners are members of the SGB. Indeed this allows a wider participation by various components. Participation by various components is not only limited to the SGB. Participation can be extended to other aspects of the schools' life for example decision making, communication and others.

### **2.8.1.2 Individual initiative and responsibility**

The principal and the school management team set comprehensive goals for the school. Individual educators study these goals and from them set their own individual goals suitable to their own particular duties. The principal evaluates individual educators' goals against the following questions:

- How will the educators' goals assist the attainment of the school's goals?
- What professional learning is required to support the educator's goals?
- What barriers might hinder the attainment of these goals and how to avoid them?

Once these questions have been positively answered, the principal offers continuous support to all the educators based on the Kaizen principle. The principal spends much time analyzing the connection between individual educator and teams' goals and the overall goals of the school.

### **2.8.1.3 Root causes are tackled, not just symptoms**

The Hoshin principle moves away from the fix-it mentality. This mentality waits until there is a problem before something is done: it is reactive. The Hoshin principle advances a Total Quality Education principle that says, "If it is not broken, still improve it and look for the causes that inhibit enhancement." This approach is proactive (Murgatroyd and Morgan, 1994:134). As part of the Total Quality Education endeavour, this principle emphasizes that schools should plan and co-ordinate processes so that potential problems are eliminated even before they surface, it encourages the taking of proactive action.

### **2.8.1.4 No tie to performance appraisal**

Before quality is achieved, schools must be prepared to take risks. When taking risk, it is possible to fail. Failure should not be taken in a negative spirit; it must be seen as an initial stage towards achieving quality education. Failure must also be seen as a learning experience, which is crucial towards the correction of mistakes. After these mistakes are corrected, the school keeps on taking risks and in the process it takes some strides towards quality achievement.

### **2.8.1.5 Quality before all else**

All members of the school community should give total Quality Management and related activities priority. Quality should be viewed as supreme to all other aspects educators can think of. In all meetings whether formal or informal, the idea of quality should permeate all conversations and discussions.

### **2.8.1.6 Communicate, communicate and then communicate some more**

This principle emphasizes the supremacy of communication. It is through communication that there are activities going on at school. There should be a free flow of communication in all directions giving support, guidance, concerns, suggestions, appreciation, feedback and others. Murgatroyd and Morgan (1994:135) adds another dimension of communication, namely, communication by walking about, by sharing data, by displays, charts and diagrams. They call this creative communication.

### **2.8.1.7 Focus on process**

Murgatroyd and Morgan (1994: 135) believe that schools should focus on the process because it is the process that determines the quality of the product. In focusing on the process, educators under the leadership of the principal should:

- review their goals on regular basis (at least monthly).
- evaluate regularly what is helpful in enhancing the process and what inhibits the quality of the process.

They should analyze the process in depth. Once the process performs to standards, the product follows suit.

## **2.9 PILLARS OF QUALITY EDUCATION**

Total Quality Education is founded on pillars or principles, which are distinguishing elements of Total Quality Education. The absence of these pillars or principles in a school spell lack of effectiveness of that particular school (Jablonski, 1992:24 and Bonstingl, 1992:34). Some authors, for example, Jablonski (1992:24f) enumerate six principles while on the other hand other authors for example Bonstingl (1992:34f)

propose that there are four pillars of Total Quality Education. In this study Bonstingl's (1992) approach will be followed because Jablonski's (1992) principles can be accommodated within the former authors' approach:

### 2.9.1 Primary focus on suppliers and customers

The Total Quality movement has a commercial approach to education. It would like to see schools operating in a business-like manner where there are customers and suppliers (Bonstingl, 1992:34 and Jablonski, 1992:24).

This pillar, primary focus on suppliers and customers, views the schools' primary stakeholders, namely, the school, the principal, educators, learners and parents, as both suppliers and customers. In the business world, emphasis is put on quality values for money. This implies that all the stakeholders mentioned above have the responsibility to strive for quality in their respective capacities as suppliers and at the same time demand quality product in their capacities as customers.

Table 2.3 below tries to explain in details how are the stakeholders viewed as both customers and suppliers.

**Table 2.3: Focus on suppliers and customers. Adapted from Bonstingl (1992:34) and Jablonski (1992:24f)**

STAKEHOLDER	CUSTOMER	SUPPLIER
School	When parents send their children to school, the school becomes a customer to the parents. The school expects learners to come to school having been taught the basic moral behaviour. Parents are expected to ensure that their children are of quality with regard to basic social norms that will make them teachable.	The school becomes a supplier after having taught the learners. They have to go back to community and be of service there. The school is a supplier to parents, the community, tertiary institutions and the labour market. These parties expect the school to supply them with learners of quality who fit in well with the demands of that particular institution and or community.
The principal	The principal is a customer to	The principal supplies services to

	the Department of Education. He expects quality support from all his seniors. He further expects the department to supply the school with the equipment required for the functioning of the school.	educators, learners and parents. Educators expect quality service from the principal, which is in the form of leadership.
Educators	Educators are the principals' customers. They rely on the principals' guidance, professional development strategies and all other things pertinent to their carrying out of their duties.	Educators are suppliers to learners. Teaching them amounts to supplying services that no one else can provide. Parents, the labour market and the community expect the services (the supply) of educators to be of quality.
Learners	Learners are customers to the school, educators and principal. The expectation that they must be taught means that there must be a plan by the school (principal) and educators to ensure that quality is supplied to them. They are also customers to their parents as they need support from them.	As suppliers, learners have to be of service to the community once they have completed their learning curriculum. The quality of their service depends on the quality of the supply they receive from the school.
Parents	As customers, parents pay school fund for their learners and expect that the school will in return supply them with learned young adults. Indeed, they expect quality education from the school that is the product that they are after.	As suppliers, parents supply schools with learners thus ensuring the survival of the school and its employees. If parents were to choose to withdraw their children from school A and send them to school B. School A would close and those educators would loose employment if unable to transfer to other schools.

This pillar believes that a school has two forms of customers, namely, internal customers and external customers (Bonstingl, 1992:34). Internal customers are educators and all other individuals employed at school. External customers are learners, parents, tertiary institutions and the community.

### **2.9.2 Constant dedication to continuous improvement**

For any school to become a school offering Total Quality Education, it must commit itself to the **Kaizen principle** (continuous improvement). All members of the school community, namely, the school governing body, principal, educators, learners themselves and other support staff members must be dedicated to self improvement and the betterment of other people in their sphere of influence. Further, this pillar views education to be in a spiral form characterized by both educators and learners directing their energies towards unlimited continuous improvement (Bonstingl, 1992:37).

By implication, the above statement calls upon all primary stakeholders to continuously improve on:

- effective use of time. This includes aspects such as punctuality by both educators and learners, and
- thorough preparation by educators.

### **2.9.3 Systems/process orientation**

Bonstingl's (1992:41) process orientation is exactly the same as Deming's appreciation of a system discussed under Deming's approach to Quality Education (see point 2.9). The only addition that Bonstingl (1992:41) makes is that schools should identify all other role players in the life of a school other than the primary stakeholders. Other parties, for example, civic organization may not be directly involved in the school but some of their activities impact on the schools' system. It may be concluded that successful schools build strong linkages with other local organizations, recognizing them as essential contributing factors to their ongoing processes of improvement.

#### **2.9.4 Strong and consistent Total Quality Leadership from top management**

Responsibility for quality processes, systems and outcomes rests with management and it cannot be delegated. This argument tallies with Juran's 85/15 rule (Bonstingl, 1992:43 and Sallis, 1997:45). While the principal remains responsible, he or she can share his or her responsibilities while retaining accountability. Through all established and legitimate organs or systems the principal has the obligation to empower and enable educators to continuously improve their teaching skills. Principals are expected to influence educators and learners to do the best in the teaching-learning process. The principal should continuously sensitize all members of the school community about the mission of the school. This may help ensure that all activities are based on the goals of the school (Bonstingl, 1992:43). In emphasizing the importance of the strength of leadership both the Total Quality Education movement and the Effective schools movement view the principal as key to quality of education or school effectiveness (Southworth, 1990:3f).

#### **2.10 SUMMARY**

This chapter has examined educational management theories in detail. The concept **theory** has been defined and reasons why it is so important for management teams to have knowledge of the educational management theories have been enumerated. Further more, the broad definition of a learner, leadership and management were looked into from the perspective of Total Quality Education. The use of a concept that has never been used in education literature namely, Total Quality Education Management (TQEM) has been suggested in an attempt to customize initiatives by business management to Total Quality Education Management.

The above was followed by the examination of the five components of a school which, if well synchronized, ensure that the school functions well and may stand a better chance to perform to or exceed expectations.



The contribution of theorists such as Juran, Deming, Philip Crosby and Bonstingl have been examined and applied in the field of educational management. These theorists' ideas are the foundation for Total Quality Education. Like the five components of a school, they can make a valuable contribution to schools in their quest for the achievement of Total Quality Education. Although these theorists, with the exception of Bonstingl wrote about management in general, the relevancy of their ideas to education has been highlighted. Lastly, the pillars of Quality Education and the Hoshin plan were discussed.

The next chapter (Chapter three) reviews literature within the context of the study. It tries to portray the ideal situation that may lead to success.

## CHAPTER THREE

### TOWARDS TOTAL QUALITY EDUCATION: A REVIEW OF WHAT OUGHT TO BE

#### 3.1 INTRODUCTION

The previous chapter presented a theoretical background on Total Quality Management. This chapter investigates some practical aspects of Total Quality Management. It tries to integrate some educational laws; policies and regulations with what ought to be before Total Quality Education can be achieved not only in the study area but also in some other parts of South Africa. Some aspects of this section may seem far-fetched because they may look too theoretical and unachievable. The underlying fact is that the ideal situation presented in this chapter cannot be achieved overnight but at least over a period of three years of consistent commitment (Downey, Frase and Peters, 1994:118 and Jablonski, 1992:22). To educators who would want to take short cuts it may indeed appear far-fetched. An appeal would be made to all stakeholders to take the **Kaizen** approach towards the ideal (Total Quality Management). In doing so, some fears that Total Quality Education cannot be achieved, may be counteracted with positive attitudes built along the way as achievements at a smaller scale are realized.

#### 3.2 EDUCATIONAL POLICIES AND TOTAL QUALITY EDUCATION

All over the world, countries develop various educational policies that reflect their identities and their aspirations with regard to learners' outcomes after going through formal education. Various authors have written and are still writing texts on education. Whatever has been or is being written finds value when it is understood and applied within the context of the educational policies of a particular country.

South African educational policies and laws are very important because they lay a foundation for practice. Before literature can be reviewed, it is important to review these documents in brief because they lay the foundation for the correct interpretation of literature. Moreover, the subject of supervision takes place within the context of these policies and laws.

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

The National Education Policy Act number 27 of 1996 presents a blueprint of how the education should look like. This act puts principles in place that must be enshrined in all schools' vision, mission, goals, and policies.

The educational identity as well as the educational needs and aspirations of South Africa seem to be contained in the National Education Policy Act Number 27 of 1996, the White Paper on Science and Technology (1996:7) and the National Department of Education's Annual Report (1998:3). A summarized synthesis from these documents indicates that after going through education, learners must:

- be competitive and have the ability to create employment and contribute in all matters affecting the country;
- have an enriched quality of life;
- care for and respect the environment to ensure its' sustainability; and

- have the desire to keep on learning (lifelong learning).

To achieve the above, it is recommended that schools should develop quality learning activities which may include classroom teaching and extra curricular activities (National Committee on Further Education, 1997:44). The National committee views quality education as that type of educational encounter which is characterized by sets of goals and purposes that are adequate and appropriate; these are put into practice through the use of high quality activities.

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

### **3.2.1 Maintenance of high standards of performance and professionalism**

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

To ensure quality education, the South African National Department of Education has a right to monitor schools on annual basis with the aim of assessing progress and compliance with the constitution and all education policies (National Education Policy Act, N27 of 1996:8(1)).

The Employment of Educators' Act (Act number 76 of 1998) makes provision for the establishment of a council for educators called South African Council for Educators (SACE) with which all educators must be registered (Section 28(1)(a-b) of the Act). The

mission of this council is to enhance the status of the teaching profession, and to promote the development of educators and their professional conduct.

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

- promote professional development of educators and
- establish a code of professional ethics for educators which shall apply to all educators registered or provisionally registered with the council.

### **3.2.2 Promotion of team efforts towards Total Quality Education**

The South African Schools' Act Number 84 of 1996 makes provision for the establishment of teams called school governing bodies. Amongst other duties, School Governing Bodies are expected to:

- promote the best interest of the school and strive to ensure its development through the provision of quality education for all learners at the school;
- develop the mission statement of the school;
- adopt a code of conduct of learners at the school;
- support the principal, educators and other staff of the school in the performance of their professional functions; and all the other duties enumerated in section 20(1)(a-m) of the South African Schools' Act, Act number 84 of 1996.

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

The Council for Educators that was addressed above, is yet another team that is in partnership with the quality education movement. Although it is not explicitly involved at the school level it is implicitly involved through its influence on its' members. Its' duty is that of offering proper professional growth to its members so that they approach their duties with an open mind and a willingness to ensure quality education for all learners. Educators who are affiliated to this council support the belief that self-discipline, training and conduct of the teaching profession determine the quality of education in this country (SACE, 1999:1).

If educators respect the mission of the council there will be maximum commitment from them and their work rate at school will bring about the rejuvenation of schools resulting in the high performance of schools as they follow total quality education principles.

The Labour Relations' Act, Act number 66 of 1995 makes provision for the establishment of workplace forums. These forums together with principals at schools form a partnership, which boosts the morale of educators. They promote the interest of all educators irrespective of membership to educators' unions. Their aim is to enhance educators' efficiency. They also promote the principle of consultation and participation in decision making at schools, thus ensuring ownership of all activities by all educators (Department of Labour, 1997:32). In addition, the Labour Relations Act promotes the right to fair labour practices, which is indeed motivational (Department of Labour, 1993:3)

At this stage, it must be noted that school principals enjoy a very wide support system ranging from the constitution to school governing bodies. Laws and statutory teams have been put in place to enhance the quality of the school management teams' duties.

Though this is the case, the onus remains with principals and their governance teams to coordinate the systems in a manner that benefits their schools. Inability to coordinate these systems renders them valueless.

A careful analysis of literature (Murgatroyd and Morgan, 1994; West-Burnham, 1997; and Munro-Foure, Munro-Foure and Bones, 1993) indicates that most schools that adopt the Total Quality Education characteristics perform better. These characteristics psychologically motivate all members of the school community to be focused towards the basics, thus making a remarkable contribution in the whole school development in terms of effective learning and professional development of educators. Hereunder, an attempt is made to substantiate this statement.

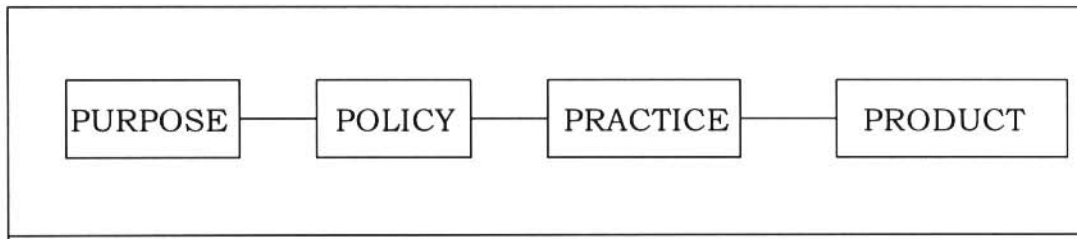
### **3.3 TOTAL QUALITY EDUCATION AND SCHOOLS' PERFORMANCE**

In exploring the effect of the implementation of Total Quality Education on a school's performance, it is imperative to address a few of the basic characteristics of Total Quality Management. Authors (Whitaker, 1998; Sallis, 1997; West-Burnham, 1997; West-Burn and O'Sullivan, 1998; Murgatroyd and Morgan, 1994; and Munro-Foure, Munro-foure and Bones) indicate that the following are the basic aspects of Total Quality Education and they are worth exploring at this stage:

- The 4P development chain;
- The five task of Total Quality Management;
- The Quality Policy; and
- The Quality Management System (QMS).

#### **3.3.1 The 4P development chain**

Schools are founded on four elements, namely purpose, policy, practice and product (Whitaker, 1998:24). These elements can be put in a diagrammatic form as follows:



**Figure 3.1: The 4P-Development chain (Adapted from Whitaker, 1998:24)**

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

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

- **The formation stage**

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

- **The growth stage**

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



- **The Maturity stage**

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

- **The decline and decay or the renewal and revitalization stage**

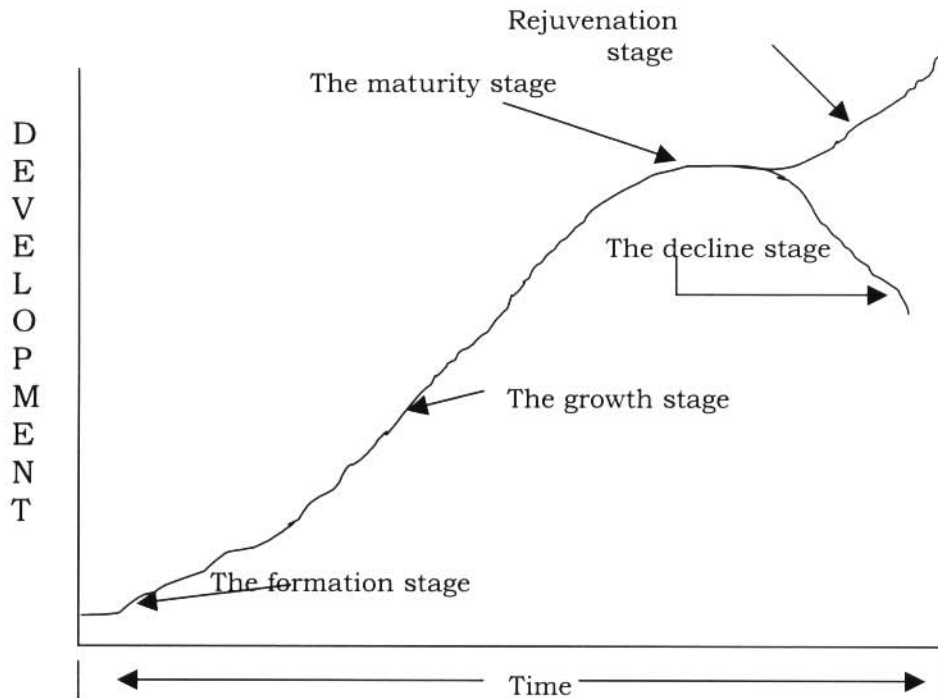
Decline and decay stage follows the maturity stage if the school does not improve. If the school improves itself the renewal and the revitalization stage follows instead of decline and decay. If no attempt is made at the maturity stage to keep pace with the external environments, the performance of the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

- **Renewal and rejuvenation**

This stage is characterized by the active evaluation of the present performance of the school, and the 4P-development chain of the school with an aim of readjusting to the present needs of the public. Continuous research into the needs of the learners, the community and the labour market are undertaken, thus making an impact on the school to review its mission and recommit itself to quality education. This stage is further characterized by reviewing of the curriculum. The performance of the school grows because the school knows the needs of all stakeholders and commits itself to the fulfillment of these needs.

Figure 3.2 below indicates the Life-Cycle theory of a school. It must be understood that the 4P-development chain, if properly applied, can avoid the decline and decay

stage of a school. Instead it can ensure that a school undergoes resurgence and revitalization.



**Figure 3.2: The life cycle of a school. (Adapted from Sallis, 1997:68)**

In the Total Quality School context, the 4P-development chain can be interpreted as follows:

### **3.3.1.1 Purpose of the school**

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

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

- strives to meet the social and economic needs of society. People are social human beings who have to adhere to certain social ethics and standards including morality. Schools are social institutions that educate learners about these to make them acceptable members of society. Further, schools offer a curriculum that prepares learners to find their appropriate place in the economy of the country while making contribution to its continued growth and sustainability.
- enables learners to learn about the world. Knowledge about the world enhances the aesthetic feelings of individuals and respect for the environment that is the source of life, and economy and offers itself as a world in which all things are happening.
- facilitates access to the world of work. The worth of an individual is realized because that person is suitably employed and earns a living.
- transmits social and cultural traditions. The school has the responsibility to educate learners about their cultural heritage including social ethics and morality. This function ensures that individuals behave themselves well and within acceptable social standards.

- provides a foundation for adult life. Learners will one day find themselves as adults and will have to perform all the duties expected of an adult. Schools lay the foundation for this responsibility.

All the above should be explicitly entrenched in the mission of the school which should be shared and owned by all members of the school community. According to Sallis (1997:107f) and West-Burnham (1997:79) the practical purpose of a mission is to:

- **Provide a sense of direction and purpose**

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

- **Generate consistency of action**

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

- **Serve to motivate and challenge**

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

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

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

- **Lack of sense of direction**

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

- **Lack of motivation**

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

- **Lack of consistency**

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

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

### **3.3.1.2 Policy of the school**

At this level it must be emphasized that it is imperative for schools to have various policies governing the activities of various aspects of the school life. Primarily, a school exists to offer learning experiences to learners. Therefore it is mandatory for all schools

to have a policy on learning. West-Burnham and O' Sullivan (1998:110) contend that schools of quality should have policies on learning and teaching which should include:

- a definition of learning and teaching;
- the role of the educators and learners in the learning process;
- specification of appropriate assessment strategies;
- specification and the purpose of pastoral care, its relationship to learning and the strategies for raising achievement; and
- utilisation of the available resources, equitable accesses to them and their maximum use.

Such a policy is central to every relevant activity and the heart of syllabi, lesson planning as well as professional learning activities (West-Burnham and O'Sullivan, 1998:111). Professional learning activities connote developmental supervision of educators which views them as learners as well (Glickman, Gordon and Roos-Gordon, 1998:51 and Reiman and Thies-Sprinthal, 1998:6).

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

### **3.3.1.3 Practice**

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

- **Planning**

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

- **Implementation**

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

- **Evaluation**

Assessment is a process, through which the quality of learners' achievements can be judged, recorded and reported (Malan, 1997:24). On the other hand, evaluation can be seen as a process that includes information gathering, analysis of and reflection about this information, the weighing of alternatives and making a final judgement (Thomas, 1985:374). The researcher is of the opinion that learners' achievements as contained in Malan's (1997:24) definition of assessment can only be understood through the use of Thomas' (1985:374) process of information gathering, analysis of this information and weighing of alternatives. This exposition of both assessment and evaluation makes one conclude that the two are basically the same.

Reasons for conducting assessment are:

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

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

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

#### **3.3.1.4 Product**

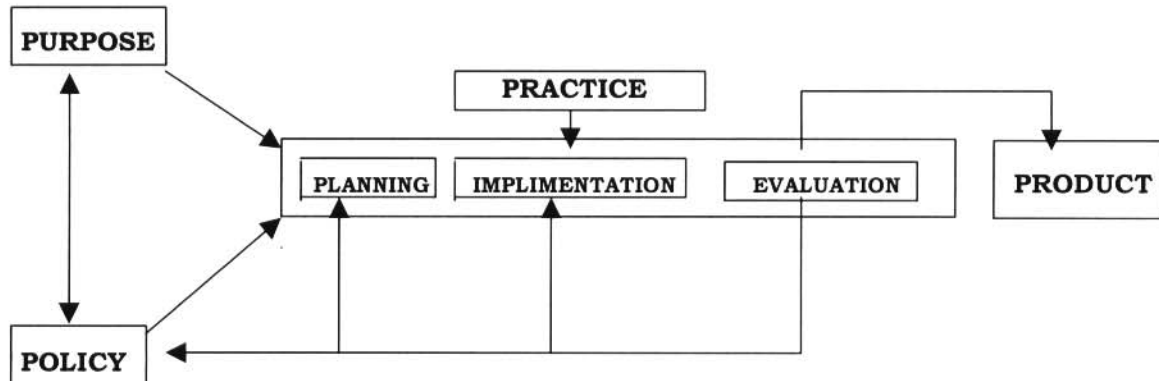
Whitaker (1998:27) contends that product is concerned with what we want the outcomes of the schooling process to be. An example of this would be the statement of outcome (product) which may be formulated as follows:

After going through education, learners will become:

- persons searching for meaning;
- creative persons;
- working persons;
- enlightened persons;
- co-operative persons; and
- environmentally friendly persons.



The analysis of the 4P-development chain suggests that this model can be simplified as indicated below:



**Figure 3.3 Detailed and simplified 4P-Development chain (Adapted from Whitetaker, 1998:24)**

### 3.3.2 The five tasks of Total Quality Management

Murgatroyd and Morgan (1994:64) believe that for any school to be called a Total Quality School, it must perform the following five tasks:

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

The principals' leadership should motivate all members of the school community to pull towards the same strategic ends. Educators must be motivated to develop a high degree of collegiality as they work in teams that are focused to the achievement of the purpose of the school.

This spirit is cascaded down to learners. They also become highly motivated by both educators and the environment and become focussed on the achievement of what is expected of them as learners.

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

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

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

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

In the light of Total Quality Education, a team is defined as a group of educators who come together and adopt a common mission to solve a problem for the good of the school and they are unified in supporting all the teams' activities. They are bound together by key team elements such as those that appear in table 3.1 (Arcaro, 1995:14).

**Table 3.1: Key team elements of a quality team (Arcaro, 1995:14)**

<b>Key elements of a team</b>	<b>Some explanations</b>
Commitment	Administrators, supervisors and staff support the team's mission.
Mission	Team members understand what they are expected to achieve.
Objectives	Team members work on tasks that are consistent with the mission.
Trust	Team members trust and respect one another and are willing to invest in one another.

Meetings	Team's meetings are efficient and produce results.
Shared responsibility	Team members recognize the interdependence for success that exists within the team.
Conflict	Conflict is anticipated and eliminated before it becomes divisive.
Roles and responsibility	Team members know what is expected of them.
Participation	Every one of the team participates in all activities.
Communication	Information is shared with all members and team activities are communicated to all educators in the school.

In a school situation there may be many teams, for example, teams that exist on the basis of subjects taught by educators such as English, Maths, Geography and others. In other words educators teaching the same subject can be grouped together and form a team. Though this team functions independently of the other teams, what is important is that its' activities contribute to the overall achievement of the purpose of the school.

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

To achieve a broad purpose, it is necessary to break down the goal into specific objectives that if achieved culminate in the achievement of the broad purpose. Schools should have realistic goals that are achievable. These goals should be aligned to the overall purpose of the school. The achievement of one goal motivates the school community to work harder to achieve the next goal.

- **The systematic daily management of the organization through the use of effective tools for measurement and feedback**

Measurement means the evaluation of strategies that are applied continuously to check if the process is continuously producing quality product. Should anything be observed threatening quality, corrective measures are immediately undertaken. Following the quality principles, quality is evaluated on a regular basis, thus making

it impossible to be shocked by high failure rates at the end of the year or the misfit of the product in the community and the labour market.

The tasks mentioned above summarize and emphasize the idea of the quality gurus enumerated by West-Burnham (1997:19f). It must be remembered that these gurus namely, Crosby, Deming and Duran (West-Burnham, 1997:19f) had various approaches to quality. What they have in common is their support for the five tasks of Total Quality Management that can be summarized as follows:

- **Purpose-driven schools and consistency**

Total Quality Schools have a purpose. All members of the school community are aware of the purpose and all their actions are geared towards the achievement of the purpose. There is no deviation in the route towards quality. Should there be anything that makes the school deviate, it is corrected immediately. All members of the school community are consistent in their endeavour to achieve the purpose of the school. Inconsistency is viewed as harmful to the quality of the expected product.

- **Quality measurement procedures**

There are established procedures that are followed in measuring quality. Quality measurement instruments are in the form of both summative and formative evaluation. Continuous assessment may be favoured as it is likely to unearth any irregularities at their earliest stages.

- **Appropriate staff development towards quality**

Chapter three of this study delves into staff development for the purpose of achieving quality education. At this stage it should be indicated that Total Quality Education invests in the development of educators.

- **Zero defect on product or outcomes**

The concept “zero defect” means commitment to success and the elimination of failure. It is characterized by putting correct systems in place that ensure that things are done the correct way. It is a commitment towards perfection (Sallis, 1997:47). Although Deming and Juran doubt that the zero defect can ever be achieved (Sallis, 1997:47) some people believe in the expression: If one aims at the moon, one heats just below the moon.

- **Emphasis on team work**

Total Quality Management emphasizes the development of teams because of the following benefits (Murgatroyd and Morgan, 1994:142):

- Total Quality Management can achieve sustainable quality improvement if it is not dependent on an individual person. If the school depends on an individual, it faces the risk of collapsing the day that individual gets a transfer or promoted to an other position. A school that emphasizes the development of teams continues functioning as usual even if key personnel may decide to leave.
- Teams are learning entities. Learning of individuals is enhanced in the context of teams.

The above five tasks of Total Quality Management contribute to a positive school performance. A school that does not apply these tasks cannot be effective. It may be characterized by lack of a sense of direction; lack of attention given to quality initiatives; lack of ownership of activities; focus on outcome rather than the process; and lack of providing of feedback to educators (Murgatroyd and Morgan, 1994:64).

- **Lack of sense of direction**

In a school where there is lack of direction, educators have no sources of reference that may give them direction, so they do as they please. As a result, activities lack integration and coherence and the schools' comprehensive picture of its intentions is not identifiable. The lack of direction may disillusion some educators hence their morale may be very low. Some dedicated educators may wish to go and work in other schools due to frustrations brought about by the prevailing conditions.

- **Lack of attention given to quality initiatives**

If quality initiatives are never given serious attention, they are viewed as waste of time or as a means of overworking educators, which is not welcome. Educators may rely on their experience which may not have been quality experience, but just the same poor experience repeated many times.

- **Lack of ownership of any activity in the school**

School activities are not owned by educators, only the few dedicated ones initiate some activities that are not supported. Most educators label activities as **their initiatives**. Such initiatives need to be acknowledged by the team to encourage independent progressive thought. These initiatives become part of the team and educational establishment as a whole.

- **A focus on outcome rather than the process**

Educators make a poor input into the process but expect the best outcome. When the outcome is bad, they blame learners for not being attentive, parents for no being supportive; the department for not supplying resources and equipment. When they blame others, they fail to make introspection about their role in the process.

- **No feedback is given to educators and their contribution is of a low standard**

The principal may also be operating without a framework of reference with regard to the assessment of educators' work and learners' learning process. Educators may be performing poorly but because there are no quality assurance instruments, they may continue performing below standard. Educators are never given feedback during the course of the year about their performance, which is an activity, which may help them improve.

### **3.3.3 The quality policy**

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

Amongst other things, the quality policy must include the following (West-Burnham, 1997:59):

- **A definition of quality for the school**

It would be best in a school if all members of the school community would have the same definition of quality. This might motivate them to equally exert themselves towards achieving the goals of the school. A common understanding may ensure that all educators pull together in achieving a quality that they all understand and cherish valuable for the school and its customers.

- **The system to be applied to obtain that quality**

The researcher strongly believes that the common understanding of quality would give birth to a system that could be used in obtaining quality. All components of the school, for example classroom educators, governance structure, support staff and

others, would design effective miniature systems aimed at achieving quality at all levels. Bringing these miniature systems together would produce a good system that functions towards achieving quality. All that is seen to be contributing to quality achievement is recorded as policy that binds educators in their performance towards achieving quality.

- **The significance of training and development**

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

- **Management commitment**

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

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

### **3.3.4 The quality management system**

Quality Management System means improving quality by eliminating the causes of non-conformance in every activity throughout the school and it has the following advantages



such as improved customer satisfaction; elimination of errors and waste; and increased motivation and commitment from educators (Munro-Foure, Munro-Foure and Bones, 1993:4).

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

- **identify the requirements of their customers**

One can only satisfy customers when one knows the customers' needs. Schools have the responsibility to interact with all of their customers so that they fashion their activities according to the demands/needs of their customers.

- **ensure that they are able to supply products and service in accordance with those requirements**

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

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

The review of literature above indicates that there is relationship between the application of Total Quality Principles and the performance of the school. A school that follows the

Quality Principles performs better. On the contrary, schools that do not use the Total Quality Principles perform below standards.

### **3.4 SUPERVISION FOR TOTAL QUALITY EDUCATION**

The effective schools' research movement (Scheerens and Bosker, 1997:146) and the Total Quality Movement (Crosby, 1994:59 and West-Burnham, 1997:19f) are in agreement that the leader plays a pivotal role in steering an organization to success. Both movements mention the leader as primary factor amongst all factors that affect quality or effectiveness.

Supervision is a function and a process that contributes to the effectiveness of a school or Total Quality Education (Glickman, Gordon and Ross- Gordon, 1998:8). It must be viewed as developmental if schools are to become more successful. Supervision must encourage greater involvement, autonomous thinking and collective action by educators (Glickman, Gordon and Roos-Gordon, 1998:46). This statement implies that once educators have been supervised, they should enjoy a responsible independence that makes them function effectively without a continued interaction with the principal in the form of supervision, direction, coaching and others. This relieves the principal and enables him or her to focus on other crucial aspects of the school life. For a principal to supervise effectively he/she must be aware of or recognize the following:

#### **3.4.1 The theory of Andragogy and educators**

Reiman and Thies-Sprinthal (1998:7); Glickman, Gordon and Ross-Gordon (1998:51f); Myers and Simpson (1998:2) and Frase and Hetzel (1990:49) view educators as learners as well. They have learning intelligence associated with aging. This has been studied during the past twenty years and it is concluded that there are two categories of intelligence, namely fluid intelligence and crystallized intelligence (Glickman, Gordon and Ross-Gordon, 1998:51)

Fluid intelligence decreases with age because it entails quick insight, short-term memorization and complex interactions. On the other hand, education and experience influence crystallized intelligence more heavily. Good judgement and experience exemplify it. This kind of intelligence seems to remain stable or show improvement as people get older. Crystallized intelligence can also be called adult plasticity (Glickman, Gordon and Ross-Gordon, 1998:51 and Reiman and Thies-Sprinthal, 1998:39f).

The above is very important because the intelligence of educators at schools varies. For successful and quality supervision it may be necessary that the principal take note of this. It may help if he or she decides to apply the mentor system or peer coaching supervision technique. Reiman and Thies-Sprinthal (1998:97) indicate that there is a need for mentoring when they assert that many beginning educators are overwhelmed in the early months of their experience, and many of them believe that no one else can really appreciate how difficult things are. Further more, they are hesitant to reveal their feelings to a colleague for fear of appearing inadequate with regard to the demands of the job.

Glickman, Gordon and Roos-Gordon (1998:51) put it in proper perspective when arguing that experienced educators are more likely to understand and utilize curricular and instructional innovations if the innovations can be linked to their past teaching experience and current expertise. Beginning educators can benefit from successful and experienced educators who are prepared to share their experiences, accumulated knowledge and insight about learners and teaching. The authors mentioned above emphasize that there is a need for peer coaching and mentoring. This can be successfully done when the principal knows the intelligence level of the educators with regard to effective teaching.

### **3.4.2 Supervision beliefs**

Principals have beliefs about supervision. These beliefs are rooted in their perceptions of various philosophies namely essentialism, experimentalism and existentialism

(Glickman, Gordon and Roos-Gordon, 1998:100f). These philosophies are briefly highlighted below:

#### **3.4.2.1 Essentialism**

Essentialism is a philosophy that subscribes to some of the idealism and realism principles. Idealism emphasizes that the truth and reality are existing absolutely without the influence of man. Realism is premised on the belief that existence operates according to scientific cause and affect relations. This philosophy believes that the aim of education is to condition the mind so that it thinks naturally and logically (Glickman, Gordon and Roos-Gordon, 1998:101).

Within the supervision circles, Essentialism believes that principals teach the truth about teaching to educators. Principals are the only people knowledgeable about the absolute standards. Educators are taught to feed learning contents to learners (Glickman, Gordon and Gordon- Roos, 1998:101). By implication, learners are passive recipients of the learning content.

#### **3.4.2.2 Experimentalism**

Experimentalism is the product of a combination of pragmatism, progressivism and reconstructionism. These philosophies rejected the realists' and idealists' belief that knowledge and the truth are absolutes and man has no influence on them. These philosophies contend that man can create his own laws, principles and machines (Glickman, Gordon and Roos- Gordon, 1998:101).

Experimentalism came with a scientific approach to reality. It emphasized that man can form a hypothesis, test it and find it to be working. This can be regarded as tentatively true but confirmed as reality after getting the same results on repeating the same experiment.

From the perspective of supervision, experimentalism views educators as learners who need to learn the truths as applicable in a specific period. As a result, educators must keep on learning to keep pace with knowledge explosion with regard to both the content and teaching methods.

Principals who subscribe to this philosophy view schools as laboratories where old hypotheses are tested and the new ones tried (Glickman, Gordon and Gordon-Roos, 1998:102). Supervisors work collaboratively with educators to achieve the desired outcome for the benefit of them all. Principals are not the sole conveyors of wisdom with regard to Total Quality Education but they are custodians of the rudiments of knowledge and guide educators through the teaching and learning encounter. Educators and learners are active participants as well.

### **3.4.2.3 Existentialism**

The proponent of existentialism, Soren Kierkegaard came up with this philosophy to reject the premises of both essentialism and experimentalism. He believed that an individual is the source of all reality, and that human dignity and worth are of greatest importance; they are the source and dispenser of all truth. From the perspective of supervision, this philosophy contends that the principals' responsibility is to provide an environment that enables the educator to explore his or her capabilities, educators learn for themselves. Principals do not disperse information; they help when required to do so. In other words they respect and protect the rights of educators to self-discovery and regard the educator as a person of importance (Glickman, Gordon and Roos-Gordon, 1998:103). Glickman, Gordon and Roos-Gordon (1998:107) studied the relationship between these philosophies and supervision. They then summarized this as indicated in table 3.2 on the next page.

**Table 3.2: Philosophical foundation of supervision. (Adapted from Glickman, Gordon and Roos-Gordon, 1998:107)**

EDUCATIONAL PHILOSOPHY	DECISION MAKING RESPONSIBILITY	SUPERVISORY BELIEF
Essentialism	Supervisor high, educator low	Directive
Experimentalism	Supervisor equal, educator equal	Collaborative
Existentialism	Supervisor low, educator high	Non-directive

The above indicates that supervision can be directive, collaborate and non-directive.

#### **3.4.2.4 Directive supervision**

Under directive supervision, the principal takes a lead and overpowers the educator. The principal sets goals for the educators’ development and thereafter asks the educator to make inputs. When the educator responds, the principal listens carefully to determine if the educator accepts the already charted path to be followed while ready with alternatives. He or she then asks the educator to make inputs on the alternatives while on the other hand he or she frames the final choices. Finally the principal determines the action to be taken and reiterates the goals and the activities to be undertaken, the criteria for success and concludes by determining the date for the next supervision meeting (Glickman, Gordon and Roos-Gordon, 1998:158).

This supervision strategy has a problem because if the educator fails to achieve the expected outcome he or she adopts the attitude, which says, “I did what the principal told me to do” (Glickman, Gordon and Roos-Gordon, 198:160). In other words the failure is attributed to the principal’s instructions even if the educator himself is at fault.

Though this strategy is not acceptable, because of the attitudes it creates among educators, there are instances when it should be used. To site an example, when an educator functions at fairly low standards and seems confused as to what is to be done, such an educator can be helped by this supervision strategy.

### **3.4.2.5 Collaborative supervision**

Being collaborative means working jointly with others in an intellectual endeavour. In collaborative supervision, the educator identifies the problems while the principal listens attentively. When the educator has laid the problem on the table, the supervisor verifies his or her understanding of the problem by paraphrasing it in his own words and asks the educator if the summary is correct. If there is agreement on the summary, the supervisor provides his point of view of the problem, thereafter seeks the educators' understanding of the supervisor's point of view. This process is followed by an exchange of suggestions, opinions and options (Glickman, Gordon and Roos-Gordon, 1998:193).

The next step is to check areas where both parties are in agreement, and not in agreement. They then discuss these until they agree on the issues and arrive at an acceptable plan of action, which is aimed at addressing the problem as experienced by the educator.

From the beginning, it is important for both parties to note that disagreement is natural and acceptable and it is productive for the finding of the best solution.

### **3.4.2.6 Non-directive supervision**

Non-directive supervision is characterized by the supervisor listening to the educators' problem then thereafter verbalizing his or her understanding of the problem followed by probing for additional information. When the educator has completely defined the problem he or she is asked to think of possible solutions to the problem. Further the educator is asked to consider the impact of the various solutions to the problem. Once the educator has identified the most effectual solution, he or she is asked to commit himself or herself to the decision. It is a characteristic of this strategy, that educators are expected to come up with a plan of action towards resolving the problem.

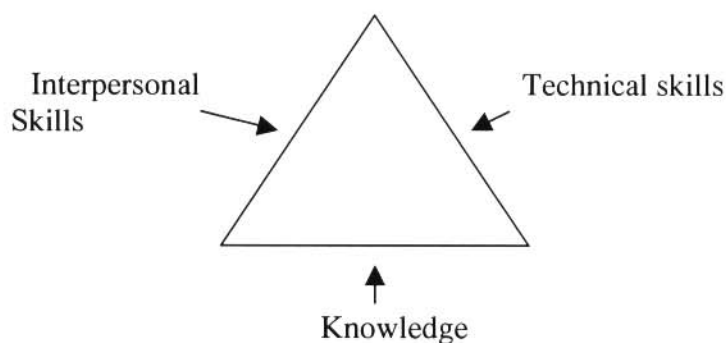
This supervision strategy is recommended for use with educators who are functioning at high developmental levels.

It is therefore important for principals to be aware of these supervision strategies because they may be used with different educators at schools depending on their developmental levels.

It is noted that some principals may be inclined to use only one strategy, as this may be part of their temperament. This may be detrimental to the achievement of the goals of the teaching-learning process thus negatively affecting Total Quality Education. Therefore it is important that the principals' inclination along this supervision continuum be investigated with an aim of offering help where possible.

### 3.4.3 Dimensions of supervision

Supervision is a triangular process made up of knowledge, interpersonal skills and technical skills. At the base of this process, there is knowledge on which the others are pillared (Glickman, Gordon and Roos-Gordon, 1898:117). This gives an idea that without knowledge, namely, knowledge of school effectiveness and current trends in teaching methods and learning and knowledge of the theories of motivation, effective supervision cannot be possible because the supervision exercise is undertaken within the framework of this knowledge. The dimensions of supervision are represented as follows:



**Figure 3.4: The Dimensions of Supervision (Glickman, Gordon and Roos-Gordon, 1998:116)**

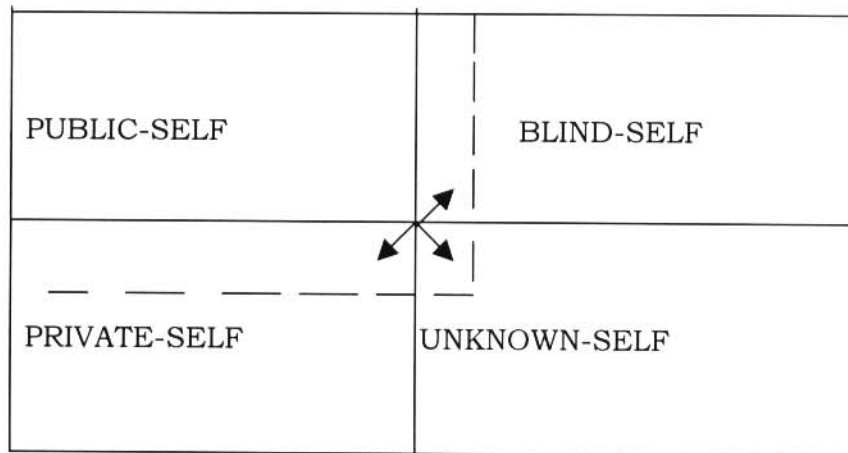


These dimensions of supervision are briefly highlighted below.

### 3.4.3.1 Interpersonal skills

A synthesis from literature indicates that interpersonal skills means the ability of individuals to relate with one another in a manner that is understood by all parties leaving no gaps for misinterpretations (Whitaker, 1998:71f; Frase and Hetzel, 1990:3f; Reiman and Thies–Sprinthall, 1998:149f Glickman, 1998:125f and van der Westhuizen, 1996:103). All parties expose themselves to the other (self-exposure) thus ensuring the expansion of the known-self and the reduction of the hidden or private self, the blind self and the unknown self.

This process can be called connection or bonding (Reiman and Thies–Sprithal, 1998:126). Further interpersonal skills entail talking (communication), getting to know your colleague and developing clear expectations for the supervisory encounter-relationship. The bonding or connection process entails mutual understanding of the Johari window shown below.



**Figure 3.5: The Johari window (van der Westhuizen, 1996:103)**

In brief, public self means the aspects of the principals' supervision that are known by both the principal and the educator. For example, it may be a known factor that the principal uses an open door policy (Glickman, Gordon and Roos-Gordon, 1998:126).

The private-self is that aspect of the principal that is only known by himself and is not known by the educators. The principal may deliberately make this his personal secret. An example of this aspect may be the principal's personal perception of a policy that the department has introduced. The principal may be against that policy but have to implement it by virtue of his position or the principal may lack in-depth knowledge of something but manipulate things to cover his lack of knowledge (van der Westhuizen, 1996:104 and Frase and Hetzel, 1990:4).

The blind-self means the area of oneself that is known by others but not known by oneself. This pane of the window reveals information educators have about the principal that the principal does not know. This information is gathered by inferences that may not be correctly drawn, from mannerisms and behaviour that the principal is not aware of. It includes perceived favouritism on the staff, being too strict or too lenient, being approachable and others (Frase and Hetzel, 1990:3). This interpersonal relation may have serious influence on the success of supervision.

The unknown area or unknown-self means the aspect of a person that is not known to himself and other people. It includes anxieties, unconscious needs and ultimate potential. It can be reduced in size but there will always be a part of oneself that remains unknown (Frase and Hetzel, 1990:4; Glickman, Gordon and Gordon-Roos, 1998:126 and van der Westhuizen, 1996:104).

It is important to note that all the above windowpanes may be associated with educators. The educator himself may have his public self, private self, blind self and the unknown-self. Principals should therefore be cautious when interacting with educators in an association of supervision not to wrongly interpret these windowpanes, particularly the educators' blind self. Correct or wrong interpretation of this pane may enhance or impair supervision.

Whitaker (1998:70f) strongly argues that experience, values, and personality, will and energy influence interpersonal skills. For supervision to be successful, principals and their school management teams (supervisors) should open themselves up and try to understand educators with regard to these aspects. These aspects are crucial to the understanding of interpersonal relations.

Experience is the unique set of exposures as a child, as a learner, in our relationships, at work and as members of society (Whitaker, 1998:71). People's temperaments have been formed and molded by these experiences.

Speaking about values, it is important to note that in life history, educators and principals have developed attitudes, beliefs, assumptions and prejudices. Some of these are firmly held in esteem and they affect decision making in one's life and particularly communicating with others.

Peoples' personality is influenced by personalized pattern of motivation, needs and aspirations and the manner in which a person strives to satisfy these. People have their own fears, frustrations, anxieties, and insecurities, guilt and fantasies. All these have a bearing on interpersonal skills.

Will means empowerment of intentions into action and the extent to which each person experiences inner authority to serve his needs and aspirations (Whitaker, 98:72). The best co-ordination of these aspects may produce the best interpersonal skills.

In any interpersonal interaction at school, which may either be supervision or teaching there are three conditions that must be incorporated. These are empathy, unconditional positive regard and congruence (Reiman and Thies- Sprinthall; 1998:150). Empathy is the ability to communicate understanding of the feeling of another person (educators). Unconditional positive regard is the ability to accept the other person (educators) and not

being judgemental. Congruence is the willingness to be honest with the educator or the learner.

#### **3.4.3.2 Knowledge**

Knowledge is empowering but only when the principal and the school management team know how to use it. Empowering knowledge is honest, socially constructed and culturally relevant (Irwin, 1998: 122f). This statement asserts that knowledge gives power to the principal. But it must be clear that knowledge does not bring itself to anyone, everybody must search for knowledge. Further it must be noted that empowering knowledge is culturally relevant. This means one cannot import knowledge from one country to the other and thereafter feel empowered. Being in South Africa, the principal must be empowered by knowledge of the country's policies as it affects his or her supervisory duties.

To put the matter in proper perspective, it is important to briefly analyze power. Power is one's capability to make others do something that they might not have done (Look, 1998:8; Milton, 1981:23; van der Westhuizen, 1996:173 and Covey, 1991:101). There are various forms of power. These are reward power, coercive power, legitimate power, referent power and expert power (Look, 1998: van der Westhuizen, 1996: 173; Covey, 1991:101f and Milton, 1981:294). All these forms of power are important and can be used interchangeably by the principal. The power that is of interest at this stage is the expert power because it is associated with the possession of knowledge that the principal may have by virtue of his position.

Therefore principals must be knowledgeable in almost all areas of the school which is an exercise that will give them expert power. They should read broadly and seek information from their seniors. For principals to be effective supervisors, they must have knowledge of the following:

### **3.4.3.3 Educational policy of the country**

Much has been said about the education policy of the country. At this stage, it should be noted that this policy must first be analyzed and educators must then be empowered on how to translate this policy into learning units. For example the White Paper on Education and Training (1995:40) states that every learner shall benefit from educational opportunities designed to meet their basic learning needs. The principal must have knowledge as to what these basic needs are and how best the educators can translate this broad policy into teaching objectives that are measurable. The forgoing is an example of policies that impact on supervision.

### **3.4.3.4 School effectiveness**

Knowledge of school effectiveness helps the principal to evaluate whether the school he or she is principal of is effective or not. If the school does not comply with characteristics enumerated below, it would mean it is not effective. Then the principal would be faced with the challenge of turning the school into an effective one. The characteristics of an effective school are the following (Grobler 1998:28 and Dell, 1998: 15f):

- **Adaptability**

Adaptability means the schools' flexibility in positive reaction to changes within the community. Knowledgeable, informed and committed educators man well-adapted school. These educators are easily exposed to readily available professional and technical knowledge that is used as an aid that enhances the quality of teaching. This school is also characterized by its ability to adapt positively and timeously to the changing needs of learners and the community that it serves.

- **Achievement**

Learner achievement means high scores or good symbols achieved by learners on standardized tests. The end-of-year exams that are conducted in South Africa are regarded as a yardstick for learner achievement. These are accepted as indicators for learners' achievement. It must also be indicated that the methods of instruction as used by educators and the school climate and culture determine the rate of achievement. In a school where there is positive school climate and culture coupled with commitment and where educators use effective teaching methods, the achievement of learners is high.

- **Job satisfaction**

Job satisfaction motivates educators to work harder and it includes satisfaction of personal needs, challenges and opportunities to achieve recognition, promotion possibilities, the quality of supervision and healthy relationships amongst colleagues.

### **3.4.4 Technical skills**

Technical skills involve the day to day running and supervision of the school. This aspect requires skills such as assessing, planning and observation. Technical skills lay the foundation for actual interpersonal communication in the form of supervision. This aspect of the technical skills is explored below.

#### **3.4.4.1 Assessing and planning**

This technical skill involves assessing the manner in which things are happening at the present moment with the view to planning for the future. It is important that an assessment of the use of time, the needs of the school and educators be made. Effective time management needs to be planned to cater for the needs of educators. When answers

to these questions have been given then educators can be supervised within the context of time allocation and their various needs as subject educators.

Needs of educators vary and they can include moral and professional support and teaching aids. The principal's ability to satisfy these needs lays a foundation for effective supervision. Planning also involves time allocation or time tabling which entails scheduling the teaching of various subjects in various classes by various educators so that there are no clashes. Budgeting is yet another technical skill, which falls under planning. It may be required that some of the educators' needs are budgeted for from the school funds. Assessment and planning ensure that there is harmony amongst all the activities at school and thus all factors that can breed conflict are anticipated and are proactively reacted to through proper planning.

#### **3.4.4.2 Observation**

Observation entails noting something followed by judgement (Glickman, Gordon and Gordon-Roos, 1998:242). Judgement is making a decision as to whether the observation contributes to Total Quality Education or not. Observation is characterized by describing what has been observed, followed by interpretation. Observation can either be quantitative or qualitative.

- **Quantitative observation**

Quantitative observation is a structured form of observation. Observations be converted into a percentage and ratio (Glickman, Gordon and Roos-Gordon, 1998:251). The observer observes what has been agreed upon with the person that is under investigation. Therefore observation is just confined to the agreement and does not go beyond. Quantitative observation includes the following:

- **Categorical frequency instrument**

A categorical instrument is a form designed to define certain events or behaviours that can be checked by making a cross on the form at frequency intervals. The crosses made are then counted. In a classroom situation, educator verbal behaviour can be observed for example under these categories, namely information giving, questioning, answering, and praising, direction giving and probing. An example of this is presented below in table 3.3.

**Table 3.3: Categorical frequency instrument, adapted from Glickman, Gordon and Roos-Gordon (1998:247)**

Information Giving	Questioning	Answering	Praising	Direction giving	Probing

The above is just an example, there are many activities that can be observed using this form of an instrument. The number of columns can be as many as the principal has agreed with the educator being observed.

- **Performance indicator instrument**

This instrument is used to record whether or not actions listed on the observation instrument have been observed. Before this instrument is designed, there should be an agreement between the observer and the person to be observed on the items that should appear on the instrument. Figure 3.6 on the next page is an example of this instrument and it is focused on the presentation of a lesson. (Glickman, Gordon and Roos-Gordon, 1998:248). It is however important to note that the new appraisal system is taking much



of the observation practice away from the principal (Education Law and Policy Handbook (1999:3C-41)).

Elements	Responses			Comments
	Y	N	N/A	
Anticipatory set	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Statement of objective and purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Input	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Modeling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Checking for Understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Guided practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Independent Practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Figure 3.6: Performance Indicator Instrument Adapted from Glickman, Gordon and Roos-Gordon (1998:250)**

An appraisal panel will be constituted for each educator and will have members that may also wish to use this observation instrument to complement the official developmental appraisal instrument.

### **3.4.4.3 Qualitative observation**

Qualitative observation is not structured and there is no prior agreement on what is to be observed. The observer records everything as it happens and his or her observations are rearranged into themes at a later stage (Glickman, Gordon and Gordon-Roos, 1998:253). Qualitative observation method include the following:

- **Detached open-ended narrative**

The principal records everything, which attracts his or her attention from the beginning to the end of the period. He or she rearranges his or her observations into themes, makes judgements and meets with the educator to discuss his or her findings (Glickman, Gordon and Gordon-Roos, 1998:254).

- **Participant open-ended observation**

The supervisor participates in the lesson. He or she talks to learners and educators and makes some few notes that he develops into a complete report.

Observations lead to corrective measures where discrepancies were observed. It is a springboard for effective supervision. It must be emphasized that with the advent of the new developmental appraisal system some of the observation activities will be done by somebody else other than the principal, depending on the appraisal panels' decision and individual educators' choice when setting up the appraisal panel.

## **3.5 MODELS OF TOTAL QUALITY EDUCATION**

Models of Total Quality Education are as many as there are authors on the subject. At this stage, a selection of only three models from different authors is made with the aim of

covering a broad spectrum of Total Quality Education and or emphasising some key aspects of this process. Models of interest are:

- The Total Quality Model for school leadership;
- Basic Model of Educational Effectiveness; and
- The Comprehensive Model of Educational Effectiveness.

Only the first model will be presented in depth. This will be done because these models overlap. The other models will be used to make additions on the first model to ensure that a complete picture of Total Quality Education is painted. Where possible, reference will be made to all the models at the same time to indicate their similarities.

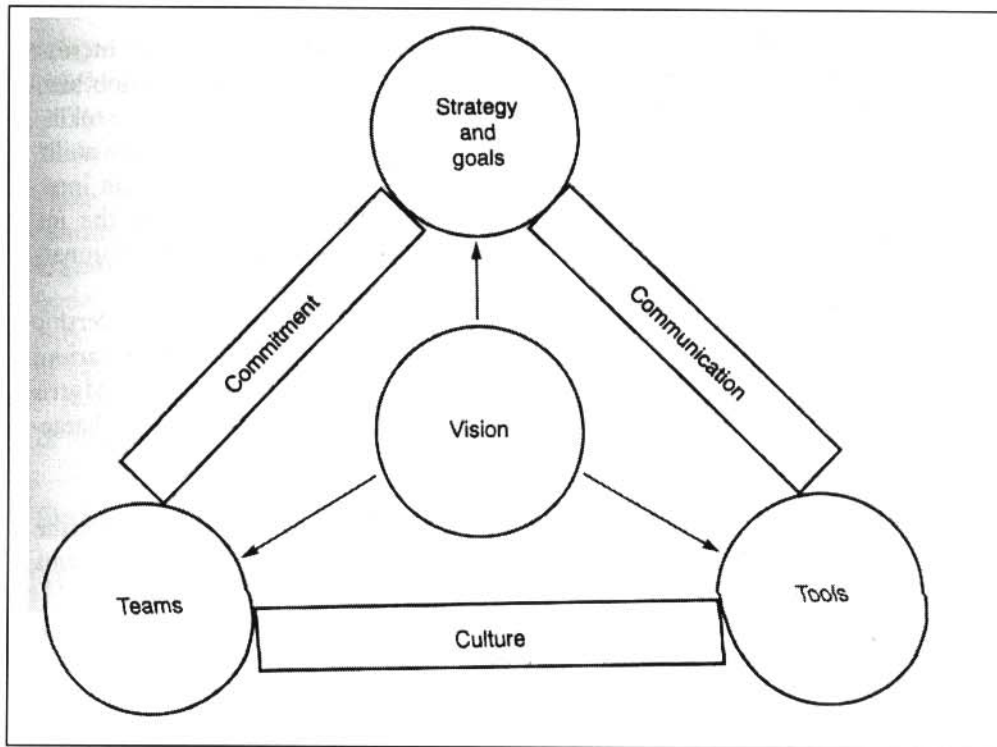
### **3.5.1 The Total Quality Model for school leadership**

Murgatroyd and Morgan (1994:167) propounded this model. Its salient features are the five components that consist of:

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

Murgatroyd and Morgan (1994:60) emphasise that the model is visionary in that it embraces empowerment, performance and strategy. These three elements are crucial to the quality performance of a school. This model is schematically represented by figure 3.7 on the next page.

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



**Figure 3.7: The Total Quality Model for School Leadership (Murgatroyd and Morgan, 1994:67)**

### 3.5.1.1 The vision

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

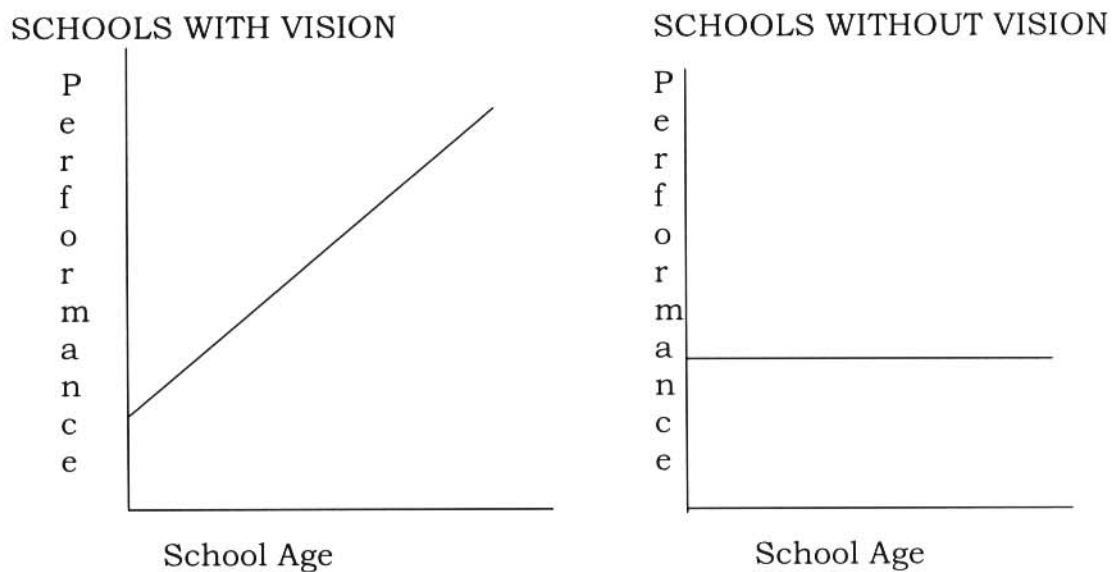
A vision can only do the above if it is well communicated to all stakeholders at school. Further, it must be practical and achievable. Nanus (1996:10) believes that a vision is a tool that leaders “use to lead from the front” in inspiring, attracting, aligning and energising their followers (educators) – to empower them by encouraging them to become part of a common enterprise dedicated to achieving the vision.

In an attempt to illustrate the difference that exists between schools that have a vision and those that do not have one, Nanus (1996:11) developed the following comparison.

**Table 3.4: The effect of a school vision (Nanus, 1996:11)**

	<b>Organisations without Vision</b>	<b>Organisations with shared vision</b>
Primary thrust	Problem-driven	Opportunity-driven
World view	Stability	Change
Information systems based on:	Past performance	Progress towards goals
Decision making	Tactical	Strategic
Performance measures	Short-term results	Long-term results
Control mechanism	Habit, fear	Peer group pressure
Planning style	Reactive	Proactive

This comparison augurs well with Murgatroyd's and Morgan's (1994:62) patterns of school performance. These patterns can be categorised as follows:



**Figure 3.8: Patterns of school performance (Murgatroyd and Morgan, 1994:62)**

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

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

- creates meaning for everyone in the school;
- provides a worthwhile challenge;
- is energising;
- brings the future into the present;
- creates a common identity (Nanus, 1996:9).

### 3.5.1.2 Strategy and goals

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

In context, strategic planning entails the involvement of all stakeholders, namely: educators and the school governing bodies. This is very important because a wider involvement ensures ownership of the plan by all parties. This makes everybody perceive the plan **as our plan** rather than saying his plan (principal) and thus expanding very little effort in putting the plan into practice. In working out the plan everybody's

mind should be focused on the vision; hence this exercise is the translation of the vision into a policy that governs action (West-Burnham, 1994:81f).

Strategic planning is broad but goals are narrower. By goals, the school tries to answer basic questions such as: Who should do what? How? Where? When? By what means (van der Westhuizen, 1996:144)? It is important that goals should be thoroughly understood by all members of the school community and they must be achievable.

Goals are operationalised into objectives. Objectives are short term and they must be achievable and measurable. They are a propelling force in the event or activities towards the desired outcomes (van der Westhuizen, 1996:145).

### **3.5.1.2 Teams**

The field of management in South Africa is characterized by a paradigm shift with regard to the management style. Traditionally, South African managers were authoritarian. The advent of democracy precipitated change and today managers are trying to harness much wider input from employees in the form of teams hence team building skills are nowadays highly prized (Sher, 1999:23) In like manner, the Total Quality Model for School Leadership holds teams in high esteem.

It would be interesting to investigate the actual trends as to whether principals incorporate the strength of teams in their school management or not.

Blandford (1997:83) quotes Bell (1992) who defines a team as a group of people working together on the basis of shared perception, common purpose, agreed procedures, commitment, co-operation and resolving disagreements openly by discussions. Everard and Morris (1990) are also quoted by Blandford (1997:82) and they add one more dimension on the above definition, that of the worth of the individual's contribution to the team. They say: "The contribution drawn from each member is of the highest possible quality, and is one which could not have been called into play other than the

context of a supportive team.” This statement asserts that teams unearth brilliant talents that can be tapped into the reservoir of skills that may play a role in the acceleration of the schools’ pace on its way to school effectiveness. Without the organization of educators into teams, many talents remain unknown.

- **The formation of teams**

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

- **The forming stage**

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

- **The storming stage**

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



- **The norming stage**

At this point, the team is focused and develops rules and policies that govern its operation. Members are given specific roles that they have to play in the process of tackling the task and they start working. There may be a need for the training of the members depending on the task that has to be done. It is important to have a recorder. The team records minutes of the meeting, and documents how the team solved a particular problem, the tools that were used, problems encountered and the benefits derived for the school, learners, educators and the community (Arcaro, 1995:30). Depending on the size of the team and the complexity of the task, West-Burnham (1997:145) presents the Belbin's team roles that are summarized in table 3.5.on the next page.

**Table 3.5: Belbin's team roles (West-Burnham, 1997:145)**

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

- **The performing stage**

At this stage, the team has bonded completely. The degree of collegiality is high. Individual members of the team are committed and work hard. Solutions to problems emerge or tasks are completed and the products are of high quality. Members are confident and enjoy working as a team.

Mature teams become highly performing and it is at this point where they can be entrusted with increasing responsibility (Murgatroyd and Morgan, 1994:151).

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

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

#### ▪ **Functions of teams**

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

- Distribute and manage work;
- Suggest procedures for reaching goals, problem solving and decision-making;
- Participate in negotiations and conflict resolution exercises;
- Monitor and evaluate progress of the school and inform the management team about their findings and suggestions;
- Give appropriate feedback and suggestions to colleagues
- Nurture the spirit of collegiality amongst members thus ensuring openness and dedication; and
- Advise the principal on a number of crucial issues relating to Quality Education.

- **Membership to teams**

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

**Table 3.6: Teams that can be found at school (Blandford, 1997:82)**

TEAM	MEMBERSHIP
Senior Management team	Principal and the deputy principal(s)
Middle management teams	Head of departments and subject heads.
Staff teams	Teams based on various subjects and pastoral care of learners
Project teams	Established to achieve short-term goals
Interdisciplinary teams	Members from various departments to deal with long-term issues.

It must be remarked that the above model seems to compartmentalize educators on the basis of their ranks. It is the researcher's observation that this division may not be conducive to effectiveness. Some educators may be suspicious that one rank team, for example the senior management team, is not well informed about the aspirations of educators hence they may take decisions that do not favour all the educators. The ideal situation would be teams built on the basis of an organization, without an over emphasis on the formal hierarchy.

### 3.5.2 Tools

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

used to counteract it. As long as there is late coming, educators continue searching for the best solution and they are only satisfied when the chart shows that late coming has stopped.

### 3.5.3 The 3C's

The Total Quality Model for school leadership incorporates the 3Cs. These stand for communication, school culture and commitment. These are discussed hereunder:

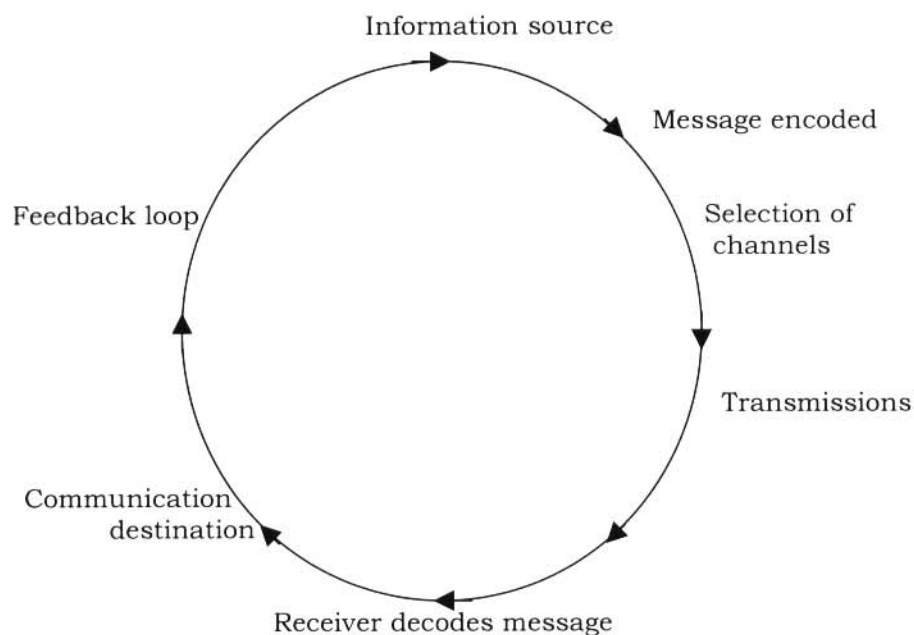
- **Communication**

Communication is an interaction between and amongst individuals resulting in the satisfactory transfer of the message from one party to the other. The satisfactory transfer is realized through understanding that is exemplified by the correct action taken after receiving the message (Riches, 1994:246; Guthrie, 1991:353 and Bittel and Newstrom, 1990:290).

Amongst others, the purpose of communication in a school situation may be to: inform, explain, persuade, reprimand, encourage, give thanks, appraise, propose, consult, apologize, to raise questions, to change attitudes, to stimulate action, to inhibit action, to reassure and to give support (Gorton, 1987:34 and Riches, 1994:246). A school is able to fulfill its constitutional mandate and its basic purpose because of this most important tool, communication.

The general communication model shown below is preferred for this study because it presents communication from the sender, to the receiver and there is a feedback loop which is the important aspect of communication which many people tend to overlook. Effective communication is characterized by the sending of the message and seeking feedback if the message was well understood. This is important because there are communication barriers or distracters that may inhibit the correct understanding of the message (Riches, 1994:248).

This model emphasizes that effective communication is circular in nature. Looking at the model, the communicated message is communicated through a selected channel. Channels of communication are discussed in detail below. What is important at this stage is that the sender of the message must choose the best channel that is suitable for the intended receiver of the message. At the same time means must be made to choose a channel that may be able to evade the distracters and present the message in its original form.



**Figure 3.9: The communication model (Riches, 1994:248)**

The receiver decodes the message and generates some understanding. This understanding must lead to an action that is solicited by the message.

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

another form of communication channel. When the correct feedback is obtained then communication has taken place.

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

- **Communication channels**

Communication channels are categorized into three. Figure 3.7 presents these channels.

**Table 3.7: Channels of communication, adapted from Gorton (1987:39) and Bittel and Newstrom (1990:292)**

WRITING	ORAL: FACE-TO-FACE INTERVIEW	ORAL ELECTRONIC/ VISUAL
<ul style="list-style-type: none"> <li>▪ Note</li> <li>▪ Letter</li> <li>▪ Memorandum</li> <li>▪ School bulletin</li> </ul>	<ul style="list-style-type: none"> <li>▪ Small group meetings</li> <li>▪ Large group meetings</li> <li>▪ Functions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Telephone</li> <li>▪ P.A. System</li> <li>▪ Overhead or slide projector</li> <li>▪ Radio</li> <li>▪ Video tape</li> <li>▪ Television</li> </ul>

- **Communication barriers**

Riches (1994:251f) mentions the following communication barrier of which principals and all members of the school community must be aware. These barriers

are language or semantic problem; attitudinal problems; different perceptions; poor choice of communication channels; and lack of confidence.

- **Commitment**

Commitment refers to an individual's (educator's) psychological bond to the school. It can also be seen as the strength of an educator's involvement with the school in the form of a strong desire to remain a member of the school community; firm beliefs and acceptance of the values and goals of the school and a readiness to exert considerable effort on behalf of the school towards the achievement of quality product (Legge: 1995:411). This raises the question: *Are educators in the study area committed to their duties at the level this definition requires?*

The principal and the school management team can nurture the evolution of commitment of the educators so that it matches Legge's (1995:411) definition of commitment. Closing the commitment gap is a step that principals can take to nurture this.

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

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

- leading educators to new challenges;
- making educators feel good about themselves;

- keeping individuals (educators) motivated and interested; and
- Keeping educators informed about everything and particularly about their opportunities for increased skill development.

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

- **School culture**

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



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

- **External enabling conditions**

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

- **Triggering events**

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

future which automatically leads to strategies that can be employed towards the envisioned future.

- **Culture change action plan**

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

- **Implementation of intervention**

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

- **Reformulation of culture**

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

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

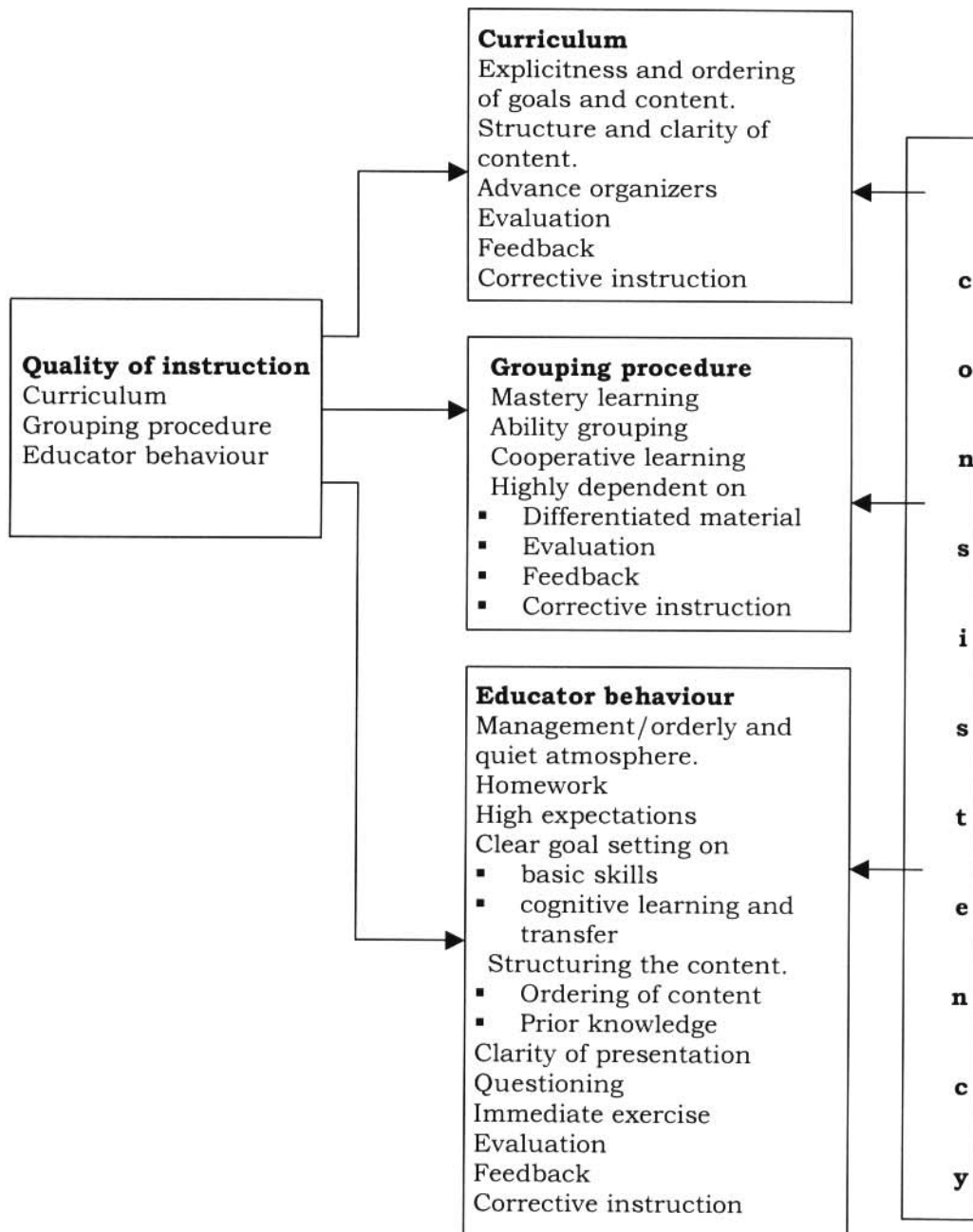
### **3.5.4 The Basic Model of Educational effectiveness**

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

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

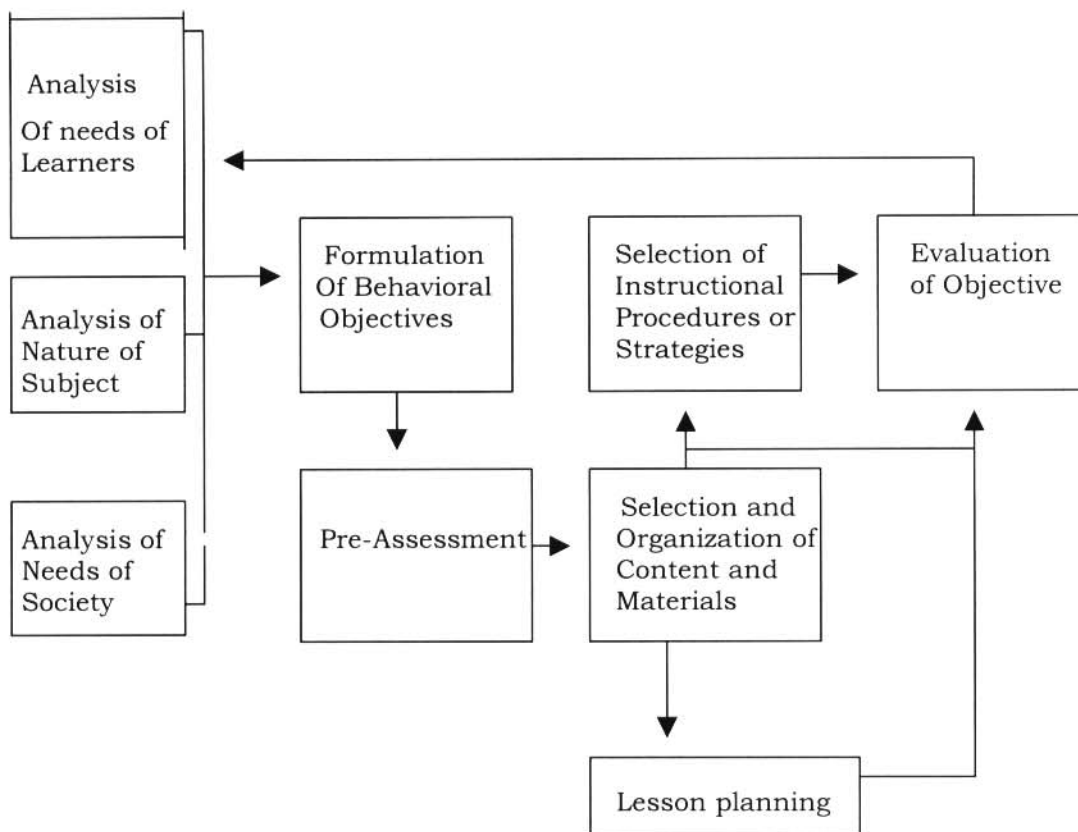
#### **3.5.4.1 Curriculum**

The basic model for educational effectiveness acknowledges that education is only effective if there is an attractive curriculum that learners should experience. All learners' experiences that are realized under the supervision of the school are called curriculum (Oliva and Pawlas, 1997:280). These experiences are in essence deliberately prepared by the school with an aim of helping learners develop, acquire and continually improve the habits, attitudes and skills necessary for responsible citizenship (Oliva and Pawlas, 1997:294). To achieve this, a school must offer a curriculum that is responsive to the needs of learners. Each educator must interpret and implement the curriculum correctly. In their own classrooms, educators must, through various lessons advance the goals and contents of the curriculum to learners. Learners must participate actively and assimilate the goals and content of the curriculum that makes them develop the acceptable social standards.



**Figure 3.10: The Basic model for educational effectiveness (Scheerens and Bosker, 1997:43)**

In preparation for the implementation of the curriculum, it is important for educators to have the Oliva model of instructional effectiveness in mind. This model is shown on the next page as figure 3.11. The Oliva model emphasizes that education exists to serve the learners and the community. Should education fail to meet this primary function, its effective becomes questionable. As educators' plans for various lessons, they should reflect on the Oliva model.



**Figure 3.11: The Oliva Model of Instructional Effectiveness (Oliva and Pawlas, 1997:97)**

Evaluation, feedback and corrective instruction are important aspects of the basic model for educational effectiveness. It is therefore important for educators to be continually developed with regard to successful implementation of the curriculum with its related

obligations namely, evaluation techniques, and effective feedback and handling of the corrective instruction or remedial instruction.

#### **3.5.4.2 Grouping procedure**

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

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

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

- **Positive Group Interdependence**

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

▪ **Group reward**

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

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

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

<u>Grouping Type</u>	<u>Purpose</u>
Creative grouping	- divergent thinking process.
Critical thinking	- fostering of problem solving skills
Communication	- promotion of communication and listening skills.
Awareness	- awareness of special skills .
Self esteem	- building of positive concept needed for positive decision – making.

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

### **3.5.4.3 Behaviour of the educator**

This model views an educator as the manager and leader in the classroom. The manner, in which the educator handles the class, determines the effectiveness of education. This model recommends educator behaviour that creates an atmosphere and expects high standards from learners. High expectations are characteristics of effective schools.

The educator must have the ability to formulate clear goals that reflect basic skills that learners can refine and develop as they grow. The educators' behaviour should also influence the cognitive development and learning for transfer by learners. Transfer can be viewed in two dimensions, namely ability to link previous learning units with the present and seeing the relationship between the two and the ability of a learner to use contents of the curriculum in solving real life problems outside the school.

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

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

### **3.5.5 The comprehensive model of educational effective**

The basic model for educational effectiveness discussed above can also be read in conjunction with the comprehensive model for educational effectiveness propounded by Creamers (1997:115). This model also touches on almost all the aspects of the basic model for educational effectiveness. In addition, Creamer's (1997:115) comprehensive model of educational effectiveness clarifies other aspects of school life that affect Total Quality Education. To be specific, this model sees learners as having to play an active

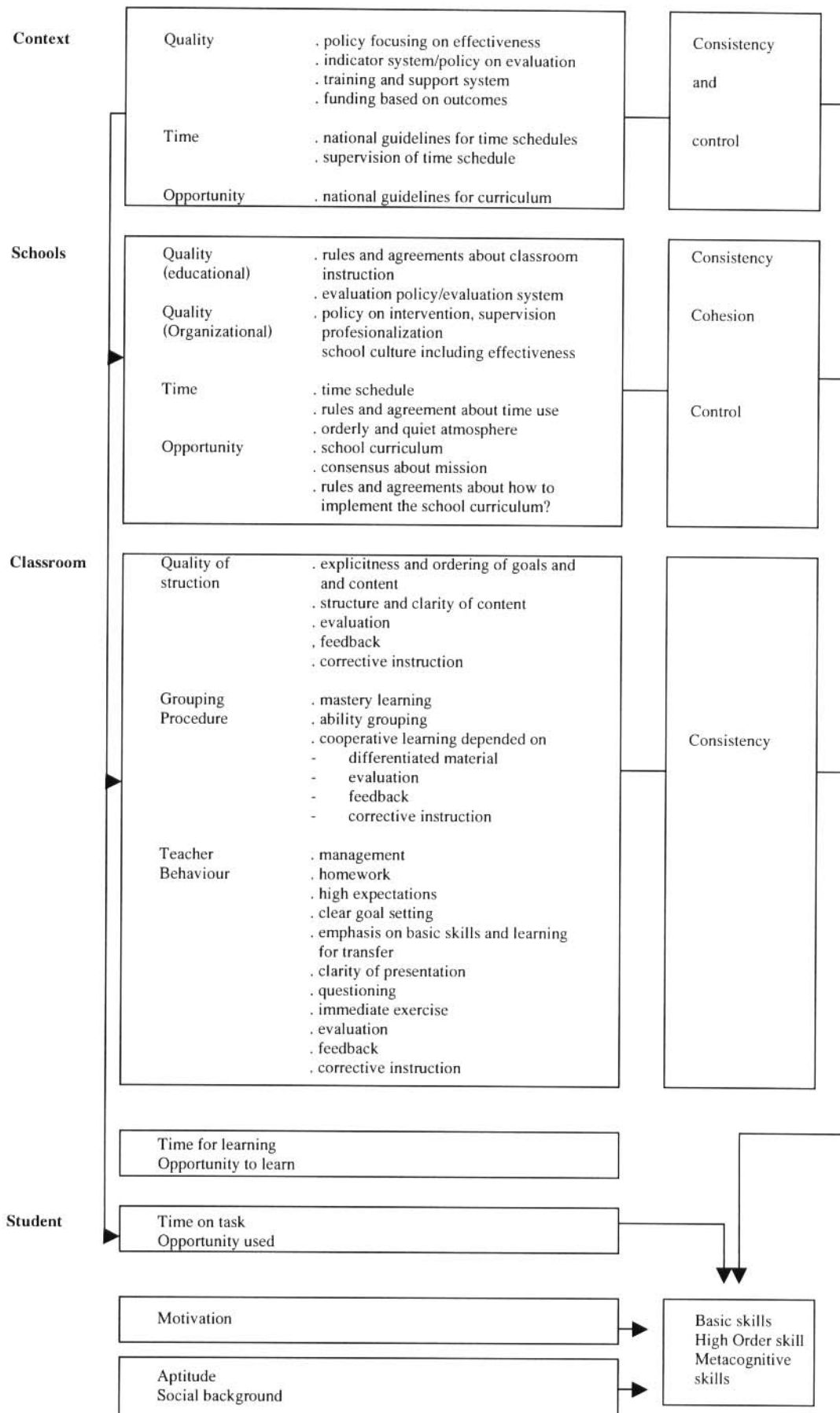


role in their own education, hence the model focuses on their social background, motivation and their use of time in task. The understanding of both models, namely the basic model for educational effectiveness and the comprehensive model of educational effectiveness, present a holistic understanding of what it takes for a school to become an effective school. Figure 3.12 on the next page presents this model.

Briefly, this model emphasizes that schools can be effective only if they operate within the context of quality specifications. The school itself should operate and be guided by the school policy on classroom instruction and evaluation. The school culture should be such that it promotes quality supervision and or staff development programmes. The use of time should be coordinated well through the use of flexible time schedule that promote order and an atmosphere conducive to learning. The bottom part of this model touches on learners themselves and contends that they have a role to play in the schools' route to educational effectiveness.

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

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



**Figure 3.12: The Comprehensive model of Educational Effectiveness (Creamers, 1997:115)**

### 3.6 MODELS OF SUPERVISION

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

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

Ordiorne analyzed the work performance of educators and observed it to consist of performance and potential. As a result a model called employee-performance analysis model was formed (Frase and Hetzel, 1990:103). This model subdivides educators into four as seen on figure3.13 below:

P e r f o r m a n c e	Workhorse 40-45%	Star 5-10%
	Deadwood 5 - 10%	Diamond in the rough 20 - 25%
Low	Potential	High

**Figure 3.13: Employee-performance analysis (Frase and Hetzel, 1990:103)**

The categorization of educators as seen in the model can be explained as follows: (Frase and Hetzel, 1990, 102 f)

- **Deadwood**

Deadwood educators are those educators who lack motivation to perform. Their response to help, advice and encouragement is minimal. They are not focused on quality education, as their reasons to be in teaching are self-centered and not learner – centered. Their percentage in the teaching field amounts to  $\pm 5 - 10\%$  of the educators. Their performance is of very low standard and they lack the appropriate potential.

- **Workhorse**

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

- **Diamond in the rough**

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

- **Star**

About 5 to 10 % of educators are in this category in any given school. They teach very well. They help their learners in a number of ways. Because of their marvelous work, both the learners and parents love them.

For the purpose of effective supervision, principals must have an idea of the educators they have at school. This will help them know who needs intensive supervision and who can mentor others, and who does not need supervision at all.

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

Once the principal has categorized his educators along this line, the application of supervision models can then be guided by this categorization. Some of the supervision models that the principal must be aware of are the following:

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

### **3.6.1 The four phase process of supervision**

The employee–performance–analysis model asserts that about 5–10 % of educators in all schools are labeled as the deadwood. The four – phase – supervision process seems to have been designed for this category of educators. This model specifies that all means are made by supervisors to help these educators to be productive and contribute meaningfully to Total Quality Education. Failure to perform to standards (in efficiency) initiates processes leading to their discharge from service (Frase and Hetzel, 1990: 103).

At this point it is important to indicate that the aim of supervision is to help an educator develop and realize his or her potential which will assist him/her to be effective in the classroom. But it must be noted that it may be costly to keep a deadwood that does not have the interest of learners at heart, but who is self–centered and damages the future of

learners by not doing the correct thing. After all forms of supervisions have failed this model is taken as a last resort and it is based on legal foundations. Educators' incompetence can be categorized as follows (Frase Hetzel, 1990:105):

Category	Explanation
Technical	discipline, teaching methods, knowledge of subject, evaluation of pupil performance.
Beaurocratic	disobeying of the school rules and policies.
Ethical	non-compliance with standards of conduct applicable to the teaching profession.
Productive	Failure to obtain desirable results e.g. academic progress of learners.
Personal failure	Lack of emotional attributes e.g. emotional instability.

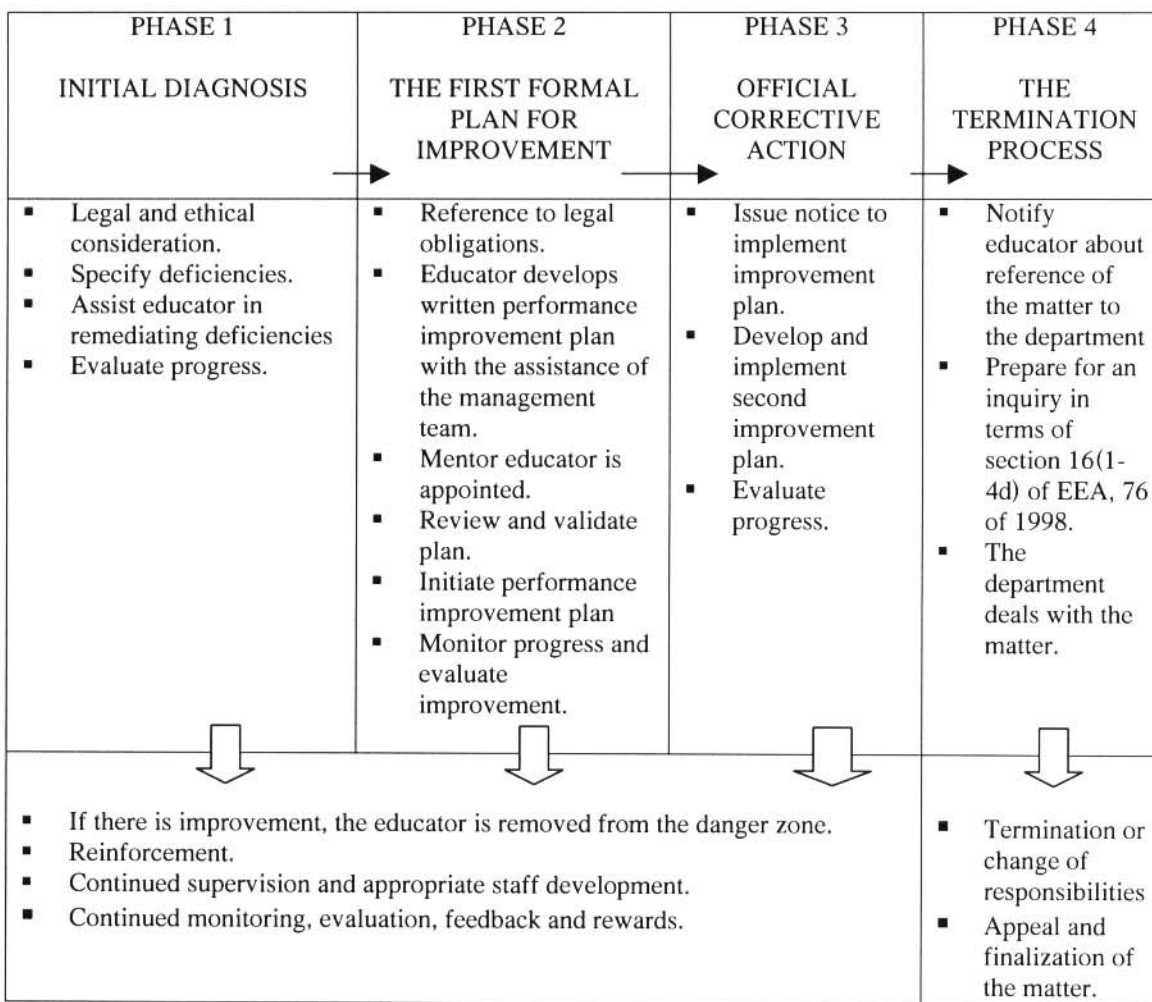
In terms of section 11 (1) (d) of the Employment of Educator's Act Number 76 of 1998, an educator may be discharged from duty "on account of unfitness for the duties attached to the educator's post or incapacity to carry out those duties efficiently". It would seem that deadwoods are both inefficient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

This model can be summarized by figure 3.14 as seen on the next page.

Phase 1 of this model entails referring the educator to specific laws that bind him or her in terms of his or her employment contract. The supervisor informs the educator about the implication of the law relating to the educators' continued inefficiency. Further more, educators must know that the constitution (section 195(1) (a)) demands that high standards of professionalism and ethics must be upheld at all times. Therefore any form of sloppy performance due to subscription to the dead-wood attitudes can be interpreted

as misconduct in terms of section 17(1)(c – d) – of the Employment of Educator’s Act, Act number 76 of 1998.

The principal must spell out precisely to the educator in question, the deficiencies that are noticed with respect to that educator’s performance. It is also important to indicate the end result of these deficiencies or how such deficiencies negate Total Quality Education.



**Figure 3.14: The four-phase process of supervision. Adapted from Frase and Hetzel (1990:103)**

After collaborative planning, the educator is given a chance to implement the plan. The principal is also given a chance to evaluate the impact of the help and the work of the educator. If the principal is satisfied, reinforcement techniques are used to empower the educator, which is an act that honours his or her intrinsic motivation to use his or her

expertise to the best advantage of the school (Shwahn and Spady, 1998:6). But if there is no improvement in the performance of the educator, the next phase is undertaken.

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

Phase two of this model begins by once more making the educator aware of his or her legal obligations. A meeting is held with the educator where, in good faith, the educator is informed that he or she is given a further chance to prove to himself or herself that he or she can make it in the teaching profession.

The educator is requested to present in writing a performance improvement plan with the help of the school management team. This plan must be seen as the educator's commitment to improve on the identified deficiencies.

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

- to help the educator in improvement efforts.
- to model the teaching techniques identified as deficiencies on the performance improvement plan.
- to allow the educator in question to observe his or her mentor's classes.
- to meet on regular basis with the educator and discuss performance.

The plan should be constantly reviewed to evaluate if it is working or not. If it works, it is validated but if it does not work, it is reviewed and adjusted.



The monitoring and evaluation processes are undertaken concurrently as the plan is put into practice. If there is improvement, reinforcement techniques are once more undertaken. If there is no improvement at all, the next phase is undertaken.

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

The plan is made in good faith to help the educator. The educator must feel the warmth of being cared for and should not feel victimized or harassed. The principal may have to set aside quite a number of engagements and dedicate all the available time to helping the educator improve.

Monitoring and evaluation adhere to the development plan. Proper records and evidence is gathered at this stage in preparation for the final phase.

The final phase of this model entails referring the matter to the department. The department takes appropriate steps, in terms of law, in charging the educator with misconduct and affording him a hearing.

### **3.6.2 Clinical supervision**

Goldhammer is quoted by Sergiovanni and Starrat (1993:203) as defining Clinical supervision as a "face-to-face relationship" between the supervisor and the educator where the educator is being helped to master appropriate and professional teaching behaviour. The supervisor is expected to have positive interpersonal skills as discussed in paragraph 3.4.3.1. The main purpose of clinical supervision is to develop and implement a system of in-class supervision that " will prove powerful enough to give the

supervisor a reasonable hope of accomplishing significant improvements in the educators' classroom instruction." It also lays the foundation for out-of-class supervision. The trust gained from classroom supervision complements out-of-class supervision (Sergioronning & Starrat, 1993: 202).

Lyman, Wilson, Garhart, Hein and Winn (1989:100) see clinical supervision as an exercise aimed at improving instruction through focusing on factors which have demonstrated power to improve learner achievement, foster a positive learner self image and build learner enthusiasm for the learning process. The authors believe that the main aim of clinical supervision is to assist educators to develop skills necessary to assess their own instruction and to make improvements as needed. A successful clinical supervision makes the educator voluntarily seek the supervisor's assistance in an appropriate manner, in solving difficult problems.

Scholars such as Reiman and Thies-Sprithall (1998:25) and Sergiovanni and Starrat (1993: 228 f) are of the same opinion that clinical supervision is focused on the helping of an educator and it has eight steps, which are called the cycle of assistance. Other scholars for example Goldhammer, Anderson and Krajewski (1998:32) and Glickman, Gordon and Roos-Gordon (1998:298f) assert that the model is made up of five steps. Put in juxtaposition, these steps compare as shown in table 3.8 on the next page.

For the purpose of this study, the five stage clinical model will be followed. It will be enriched by integrating it with the appropriate stages from the 8-stage cycle of assistance as indicated in table 3.8 on the next page.

**Table 3.8: Stages of the clinical supervision (Goldhammer, Anderson and Krajewski, 1980:32 and Glickman, Gordon and Gordon-Roos,1998:298)**

Five stage clinical model	Eight stage cycle of assistance
1. Pre-observation conference.  2. Observation. 3. Analysis and interpretation. 4. Supervision conference.  5. Post conference analysis.	1. Establishment of help and trust relationships. 2. Collaborate planning. 3. Planning for observation. 4. Observation, 5. Analysis. 6. Planning for conference. 7. Conferencing. 8. Renew planning.

▪ **Preobservation conference**

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

Once the relationship of help and trust has been developed, the two collaborate in planning the lesson together. The aim is to help the educator gain confidence and stand on his or her own in the future. The plan should include clear objectives, learner outcomes, and teaching strategies. The learner outcome should be based on the areas or domains suggested by Bloom namely the cognitive domain, the affective domain and the psychomotor domain (Viljoen and Moller, 1992:48).

In brief, lesson plans must reflect these steps and educators must inherit or adopt lesson plans that are comprehensive and cater for the total and quality development of educators.

- **Observing the instruction**

At this stage, the principal observes the presentation of a lesson and records data on the classroom activities. This exercise can also follow observation principles explained in paragraph 3.4.5.2

- **Analysis and strategy**

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

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

- **Supervisory conference**

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

- **Post-conference analysis**

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

### **3.6.3 Peer coaching**

Before peer coaching is fully explained, it is necessary to remark that literature (Louis, Marks and Kruse, 1996:761, Lunenburg and Ornstein, 1996:433) is concerned about the size of a school and they argue that the size of a school has a bearing on school effectiveness. Lunenburg and Ornstein (1996:433) assert that research accepts an enrollment of 403 for primary schools and 721 for secondary schools as standard for these categories. Anything more than these figure negatively affects effectiveness.

In terms of the South African standards  $\pm$  21 educators depending on the nature of its curriculum and the weighting of the subjects offered are attached to a secondary school with 721 learners. It is a common phenomenon in South Africa to have big schools with

learner enrollment of more than 1 000 and with an educators' compliment of about 30 or more educators.

There is a growing concern with the size of a school and principal's ability to supervise educators in view of their numbers (Fiddler, 1997:56; Glickman, Gordon and Roos-Gordon, 1998:303). Big numbers make the span of control (manageable ration of educators to supervisors) unmanageable. There is an argument that asserts that research indicates that a principal can render intensive supervision with, follow-ups, to about 11 educators per year (Glickman, Gordon and Roos-Gordon, 1998:303). Following this argument, it is clear that in big schools where there are many educators some of them fail to receive help from the principal owing to his or her hectic schedule. Although the system in South Africa allows for the appointment of Heads of Department to assist the principal, the ratio of the supervisors to the educators always remain unmanageable (poor span of control). Heads of Departments have to teach 85% (43 periods) of the scheduled teaching time (Education Law and Policy Handbook, 1999:3C-9). This leaves them with only 7 periods a week that can be dedicated to supervision. This period is not enough bearing in mind that Heads of Departments have to do their own marking as well. In the final analysis, there is a need for peer coaching.

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

The primary role of the principal in peer coaching is to act as clarifier, trainer, scheduler and troubleshooter (Glickman, Gordon and Roos-Gordon, 1998:303 Lyman,Wilson,Garhart,Heim and Winn , 1989 125 f). As a clarifier, the principal determines the purpose of coaching and clarifies any questions that educators have

regarding peer coaching and the manner in which it relates to the overall mission of the school and its effectiveness.

As a trainer, the principal initiates the process and trains educators to exercise this process diligently. Training makes educators aware that coaching is a technique that compliments the principals' supervision and it must be taken seriously and must comply with the principles of trust and reciprocal assistance. Through training, educators are prepared and motivated for the actual task of peer coaching. The principal further models peer-coaching skills for educators.

As a scheduler, the principal forms teams that are scheduled to meet at specific times. The principal needs to make some adjustments to the school schedule to accommodate pre-conferences, observations and post-conferences of the peer coaching teams. It is argued that greater educators' participation is most likely to be achieved if peer-coaching activities take place during school hours and that educators who are free from class teaching at the same time, may be teamed or paired together to minimize disruption (Lyman et al, 1989, 123).

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

#### **3.6.3.1 Demonstration coaching**

This form of assistance means demonstrating a new teaching model or method for the educator requesting assistance. For example, one educator may have attended a course on teaching methods. When he or she comes he or she can demonstrate this method to his

peers or teams, thus the other educators gain out of the demonstration. This may first include a pre-conference in which the demonstrator previews the lesson and after the lesson they review with an aim of analyzing how the method can be adapted to the observers' teaching (Glickman, Gordon and Roos-Gordon, 1998: 307).

### **3.6.3.2 Co-teaching**

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

### **3.6.3.3 Assistance with resources and materials**

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

### **3.6.3.4 Problem solving**

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



### 3.6.4 Mentoring

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

Often people confuse coaching with mentoring. Literature (Brooks and Sikes, 1997:27; Murray, 1991:12; Lyman et al, 1989:125f; and Glickman, Gordon and Roos-Gordon, 1998:303) indicates that mentoring takes place strictly between two educators and coaching takes place between two or more educators.

Functions of a mentor are to:

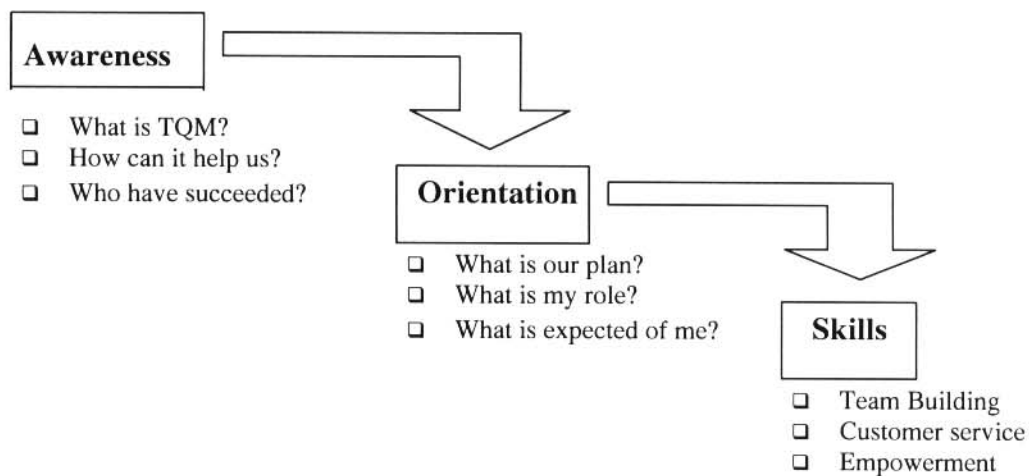
- orientate the mentee on the mission and goals of the school. This function is best realized when the mentee has just joined the school from college or from another school;
- help with specific skills, effective behaviour and performance at school aimed at Total Quality Education;
- give feedback to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

This model can be best used with the educators called diamonds in the rough stage discussed in section 3.6 as indicated in the appropriate paragraph of this section. These educators can become stars if well supervised. The coaching and mentoring models of supervision are some of the techniques that can help them become stars.

### 3.7 FACTORS AFFECTING TOTAL QUALITY EDUCATION

The manner in which Total Quality Education is introduced is vitally important. There is a strategy in place that can be used in introducing Total Quality Education proposed by Jablonski (1992:132). This strategy entails initial training of educators and other interest groups so that Total Quality Education enjoys support when introduced. The salient points of this strategy are awareness, orientation and skills. They are reflected in figure 3.15 below.

Awareness entails the clarification of questions listed under awareness above but schools should not limit themselves to these questions. They may develop other questions relevant to the subject. It is important that everybody has a proper definition of Total Quality Education. This should be coupled with a clear understanding as to how Total Quality Education can be of help to education and all other stakeholders.



**Figure 3.15: Strategy of introducing Total Quality Education (Jablonski, 1992:132)**

The next stage is orientation, which includes a revisit of the vision and mission statements of the school. There should be a well-documented plan emanating from the mission of the school. It must be specific, detailed and specify goals, objectives, tasks and measurement parameters (Jablonski, 1992: 74). Each stakeholder must be able to identify his or her role in the plan.

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

To successfully practice Total Quality Education, certain skills such as team building, customer service and empowerment must be taken care of. It is therefore important that there should be staff development geared to addressing these aspects. Section 3.9 addresses staff development at large.

The adoption of Total Quality Education can be affected by two factors. These factors can be categorized as follows:

- Factors hindering Total Quality Education; and
- Factors promoting Total Quality Education.

### **3.7.1 Factors hindering Total Quality Education**

There are factors hindering Total Quality Education and they may be simply called Inhibitors. Inhibitors can be divided into the following categories:

- Attitudinal barriers;
- Problems associated with initiation of Total Quality Management; and

- Post-launch problems of Total Quality Management (Murgatroyd and Morgan, 1994:189).

### 3.7.1.1 Attitudinal inhibitors

Table 3.9 below indicates barriers that are related to attitudes hence they are called attitudinal inhibitors (Freeston. 1992:13).

**Table 3.9: Attitudinal Inhibitors of Quality (Freeston, 1992:13)**

ATTITUDINAL BARRIERS TO QUALITY	
The word Quality itself	Seen by many as a platitude, unobtainable, and overused by advertisers
The Corporate world as the model	Scepticism about corporate, example rejection of customer orientation.
Leadership	Low confidence in leader commitment, scant examples of quality oriented leaders.
Just another change	Regarded as another trend that will pass.
One Year at a Time	Quality is a long-range commitment and schools plan on a one-year basis.
I know that Already	False perception that there is nothing new in a quality orientation.
Students Don't Value School	If only the students worked harder, we wouldn't need to improve schools.
It's Not my Fault	Changed Social context of families presents insurmountable barriers to successful schools.
A Question of culture	Belief that quality management is only achievable in Japan's culture.
Educator as self-employed Entrepreneur	Teaching is an independent, isolated profession without the collaboration needed for a quality approach.

School management teams should come up with programmes geared at correcting all negative attitudes that educators and all other stakeholders may have against Total Quality Education.

One strategy that may be of help in correcting attitudes is that of building a firm awareness amongst educators. This awareness entails a clear definition of Total Quality Education for all stakeholders. It should also be coupled by the spelling out of advantages of Total Quality Education. Educators should not be lectured on this but should be involved in brainstorming these advantages. Indications of other successful schools that are applying Total Quality Education may be made so that educators can view them as practical examples (Jablonski, 1992:132).

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

### **3.7.1.2 Problems associated with the initiation of Total Quality Management**

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

- Lack of commitment by principals;
- Poor planning;
- Lack of information on which to build Total Quality Management initiatives; and
- Lack of capacity and skills.

### **3.7.1.3 Post launch problem of Total Quality Management**

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

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

### **3.7.2 Factors promoting Total Quality Education**

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

#### **3.7.2.1 Top team Total Quality Management commitment**

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

- Introduction and training of senior staff;
- Application of Total Quality Education; and
- Commitment.

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

### **3.7.2.2 Application of Total Quality Education**

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

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

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

### **3.7.2.3 Commitment**

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

### **3.7.24 Identification and training of implementers**

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

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

### **3.7.25 Positive launch**

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

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

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



### **3.7.26 Investing in the process and the recognition of efforts**

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

### **3.7.27 Re-focusing and re-energizing efforts**

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

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

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

### **3.7 TRANSFORMATION OF SCHOOLS TO BECOME TOTAL QUALITY SCHOOLS**

For a successful transformation process of a school, the principal must be aware that the willingness of educators to transform the school will differ, based on their readiness to accept change. Educators' readiness to change has been labeled trailblazers, pioneers, settlers, late majority and saboteurs (Gregory and Parry, 1997: 5). Gregory and Parry (1997: 5) as indicated in figure 3.16 on the next page have summarized research that was conducted by Rogers. This figure indicates the categorization of educators in terms of their percentages inclined to a specific level of readiness to accept change.

The above implies that educators' readiness to accept change differs. Some educators resist change and they would do anything to sabotage any mechanisms put in place to support change. The saboteurs fall in this category and they are about 17% of the educators. This group needs to be handled in a manner that does not delay the change process. A principal may turn a blind eye on them while mobilizing and gaining support from the Trailblazers, the Pioneers, the Settlers and the Late Majority.

When the saboteurs see that the change being implemented works, they are likely to join the bandwagon. The strategy that the principal can use is that of appreciating these categories of educators. The principal needs to identify educators that fall in each category first and thereafter make advantageous use of these groups. It would be ideal to start with the Pioneers. Demonstrating to them that the intended change works and can yield better results would entice them to adopt the planned change. Once this group has been convinced, it can help by practically proving to the rest of the educators that the change being undertaken has some advantages. By so doing, they can win their colleagues over to join the change campaign. This group can then exert a psychological pressure on the Late Majority and the Trailblazers to accept change. Together, they may

form a formidable team that can influence the rest of the educators to accept and contribute in the change process.

ADOPTER TYPE	NEEDS OR HINTS ON HOW TO HANDLE THEM
<p><u>Trailblazers or Innovators – 8%</u></p> <ul style="list-style-type: none"> <li>Eager to try ideas, open to change, willing to take risks usually perceived as naïve and a little crazy and not well integrated in staff.</li> </ul>	<p>Vision and support</p>
<p><u>Pioneers or leaders -17%</u></p> <ul style="list-style-type: none"> <li>Open to change, but more thoughtful about getting involved: trusted by staff and sought for advice and opinions.</li> </ul>	<p>Demonstration that it works</p>
<p><u>Settlers' or Early Majority - 29%</u></p> <ul style="list-style-type: none"> <li>Cautious and deliberate about deciding to adopt an innovation: tends to be a follower, not a leader</li> </ul>	<p>How to do it? Information Demonstration</p>
<p><u>Stay at Home or Late Majority - 29%</u></p> <ul style="list-style-type: none"> <li>Skeptical of adopting new ideas and set in their ways. Can be won over by peer pressure and administrative expectations.</li> </ul>	<p>Come for a visit But won't stay</p>
<p><u>Saboteurs or Resister -17%</u></p> <ul style="list-style-type: none"> <li>Suspicious and generally opposed to new ideas: usually low in influence and often isolated from the mainstream.</li> </ul>	<p>Don't want to go and don't want anyone else to go</p>

**Figure 3.16: Adopter types regarding change (Gregory and Parry, 1997: 5)**

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

Many school communities may wish to transform schools into Total Quality Education or effective schools. But if they lack capacity and information on school transformation, their wish may remain a dream. Many a times, school communities look upon the

principal as a knowledgeable person who can turn things around (Reavis and Griffith, 1992:11). It is therefore important for the principal to know the basic methods that can be used in leading schools towards effectiveness.

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

### **3.8.1 A school as an open system**

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

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

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

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

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

- **Directed transformation**

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

- **Negotiated transformation**

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

- **Action - Centred transformation**

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

### **3.8.2 Stages in the transformation process**

Transformation of schools to become Total Quality Schools happens as a process of various stages (Blandford, 1997:182 and Reavis and Griffith, 1992:126). For the purpose of this study Reavi's and Griffith's (1992:126f) stage of restructuring will be followed.

#### **2.8.2.1 Planning and initiation**

At this stage, the school realigns its vision and mission to the dictates of both external and internal environments. Educators are intensively involved in negotiations to ensure ownership of all processes leading to success (Blandford, 1997:181). Responsibilities and roles are clearly specified and accepted. Goals are specified. The relationship between goals and needs of the learners and the community is explored coupled with the identification of resources that can help the transformation process.

The role of the principal at this stage is to ensure consultation and communication among all educators, learners and parents take place. This ensures that everybody is taken on board in the transformation process.

#### **3.8.2.2 Momentum**

In the momentum stage, goal-directed activities begin and are accelerated towards achieving quality. Each educator begins to see and appreciate his or her personal role in the process and how it complements the role of other educators. Learners and parents

begin to realise that things have changed and educators begin to have the feeling of personal worth, which keeps on growing and, indeed, it positively impacts on their motivation.

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

### **3.8.2.2 Problems**

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

### **3.7.2.1 Turning point**

This stage marks the intensification of the previous stage. If it is not managed well the educators' endeavour towards Total Quality Education fail because their problems and doubts may not have been correctly dealt with.

The principal must promptly identify any source of doubt, if any exists, and resolve them. The principal must trust educators and encourage them to work independently but within the defined vision, mission and goals.

### **3.7.2.2 Institutionalisation or termination**

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

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

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

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

## **3.8 STAFF DEVELOPMENT AND EMPOWERMENT OF EDUCATORS TOWARDS TOTAL QUALITY EDUCATION**

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

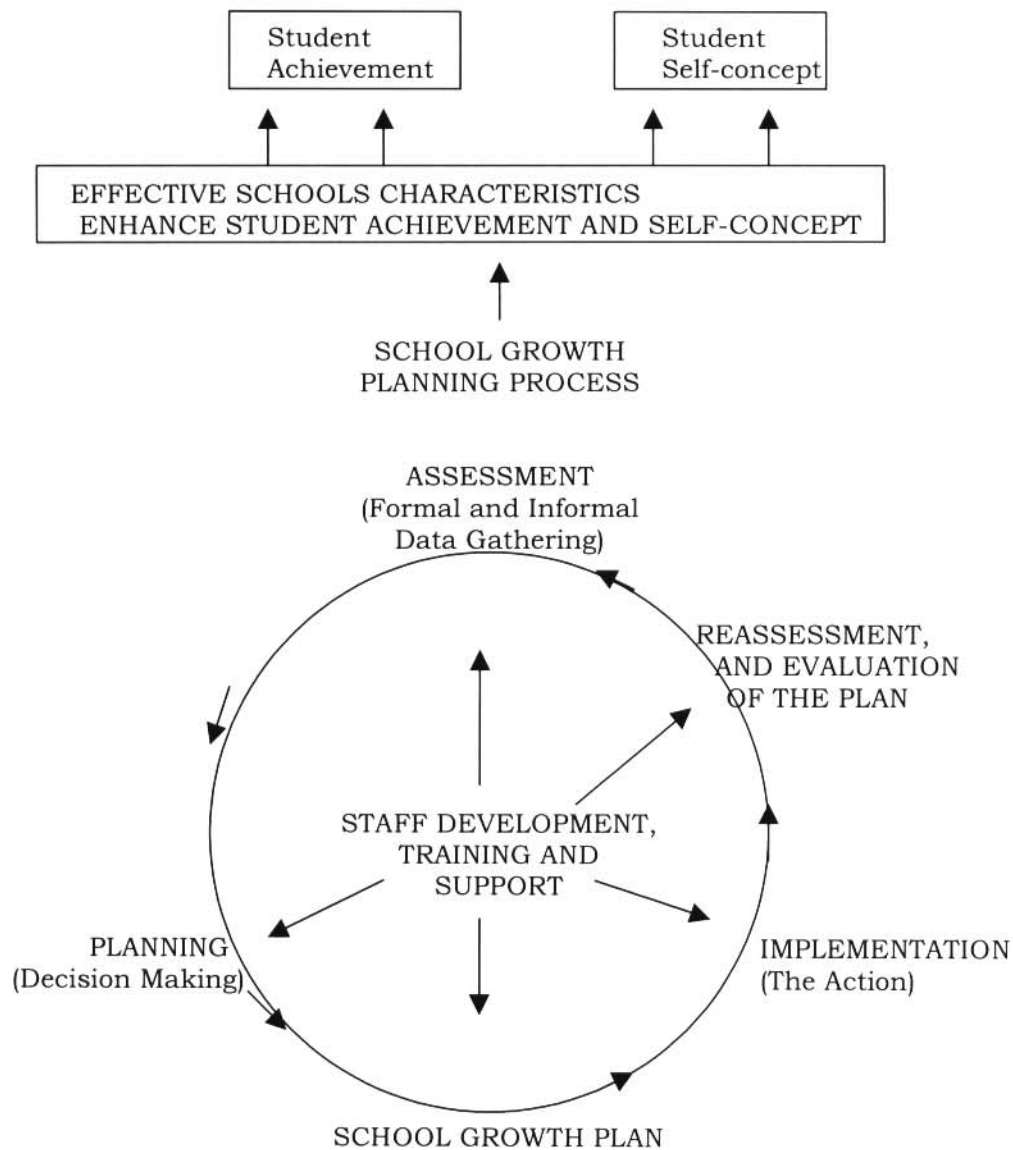


Kumalo (1998:11) and Guskey (1995: 115) argue that the type of training educators receive at colleges and universities is not sufficient. This makes beginning educators sag morale and enthusiasm during their first two years in the field (Guskey, 1995:114). The only panacea to this problem is staff development (Guskey, 1995:116, Eylon and Herman, 1999:80; Sachs, 1997:263 and Fullan, 1995:258).

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

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

Stoll (1992:119) who sees staff development to be the core of Total Quality Education emphasizes the relationship between staff development and Total Quality Education. His arguments are summarized by Figure 3.17 on the next page.



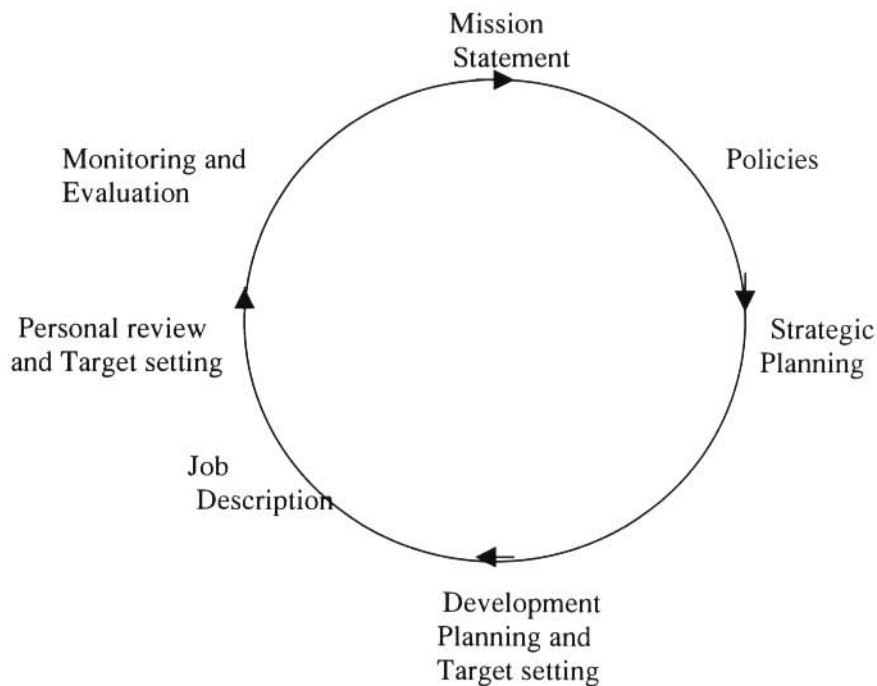
**Figure 3.17: Staff development as core to all school activities (Stoll, 1992:119)**

Seemingly, this model sees staff development as a springboard for all forms of development in a school. It is like a nucleus around which school growth plans, that lead to Total Quality Education, are anchored. Implementation of the plans and assessments are also hinge on staff development. The above figure engenders a thought that Total Quality Education, can be seen as a fruit tree where staff development is the root and the learner achievement and self-concept are the desired fruits. Like all other trees, the roots

need a fertile soil on which the tree stands firmly. Water is an absolute necessity without which a tree withers and dies.

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

While staff development is acknowledged to be at the core of all processes in schools, its emphasis must be made along the line of planning, performance and monitoring. This statement is based on West-Burnham's and O'Sullivan's (1998:108) strategies to support professional learning. These authors believe that the school's strategy to support professional learning is circular and is represented by figure 3.18.



**Figure 3.18: Strategies to support staff development (West-Burnham and O'Sullivan, 1998:108)**

The above figure emphasizes that staff development must cover steps of the way right from the mission statement through monitoring and evaluation. To be more specific, table 3.10 as seen on the next page can simplify this argument.

**Table 3.10: Strategies in support of professional learning (Adapted from West-Burnham and O’Sullivan, 1998:108)**

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

	PERIOD
OBJECTIVES	
PROFESSIONAL DEVELOPMENT ACTIVITIES	
RESOURCES NEEDED	
KEY PERFORMANCE INDICATORS	

**Figure 3.19: The Professional Growth Plan (Education and Law Policy handbook, 1999:3C-68)**

It must be indicated that the support of the principal in all steps of the way is absolutely necessary. Schools that would want to put the staff development process in place should bear the following in mind:

### **3.9.1 Creation of a fertile ground for staff development to take place**

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

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

### **3.9.2 Principles of staff development**

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

- Staff development exercises should be on going. It is a learning exercise and learning is a lifelong process. Authors, (Day, 1995:112 and Fullan, 1995:257) indicate that there should be an interconnectedness in all staff development programmes. Hence there should be proper planning so that each development programme complements the other. Though they may be separated by time, put together, they should present a holistic picture that empowers educators.
- Staff development exercises must first be self-managed and thereafter, other individuals may be involved on the basis of their expertise. The self-managed part involves reflective dialogue. This is an exercise that needs no interruption where each educator makes some introspection that leads to the educators' self-awareness (Louis, Marks and Kruse, 1996:758). Once the educator is aware of his or her strengths and weaknesses, he or she tries to remedy the weaknesses while building on the strengths with the support of the principal. The next stage is the involvement of other educators, which is a process called deprivatization (Louis, Marks and Kruse, 1996:760). Deprivatization is a stage that may further lead to the formation of teams, peer coaching and mentoring.
- Staff development must be supported and resourced. Figure 3.17 makes it clear that staff development is the core of development hence it must receive support from the principal (Day, 1995:111 and Hopkins, Ainscow and West, 1997:263). It is the

researcher's opinion that the School Governing Body and the Department of Education and all the different sections must support this process as well. In fact, it would be ideal if it could be made part of the culture of the school.

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

- Staff development must be differentiated according to individual needs. Fullan (1995:255) maintains that educators have personal visions that may be different. Though different, they may collectively contribute to the achievement of the mission of the school. Therefore, the principle of individuality must be respected even when it comes to staff development. The Developmental Appraisal System (DAS) which has been recently introduced in South Africa is in the opinion of the researcher one instrument that will unearth developmental needs of each educator (Education Law and Policy Handbook, 1999:3C-69).
- There must be an accounting process. The purpose of staff development is to improve the quality of education (Guskey, 1995:118). Therefore it is important to ensure that each staff development exercise yields the desired results. Principals must put mechanisms in place to evaluate their effectiveness.

It may be necessary as well to account to the School Governing Body because some costs may have to be incurred.

### **3.9.3 Staff development needs**

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

- **The needs of individual educators**

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

- **Needs of functioning teams within the school.**

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

- **Needs of the school as a whole**

A school may have needs unique to itself. These needs may be achieved through the contribution of all the educators as they perform their different tasks. It may be required that educators are workshoped on these needs and have to adjust their particular roles towards the achievement of the comprehensive needs of the school.

In any staff development plan, the levels of the needs identified above should be taken on board. Failure to do so may result in an ineffective staff development exercise.



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

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

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

- **The preparation stage**

When an educator wishes to apply for the post. Schools have no influence at this stage.

- **The appointment stage (When they are selected or rejected)**

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

- **The induction stage (First two years in post)**

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

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

This chapter peruses staff development, which is part of the in-service stage. By the end of this chapter, this subject shall have been fully explored.

### **3.9.4 Some definitions of staff development**

Staff development is defined as a process of helping educators build and refine their craft skills to enable them to make the appropriate influence on learners (Guskey, 1995:116). Further more, it can be defined as professional development activities engaged in by educators to enhance their knowledge, skills and attitudes with the aim of effectively teaching learners (O'Neill, 1994:285). This definition sees staff development as a means

of facilitating the attainment of the primary objective of all schools that are offering effective learning. Staff development is not an end in itself but a means to an end.

O'Neill (1994:286) contends that development can be seen in three categories. These categories and their related activities are tabulated hereunder as table 3.11.

**Table 3.11: Educator development categories (O'Neil, 1994:286)**

DEVELOPMENT CATEGORY	ACTIVITIES
Instructional development	Teaching methods, evaluation, lesson plans and others.
Organizational development	Team building, decision making, management development
Personal development	Interpersonal skills

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

### **3.9.5 Reasons for staff development**

Speaking about educators and Total Quality Education, Day, Hall and Whitaker (1998:161) assert that:

- educators are the school's greatest asserts;
- all educators are managers;
- professional development is central to effective management and school effectiveness;
- the prime function of leaders in schools is to support educators in their management and teaching functions.

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

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

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

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

Through staff development, the personal and professional lives of educators are enhanced. They find revival of their spirits; they increase their motivation and the feeling of empowerment. At the same time the way in which they view the learner or their attitudes towards the learner become more refined and their willingness to accept their

responsibility as a calling, and not as a duty for the purpose of earning a living, becomes an energizing force from within.

Staff development helps educators remedy their shortcomings thus opening their minds to approach their duties in a manner that is free from pitfalls, thus maximally benefiting the learners in their quest for Total Quality Education. This exercise lays a foundation for the effective implementation of the school's aims and objectives. Through the staff development exercise, educators come to a common understanding about what is expected of them and how best to comply with the expectations.

Craft (1996:6) summarizes the reasons for staff development as follows:

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

### **3.9.6 Staff development and appraisal**

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

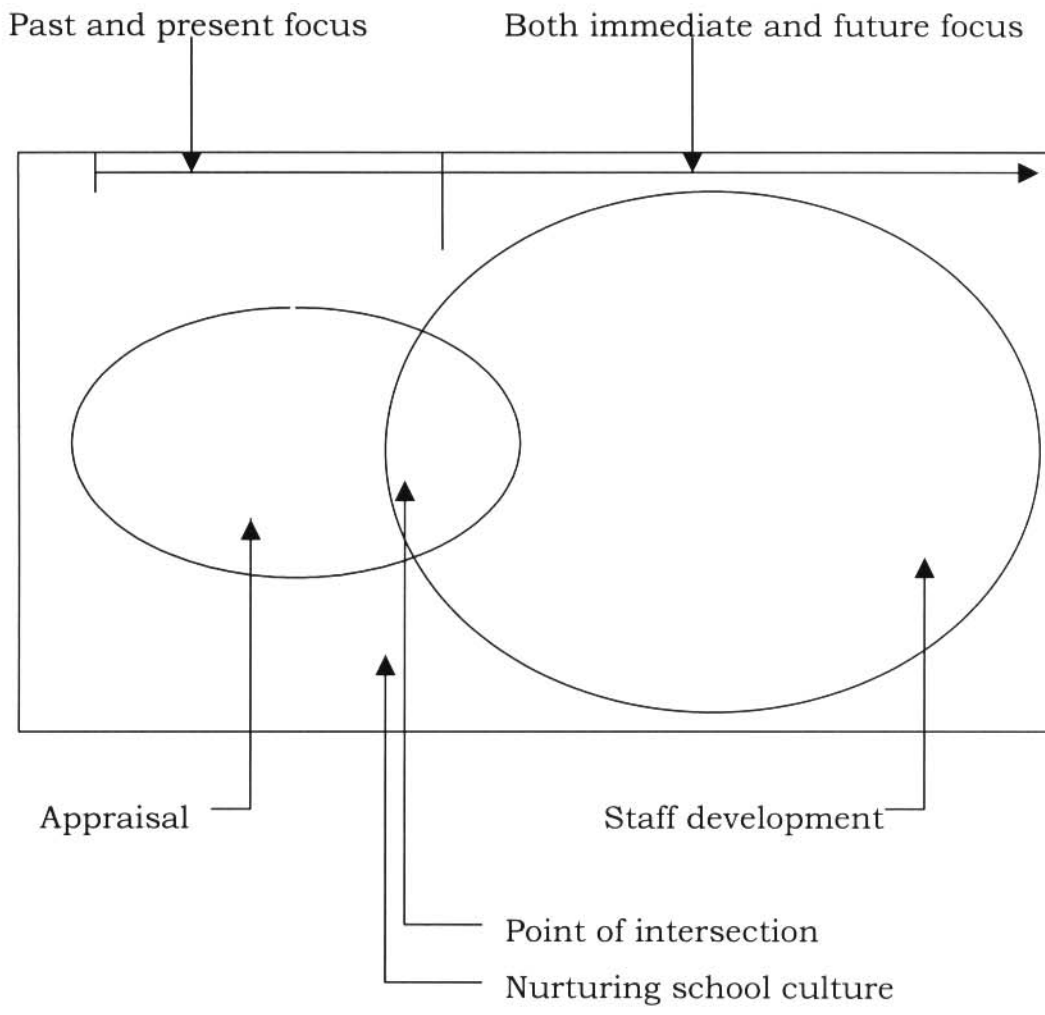
- Appraisal provides opportunity for professional development;
- Appraisal can be a precise way of identifying professional developmental needs;
- Appraisal can be a means of reconciling school and individual professional developmental needs;
- Appraisal can be used to evaluate the effectiveness of professional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

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

The manner in which Craft (1996:33) portrays the relationship between appraisal and staff development has prompted the researcher to come up with a diagrammatic representation (Figure 3.20 on the next page) of this relationship.

Analyzing this diagram, the following implications become obvious:

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



**Figure 3.20: The relationship between Appraisal and Staff development (Adapted from Craft, 1996:33)**

### 3.9.7 Models of staff development

For the purpose of this study, two models are identified and discussed. The first model is based on venues where a staff development exercise takes place. The second model deals with the actual development of educators for the purpose of making them relevant to the teaching field.

### **3.9.7.1 Off-site professional development**

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

### **3.9.7.2 School-based professional development**

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

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

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

### **3.9.7.3 The cascade model**

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

- the audience must be well defined and their needs usually targeted by this model;
- training objectives are clearly defined and a range of materials, namely, detailed notes are used;



- training is carefully selected and the criteria used being experience and expertise; understanding of the knowledge to be cascaded and skills required to cascade (Craft, 1996:17f).

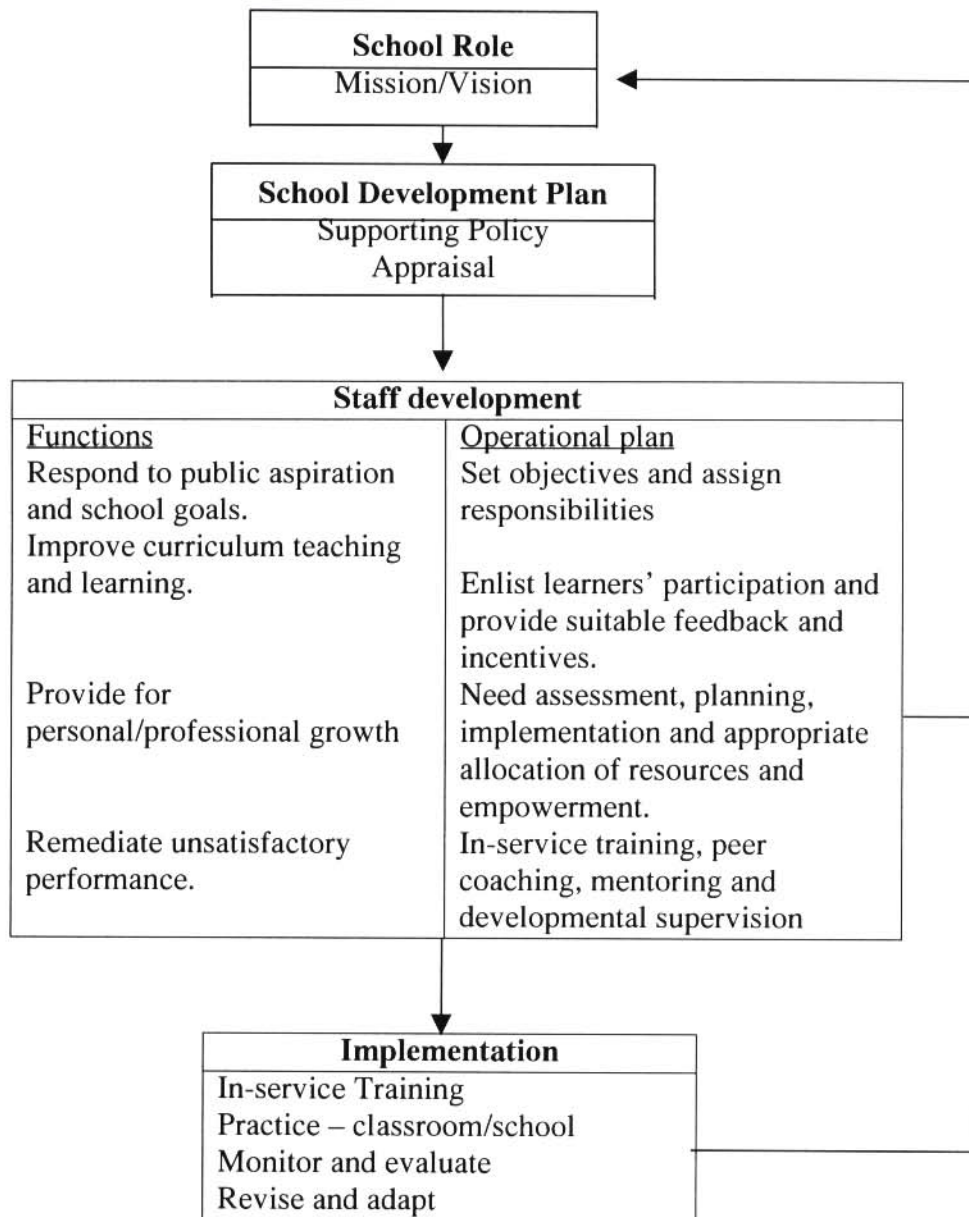
#### **3.9.7.4 Blandford's development model**

For the purpose of this study, Blandford's (1997:193) model of staff development is also reviewed. This model is holistic in its approach because it views staff development within the context of the mission of the school. Irrespective of the form of staff development, it is evaluated against the purpose of the school. Figure 3.21 on the next page presents this model.

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

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

The model indicates that the functions of staff development empower educators to come up with specific plans that, if successfully executed, can enhance the quality of learners' outcome. The implementation part of the model puts the plan into practice. All the time referral to the mission of the school is made to determine the relevance of all staff development programmes.



**Figure 3.21: Staff Development Model (Blandford, 1997:193)**

### 3.9.8 Educators' attitudes and staff development

An educator's attitudes play a significant role in the success of any staff development exercise. There are four types of attitudes that have to be considered when the principal plans staff development programmes. These attitudes are:

- the educator’s attitudes towards the principal,
- the educator’s attitudes towards staff development itself,
- educator’s attitude towards himself as an educator-learner, and
- expectancy for success (Wlodkowski, 1999:134).

Wlodkowski (1999:135) summarized the above into examples that incorporate perceptions, judgements, emotions and behaviour that accompany attitudes. Figure 2.26 on the next page indicates this. The most important aspects of this model are the behaviours that manifest themselves following attitudes and affect an educator’s performance at school.

The attitudes shown above are all positive and there is no doubt that the educator in question may do well in class. In a case where the attitudes are negative the educator may not exert himself or herself fully. In other words the educator may not fully and intrinsically expose himself or herself to the given empowerment. As a result development does not take place.

**Table 3.12: The effects of attitudes (Wlodkowski, 1999:135)**

<b>PERCEPTION</b>	<b>JUDGEMENT</b>	<b>EMOTION</b>	<b>RESULTANT BEHAVIOUR</b>
<ul style="list-style-type: none"> <li>▪ I see my principal.</li> <li>▪ The principal wants me to learn new approaches of curriculum delivery.</li> <li>▪ It is my turn to teach effectively in class after the workshop.</li> </ul>	<p>He is helpful.</p> <p>Learning more about being effective educator is helpful.</p> <p>I am knowledgeable and well prepared for this.</p>	<p>I feel appreciative.</p> <p>I feel interested.</p> <p>I feel confident</p>	<p>I will cooperate.</p> <p>I will pay closer attention.</p> <p>I will do a good job and give a smooth and articulate presentation.</p>

### **3.9.9 Empowerment of educators towards Total Quality Education**

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

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

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

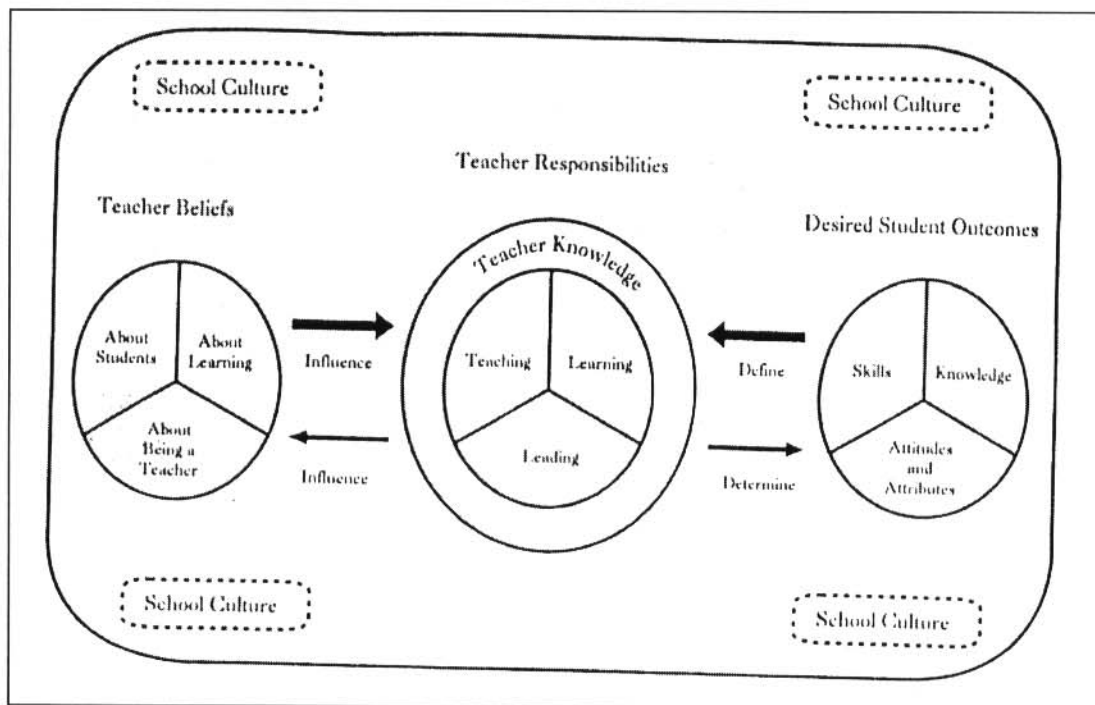
The educator can practice self-empowerment but if it is not complemented by the necessary given empowerment, the required end results may not be as qualitative as they would be when self-empowerment was complemented by the given empowerment. In like manner, the given empowerment must be complemented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

Regan, Anctil, Dubea, Hofman and Vaillancourt (1992:6f) present a Professional Educator Development Model which when thoroughly analyzed, amounts to the empowerment of educators. Figure 3.22 on the next page indicates this model:

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

- **Educators' beliefs**

An educator must have a positive belief system about learners, learning itself and about being an educator. Regan et al, (1992:23f) list some of the beliefs that educators must have. These beliefs are listed and briefly discussed on the next page.



**Figure 3.22: Professional Educator Development Model (Regan et al, 1992:6)**

- **All learners can learn**

Section 29 of the Constitution of the Republic of South Africa (1996) shares the same sentiment. All learners irrespective of social, cultural, racial, ethnic, gender, physical or economic circumstances can learn. It can only be noted that the degree of learning may vary but there is no doubt that each learner can and must learn.

- **Educators make a difference**

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

- **Learning is a life-long responsibility**

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

- **There is power in collaboration**

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

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

- **Educator's knowledge and responsibilities**

To be empowered or to empower oneself the educator must have knowledge about the content of what is to be taught, knowledge about the learner; knowledge about the teaching methods; and knowledge about the desired learner outcome (Regan et al. 1992:34f). It must not be taken for granted that the educator was taught about these at the college. The principle of life long learning calls for educators to keep on learning thus updating their knowledge as new knowledge is continuously discovered through research. In other words, knowledge is a basis for educators' professional development programmes.

Educators have the responsibility to teach. Look (1998:9) believes that educators can be empowered by making sure that they know their responsibilities and are given authority pro-rata to the responsibilities assigned to the educator.

- **Desired learner outcome**

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

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

### **3.10 SUMMARY**

This chapter has covered a broad background on Total Quality Education. It has tried to present the ideal situation that would be of benefit to schools if it were to be achieved.

The first part of this chapter reviews in brief some South African legal documents that lay foundation for the education system in South Africa. This section also touches on statutory bodies that are support structures towards the achievement of Total Quality Education, for example the SGB's. This chapter asserts that schools exist for a particular purpose. To achieve this purpose, schools should have policies that govern practice with the view of achieving quality products.

A detailed perusal of supervision has been made within the context of Total Quality Education. Philosophies such as Essentialism, Experimentalism and Existentialism, which are mentioned by literature (Glikman, Gordon and Roos-Gordon, 1998:100f) to be the foundation for supervision, were explored. These philosophies (as foundation for supervision) give birth to supervision styles such as directive supervision, collaborative supervision and non- directive supervision.

This section on supervision concludes by looking into the dimensions of supervision namely Knowledge, Interpersonal skills and Technical skills. It is believed that supervision revolves around the three dimensions.

Models of Total Quality Education are featured in the chapter. Models of interest are the total quality model for school leadership, the basic model of educational effectiveness and the comprehensive model of educational effectiveness.



The above models are followed by a review of models of supervision. The four – phase process of supervision has been discussed in details. This model emphasizes that educators are helped by all means possible to improve their teaching abilities. However, it further indicates possible steps that may undertake to terminate services of an incompetent educator. Other models of supervision that are featured in this section are the clinical supervision model and the mentoring model. It is essential for Management Teams to know factors that affect Total Quality Education. This chapter has exposed both negative and positive factors that affect Total quality Education.

In conclusion, a detailed review of staff development and empowerment of educators towards Total Quality Education has been made. This section is dedicated to the belief that the capacity of educators is key to the performance of a school. Changes that are taking place in education require that educators should be appropriately developed. Failure to develop the human resource spells failure in achieving Total Quality Education.

Having given background to the study in chapter one, explored education management theories in chapter two and reviewed literature in the present chapter, it is now essential to giving an account of the empirical study. The next chapter (chapter four) gives a detailed account of the empirical study design.

## **CHAPTER FOUR**

### **EMPIRICAL RESEARCH DESIGN, RESULTS AND DISCUSSION**

#### **4.1 INTRODUCTION**

The previous chapters have given the background to the study; a detailed review of some theories on Total Quality Education Management was made in chapter two. Chapter three reviews literature on Total Quality Education in detail. These chapters are laying the foundation for the present chapter that gives an account of the empirical study design. This chapter details the manner in which data was gathered and what methods were used. Further, it discusses in details the sampling techniques used and the sample size. Also in this chapter an analysis of data is made with the help of tables and graphs that support some arguments. Results of the analysis will be tabulated and discussed as well.

#### **4.2 INSTRUMENTS USED IN THE STUDY**

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

##### **4.2.1 Questionnaires**

The nature of the study is such that a variety of data gathering techniques could be used. As a result two questionnaires were designed and administered respectively for educators and principals. These questionnaires had to be complemented by observation on a small scale, accompanied by interviews that were not pre-planned but depended on some few impressions on the field.

#### **4.2.1.1 Questionnaires for educators**

Appendix A is an example of the questionnaire designed for educators. The aim of this questionnaire was to address five aims of the study, namely,

- The relationship between Total Quality Education and schools' performance;
- Principals' supervision of educators towards Total Quality Education;
- Investigation of the availability of staff development programmes;
- Exposure of factors that can either hinder or promote Total Quality Education; and
- Finding out if there are secondary schools that are ready to transform towards Total Quality Schools.

It must however be noted that part one of this questionnaire solicits auxiliary information that forms the base for interpretation.

As the triangulation technique was used, the questionnaire does not take a uniform pattern throughout, but it is flexible and combines both the closed-ended and the open-ended structures; the reason being that both the qualitative and the quantitative research approaches are being followed in this study.

Respondents were mainly required to make their responses by putting a cross (X) on a particular square or rectangle. They were also required to write short sentences on the part that is open-ended.

#### **4.2.1.2 Questionnaire designed for principals**

The questionnaire designed for principals (Appendix B) takes the same shape as the questionnaire for educators. Though both questionnaires address the aims of the study, their contents are different because of responsibilities of the members in these different strata.

### 4.3 RELIABILITY AND VALIDITY OF THE RESEARCH INSTRUMENTS

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

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

Validity addresses itself on two questions, namely,

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

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

External validity means the extent to which the results of a study can be generalized to the entire population. External validity is achieved through drawing a representative sample and gathering data from a normal daily operation of participants that is free from reactivity (Bless and Higson-Smith, 1995:82). Should there have been reactivity on the

questionnaire, the observation part of the study is likely to pick it up and it will be properly reported.

Validity and reliability complement each other. The accuracy and consistency of the instrument has an effect on the meaning of the results. If reliability is low, obviously the meaning of the results may not be accurate.

To determine the reliability of the instrument, the following techniques were employed:

#### **4.3.1 Pilot Study**

Before the instruments were administered they were first piloted to educators in a school with qualities similar to those of the study area. A pilot study is a process of validating the research instruments. It is a process where instruments are tested on a miniature scale particularly to conditions similar to that of the field from which data will be collected. Any existing mistakes in the instruments and or research design are identified and corrected before the instruments are administered in the identified field. For this purpose, Insika High School in Mpumalanga was chosen. The aim of the piloting process was to assess and correct the following:

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

A ten percent (10%) sample of educators from the pilot school was selected. The selected educators were given the questionnaire to respond to. After responding to the questionnaire the participants were assembled for discussions. They made contributions and corrections that were effected into the questionnaire. With regard to the questionnaire for principals, principals of two schools were involved. The same procedure as indicated above was followed.

#### **4.3.2.1 Reputability study**

The reputability study entails the identification of experts from the community, academic institutions, government organisations and non-government organisations who were thereafter requested to look into the instruments and make their inputs (Bless and Higson-Smith, 1995:50). Therefore one District Head who holds a PhD degree working for the Mpumalanga Education Department was identified and was requested to look into the instruments after which his opinion on semantics, style and relevancy of the instruments was sought. Above that, the instruments were sent to the supervisor who is well experienced in the field of research for evaluation and comments. His expert knowledge was further complimented by that of the co-supervisor who is also well experienced in the field of research. Ideas gathered through this process were incorporated in the study to improve the reliability and validity of the instruments. Therefore after such a wide exercise of opinion seeking and integration, it may be concluded with confidence that the reliability and validity of the instruments were achieved.

### **4.4 SAMPLE**

#### **4.4.1 Sampling design or technique**

A careful analysis of the population reveals that it is in the form of layers or strata. These strata are identified as follows:

- A stratum of all secondary school educators;
- A stratum of all secondary school principals; and
- All secondary schools in the study area.

The nature of the population requires that the probability sampling design be used. Probability sampling gives an equal opportunity to all members of the population to be

included in the study (May, 1997:86; Bless and Higson-Smith, 1995:88 and Singleton, Strait, Strait and McAllister, 1988:137).

Probability sampling is further divided into simple random sampling; systematic sampling; stratified random sampling and, cluster sampling (Bless and Higson-Smith, 1995:89 and May 1997:86f). The best sampling design for this study is the stratified random sampling. It is defined as a technique that divides the population into different groups called strata where each member of the population is assigned to just one stratum and thereafter the principles of a simple random sample are followed (Bless and Higson-Smith, 1995:91 and May, 1997:87). Stratified random sampling is the only design that acknowledges the existence of strata (Bless and Higson-Smith, 1995:91 and May, 1997:87), which coincidentally characterise the population under investigation namely, principals occupying a senior rank and educators, the operating core in a school system.

A simple random sample of 10% was drawn from each stratum. Literature (Singleton et al 1988:140) makes it mandatory that a complete list of the population must be available to facilitate the process of random sampling. This list of the population was obtained from the Southern Region of the Northern Province.

Therefore, the simple random sample (as part of the stratified random sample) from each stratum was drawn as discussed below:

#### **4.4.2 Sample size**

After obtaining the list of all 292 secondary schools from the Southern Region, a 10% random sample was drawn. The sample of schools automatically determined the 10% sample from the principals' strata. With regard to educators, a 10% sample of all

educators from the selected schools was drawn. A list of educators from a particular school was obtained from the principal and a random 10% sample was drawn.

The researcher anticipated that some questionnaires would not be returned. To counteract this problem, extra schools were identified and questionnaires were distributed to those schools. Fortunately the return rate was good and the extra questionnaires were also included in the sample size; otherwise the schools should have been 29 with a pro rata number of 29 principals. The inclusion of the extra schools in the sample increases the sample percentage to 11%. However it must be indicated that from the principals' strata only one questionnaire was not returned from the Apel District. In the final analysis the sample size was as shown in table 4.1 below:

**Table 4.1: The sample size**

<b>DISTRICT</b>	<b>PRINCIPALS</b>	<b>EDUCATORS</b>
Apel	2	7
Bohlabela	4	8
Dennilton	8	15
Magakala	4	11
Nebo	9	18
Sekhukhune	4	13
Total	31	72

#### **4.5 DATA COLLECTION**

As a process towards completion of the study, data had to be collected and analysed. Paragraph 4.6 below deals with the analysis of data in details. At this point it is essential to detail how the data was collected.



The main research instruments that were used to collect data are the questionnaires that were discussed in details in 4.2. After schools were randomly identified, the researcher delivered the questionnaires to all the schools in person. A brief discussion was held with principals or their deputies explaining the purpose of the study. A date for the collection of the completed instruments was also discussed with the principal or the deputy principal. In cases where it would be impossible for the researcher to collect the completed questionnaires, an agreement was reached that the principals would mail them to the office of the study supervisor. In all such instances, the researcher saw to postage fees. This only happened in a small percentage (10%) of schools in the Nebo and the Dennilton Districts. All the questionnaires that were handled in this manner were returned.

As instruments were delivered in person by researcher, the majority (90%) of principals was met. This allowed the researcher to have a feeling of their behavioural pattern; to see the status of the school building; observe the behaviour of educators and learners, and get a feeling of the school climate. As the researcher was delivering instruments in the Southern Region it cannot be ruled out that certain degrees of observation took place. Some of what was observed formed part of the data gathering process. In addition to the data collection procedures mentioned above, some principals volunteered extra information that could not be overlooked. Appendix C is an example of such information.

#### **4.6 DATA ANALYSIS**

After data was collected as indicated above, it was analysed. The Statistical Products for Service Solutions (SPSS) computer programme was used to analyse the data. A spreadsheet was first created where all questions of the questionnaire were programmed as variables in the computer programme referred to above. When this was done, responses from each questionnaire were punched into the computer. When all questionnaires were captured, the computer was instructed to create tables and graphs that contain information that form the base for quantitative and qualitative analysis, interpretation and findings of the study. As two sets of questionnaires were used, each

set received its own treatment in terms of the creation of the spreadsheet, data capturing and tabulation.

Both the quantitative and the qualitative methods of analysis were used. The difference between the two can be illustrated by means of an example of a table. One could speak of a table in terms of its length, breath and height that can be expressed in centimetres, which is a quantitative way of describing it. One can further speak of the colours and the usefulness of the same table, this becomes a qualitative approach (Bless and Higson-Smith, 1995:100). Therefore one variable was analysed both quantitatively and qualitatively in this study.

#### **4.6.1 Schools and educators' background**

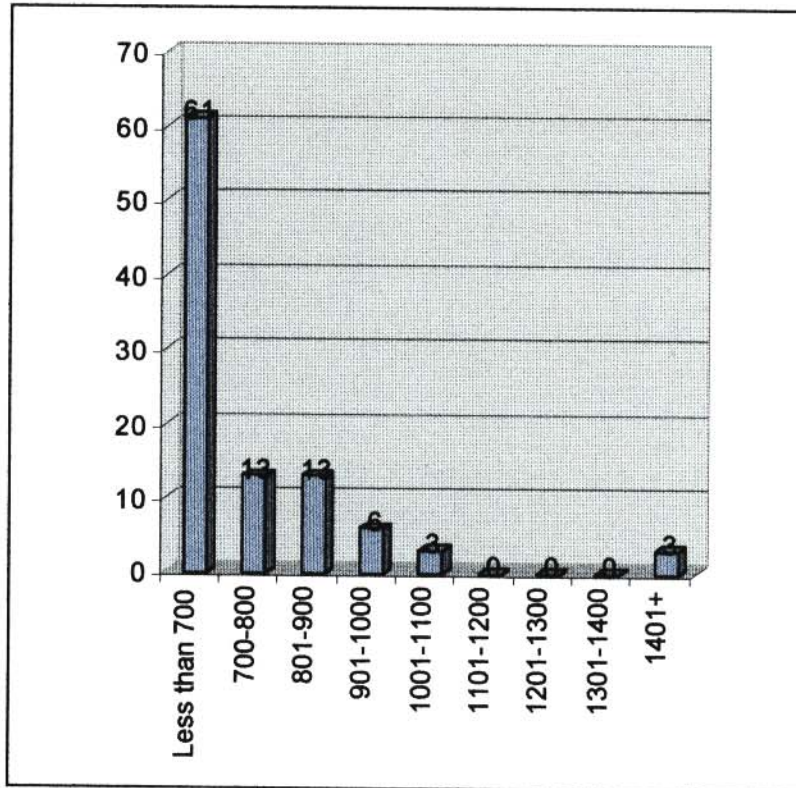
All that happens at school take place within a particular background and or history of the school. The background of educators also, in one way or another, affects the history as well as the fate of a school. It is therefore important that these variables be taken on board in this study.

##### **4.6.1.1 Schools background**

As a preamble to the analysis of key elements of the study it is essential that the background of schools in terms of their sizes (enrolment), pass rates and staffing be analysed first. This is coupled by the analysis of the educators' background, bearing in mind their qualifications, work experience and the ages of principals. This lays the foundation for the analysis of all other aspects of the study.

#### 4.6.1.1.1 Schools' sizes

Literature (Louis and Kruse, 1996:761 and Lunenburg and Ornstein, 1996:433) has indicated that enrolment has a bearing on school management. It was therefore essential to find out about the status of enrolment in schools. The following graph presents the enrolment status of schools.



**Figure 4.1: Schools' enrolment**

The graph above indicates that the majority of schools (61%) in the region have an enrolment of less than 700 learners. The low enrolment goes hand in hand with the provisioning of few educators in a particular school. Many schools were observed to have from 9 to 16 educators. It is common that one educator may teach 3 to 5 subjects. Educators end up teaching subjects in which they never specialised. The workload of educators is sometimes not manageable. It is for this reason that some schools indicated

that the School Governing Body employs educators to ease the workload for all educators. Thirteen percent (13%) of the schools have an enrolment of 700 to 800 learners, the same percentage holds for schools with an enrolment between 801 to 900 learners. There are very few schools with learner enrolment that is above 1000. This graph makes one conclude that schools in the region have a comfortable number of learners; however, on the part of educators this means having a heavy workload coupled with the teaching of subjects in which one never specialised.

Principals were asked to evaluate if the nature of enrolment has a negative or a positive impact on school performance, the morale of educators, educators' individual attention to learners, the giving of feedback to learners on their performance and school management.

The following are their responses:

**Figure 4.2: The effect of enrolment on school life**

ASPECTS OF THE SCHOOL	POSITIVE	NEGATIVE	NOT SURE
School performance	14 45%	13 42%	4 13%
Morale of educators	14 45%	12 39%	5 16%
Educators' individual attention to learners	15 48%	11 35%	5 16%
Feedback to learners on their performance	13 42%	12 39%	6 19%
Effective school management	23 74%	5 16%	3 10%
<b>Average percent</b>	<b>51%</b>	<b>34%</b>	<b>15%</b>

An average of more than half (51%) of principals believes that the enrolment has a positive effect on the aspects mentioned in the table. On the other hand an average of more than a third (34%) of the principals say that the effect of the enrolment on the aspects mentioned in the table is negative. Only a little less than a sixth (15%) of principals are not sure whether enrolment affects the school negatively or positively.

#### 4.6.1.1.2 Matric Pass Rates

Principals were requested to indicate pass rates of their schools as from 1994 to 1999. The table below indicates the pass rates in the sampled schools:

**Table 4.3: Matric pass rates in the Southern region**

	1994	1995	1996	1997	1998	1999
0-10%	2	1	1	4	2	2
11-20%	0	5	5	6	12	9
21-30%	6	7	5	8	4	8
31-40%	5	7	8	4	5	2
41-50%	6	4	2	2	2	2
51-60%	2	1	3	2	0	2
61-70%	0	1	1	0	0	1
71-80%	0	0	0	0	2	1
81% +	1	1	1	1	1	1

The above table indicates that many schools are distributed between 0 and 40%. There are few schools that achieve between 41% and 60%. Those that achieve between 61 and 100% are on average only two, which is only seven percent (7%).

It is observable from the table that in 1998 a bulk of schools fell in the region of between 11-20%. It can be concluded that the 1998 region's performance was the worst. Almost the same pattern was observed in 1999 but in that year many schools (55%) were seen falling in the region between 11 and 30%. The past two years, that is 1998 and 1999, saw the worst performance by schools. The question that may be asked is why particularly

these two years? Unfortunately searching for an answer for this question is out of the premises for the present study.

Respondents were asked if they are happy with the performance of the schools or not. The responses were as follows:

**Table 4.4: Principals' views about the matric results**

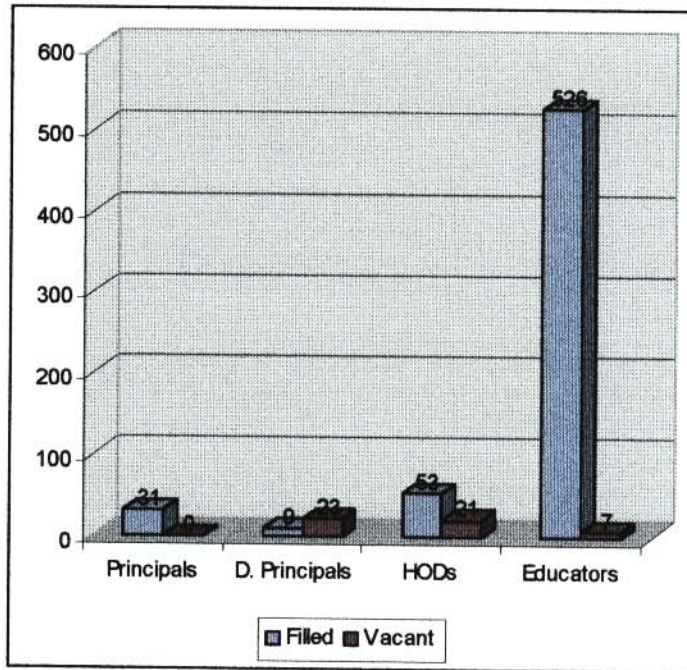
SATISFACTION WITH PASS RATES	FREQUENCY	PERCENT
Yes	2	7
No	29	93
Total	31	100

Only 7% of the Principals are happy with the results of their schools. All other principals (93%) indicate that they are not happy with the performance of their schools. This must be seen as a positive sign that principals see this as a problem or as a challenge. This means the performance of the schools is worrying them and in turn they are likely to stand up and do something about it. Respondents were asked what could be the possible causes for the poor performance. In no particular order the following were enumerated as causes for the schools' poor performance:

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

#### 4.6.1.1.3 The Nature of Staffing

The instrument designed for principals investigated the nature of staffing. The following figure 4.2 gives a picture of the nature of staffing.



**Figure 4.2: The nature of staffing**

From the above graph it is clear that there are more post level one educators compared to post levels 2,3 and 4 (supervisors) educators. At the same time there is an indication that there are vacant posts that are distributed as shown by table 4.5 on the next page.

**Table 4.5: Distribution of vacant posts**

POSITION	NUMBER VACANT	PERCENTAGE
Deputy Principals	23	72
Heads of Departments	53	28
Educators	7	1

The above table indicates that almost three-quarters (72%) of deputy principals (personnel who also perform supervisory functions) posts are vacant and above a quarter (28%) of the heads of department posts are also vacant. Only 1% of the post-level one educator's posts is vacant.

Deputy Principals' posts are very important because their incumbents should take full charge of the school in the absence of the principal. The vacancy status for heads of departments (28%) is a little better than that of deputy principals. However, it is not condoned. Only one percent of the educators' posts is vacant. Although this percentage may look minimal, it is not acceptable that there are posts that are vacant which also mean that there are learners without educators.

The above vacancy status affect schools negatively because the principals' sample had the following to say about this vacancy status:

- Principals do not have full support because many deputy principals' posts and heads of departments posts are vacant. Educators are not willing to perform administrative duties, as they are not paid for performing those duties.
- Proper allocation of duties suffers as there are few educators compared to the workload; and
- Some schools are understaffed. It is a common phenomenon to find an educator teaching four different subjects in different grades. This leads schools to ask educators to teach subjects in which they never specialised; hence the poor pass rate.



#### 4.6.1.1.4 Availability of support staff

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

It was of interest to investigate if all schools have the support staff. The situation is as follows:

**Table 4.6: Availability of support staffs in schools**

SUPPORT STAFFS	AVAILABLE		NOT AVAILABLE	
	NUMBER OF SCHOOLS	PERCENTAGE	NUMBER OF SCHOOLS	PERCENTAGE
Clerks	6	19	25	81
Cleaners	9	29	22	71

It is clear from the table above that the majority of schools (81% and 71% respectively) do not have clerks and cleaners. These schools are deprived of one important component of a school that is considered essential by literature. Very few schools (19%) have clerks. The situation with regard to the provisioning of cleaners is slightly better compared to the provisioning of clerks because cleaners are 10% (29%-19%) more than clerks

#### 4.6.1.2 Principals and Educators' Background

Principals and Educators form an important part of school life. Each principal and educator comes to school with a certain background. Blending all the backgrounds of these educators together, a recipe for the success of the school or its failure can be

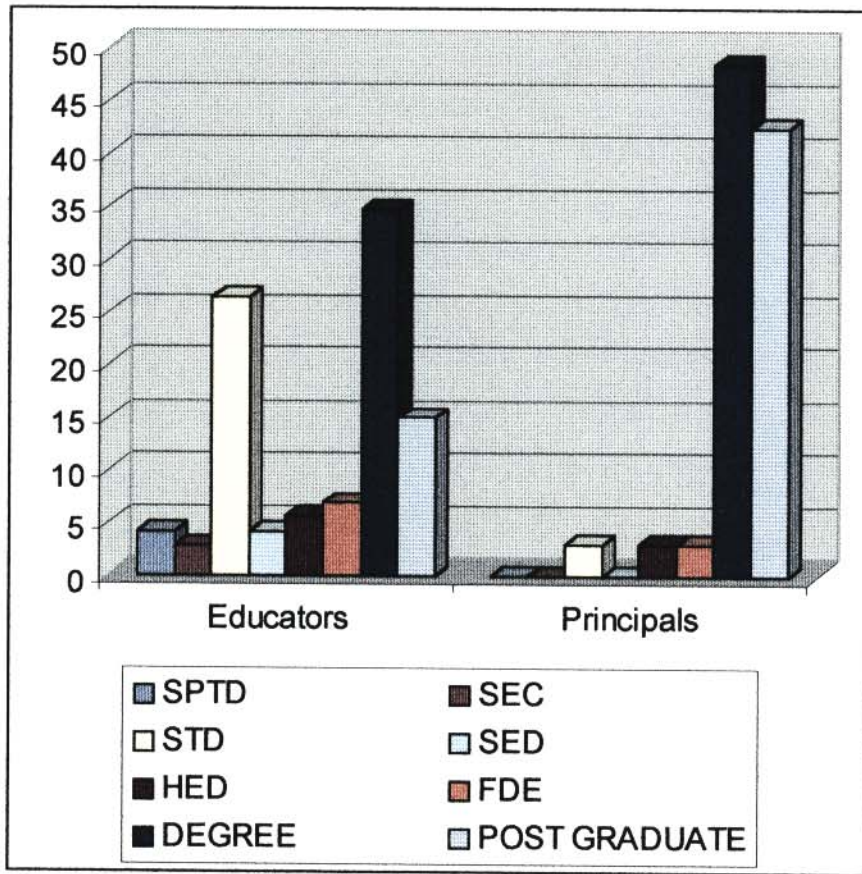
brought to surface. It is important that a selection of relevant backgrounds of both principals and educators be analysed.

#### **4.6.1.2.1 Principals and Educators' Qualifications**

One's background, qualifications inclusive, may affect one's perception and attitudes towards Educational Management. The educational level and experiences of respondents was of great interest. The study reveals that the province has educators that are suitably qualified. Figure 4.3 on the next page gives details about the educational qualifications of both principals and educators.

This graph indicates that all Educators, Principals inclusive, meet the minimum qualification requirement for an educator that is Relative Educational Qualification Value (REQV) thirteen (13). Less than half (45%) of educators and almost all (96%) of the principals have qualifications that are above the minimum requirement. All other educators are appropriately qualified, that is they meet the REQV 13 requirement. This may be seen as a positive sign that educators in the region have the educational capacity to understand and implement Total Quality Education principles. Further, the graph indicates that about half (48%) of principals have degrees and two-fifths (42%) of them have post graduate degrees. This scenario creates an impression that principals in the region may have no problems supervising educators towards Total Quality Education.

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



**Figure 4.3: Principals and educators' qualifications**

#### 4.6.1.2.2 Principals and Educators' working experience

Experience may be linked to qualification as well. Table 4.7 on the next page indicates the level of experience of principals and educators in the province. This table indicates that only 4% of educators have a teaching experience of less than four years. On the other hand, only 13% of principals have an experience of less than four years as principals. All other educators (96% and 87% of principals) have an experience of more than three years. If well mentored from the beginning, these educators should possibly have acquired good skills that help them teach and manage schools effectively. They may be in a position to make positive inputs in turning schools around towards effectiveness.

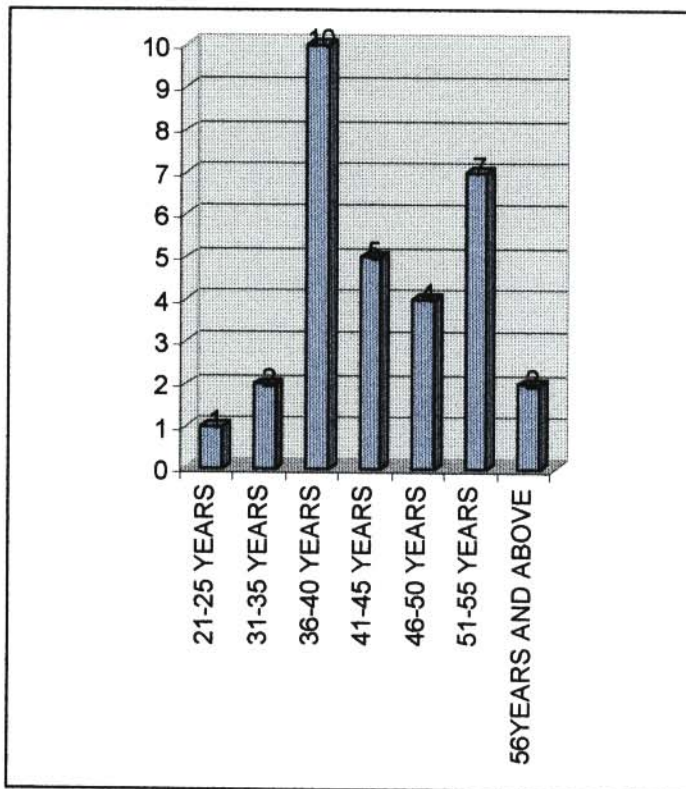
**Table 4.7: Working experience of principals and educators**

EXPERIENCE CATEGORY	EDUCATORS		PRINCIPALS	
	Years of experience as an educator	PERCENT	Years of experience as principal	PERCENT
0-3 Years	3	4	4	13
4-7 Years	12	17	4	13
8-11 Years	24	33	8	26
12-15 Years	19	26	5	16
16-19 Years	8	11	10	32
20 Years and above	6	8	-	-
TOTAL	72	100	31	100

Pertaining to the principals, only 13% have an experience of less than 4 years. The rest have an experience between 4 and 16 years as principals. During these years of service as principals, they should have learnt a number of skills that help them handle educators' professional needs effectively and their management skills may have been sharpened.

#### **4.6.1.2.3 Principals' ages**

The age of a principal may have some implications on his willingness to manage the school effectively and have long term plans for the school. Some principals who may be just about to retire may not be eager to plan effectively, saying there is no need to plan for another person who might be taking the position soon after the principal's retirement. The age distribution of principals is as follows:



**Figure 4.4: Principals' ages**

The graph indicates that a third (33%) of principals are between 36 and 40 years old. The age group 50-55 years follows them, which is 23% of the principals. There is a small percentage (7%) of principals that is above 55 years. A principal who is 55 years old may still continue working for a period of 10 years if he or she chooses to retire at the age of 65 years. In brief, the table indicates that the majority of principals (93%) are less than 56 years. They still have more than 5 years to go. In this period there is a lot that they can do in improving the quality of their schools' performance. Educators need not fear that they may start something with principals who are on their way out of the system through retirement.

In cases where principals are just about to retire, educators may be bothered. As a result, they may be uncertain of how the new principal will perform resulting in them losing sight of the quality initiatives.

#### **4.6.2 Analysis of data gathered from educators**

Educators and principals are primary stakeholders in the process of making schools effective. Therefore data had to be gathered from them. The following is an analysis of data gathered from Educators. It is arranged in terms of the relevant aims of the study. Data gathered from principals is analyzed in point 4.6.5.

##### **4.6.2.1 The relationship between Total Quality Education and schools' performances**

One sub aim of the study is to investigate if lack of Total Quality Education in some selected secondary schools in the Northern Province manifests itself in the form of high failure rate. Therefore the following is an analysis of data that seeks to investigate reality in relation to this aim.

###### **4.6.2.1.1 The presence of visions and missions in schools**

It is one of the Total Quality Education principles that effective schools are characterized by the presence of a cherished vision and mission. This study investigated if schools have visions and missions. Table 4.8 on the next page presents what obtains in schools regarding the presence of visions and missions.

**Table 4.8: Availability of visions and missions in schools**

<b>AVAILABILITY STATUS</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Available	56	78
Not available	16	22
Total	72	100

This table indicates that more than a fifth (22%) of educators indicated that their schools do not have vision or mission. Reasons they enumerated for not having a vision or mission are:

- Lack of regular meetings by all educators in schools;
- Lack of commitment by principals; and
- Lack of capacity by the School Governing Body.

Further, the table indicates that more than three-quarters (78%) of educators indicate that their schools have a vision and mission. This may be seen as a positive sign towards schools' effectiveness.

#### **4.6.2.1.2 Communication of visions and missions of schools**

The availability of a vision and mission may not contribute to the schools' success if such are not regularly communicated to all primary stakeholders of the school. For the purpose of this study, it was important to investigate if the vision and the mission of schools are regularly communicated. Table 4.9 below indicates who amongst the School Management Team members communicates the vision and mission of the school.

**Table 4.9: Communication of the vision and mission of the school**

SMT CATEGORY	YES		NO		NOT SURE		NO RESPONSE	
		%		%		%		%
Principal	45	63	15	21	10	14	2	3
Deputy Principal	28	39	20	28	9	13	15	21
Head of Departments	26	36	25	35	9	13	12	17

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

The table also indicates that some respondents did not respond to this question particularly with reference to deputy principals and heads of departments. The reason could be the fact that not all schools have heads of departments and deputy principals; hence respondents decided not to respond to the question.

#### **4.6.2.1.3 Expectations for learner achievement**

The Total Quality Education paradigm prescribes that effective schools should have high expectations that are continuously communicated to learners. Educators were asked if schools have expectations for learners' achievement and how often are these expectations communicated. The following two tables try to give a picture of the response on this subject.



**Table 4.10: The availability of expectations for learner achievement in schools**

EXPECTATIONS IN PLACE	FREQUENCY	PERCENT
YES	62	86
NO	10	14
TOTAL	72	100

Looking at the above table, it is clear that the majority of schools (86%) have expectations for learners' achievement. The following table indicates the extent to which these expectations are communicated to learners.

#### 4.6.2.1.4 Communication of expectations

The availability of high expectation may not contribute to the school's success if such are not regularly communicated to all learners. Therefore it was important to investigate the frequency at which expectations are communicated to learners and who amongst the educators, principals inclusive, communicate them most often. The following table 4.11 illustrates the rate at which expectations are communicated.

**Table 4.11: Communication of expectations in schools**

COMMUNICATION INTERVALS	FREQUENCIES AND PERCENTAGES			
	PRINCIPALS	DEPUTY PRINCIPALS	HODs	EDUCATORS
Weekly	34 (47)	14 (19)	17 (24)	28 (39)
Monthly	12 (17)	15 (21)	10 (14)	15 (21)
Quarterly	9 (13)	5 (7)	9 (13)	4 (6)
Twice a year	1 (1)	3 (4)	3 (4)	0 (0)
Never communicated	5 (7)	8 (11)	12 (17)	3 (4)
No response	10 (15)	27 (38)	21 (29)	22 (31)
Total	72 (100)	72 (100)	72 (100)	72 (100)

Educators indicated that members of the School Management Team communicate the expectations at different intervals. Percentages of interest in the above table are the

extent to which expectations are communicated weekly. More than a quarter (28%) of educators indicated that educators themselves communicate expectations weekly. In terms of Mintzberg and Fiddler (1997:55) educators are the operating cores in a school situation. One would have expected that the percentage of educators should have been more than a quarter (28%) because they are in close contact with learners on a daily basis.

#### 4.6.2.1.5 Availability of school policies

Total Quality Education also stresses that Effective Schools have school policies that guide school routines and activities. The picture in the region is as shown by table 4.12 below:

**Table 4.12: Availability and accessibility of school policies**

AVAILABILITY OF SCHOOL POLICIES			ACCESSIBILITY OF POLICY DOCUMENTS	
AVAILABILITY	FREQUENCY	PERCENT	FREQUENCY	PERCENT
Yes	55	76	51	71
No	17	24	21	29
Total	70	100	72	100

The table indicates that more than three-quarters (76%) of educators indicated that schools in the region have school policies. About a quarter (24%) of educators indicated that schools in the region do not have school policies. It is worth remarking that this is a positive sign that schools can develop from what they have (school policies) to become effective schools. All they need is commitment and proper guidance.

The availability of school policies should be coupled with their accessibility. All members of the school community have access to all school policies for continuous reference. It is of no use to have a good policy that is safely kept in some press. It must

be put in practice. In fact all key stakeholders must have copies of such documents so that they can refer to them at all times.

The above table indicates that about three-quarters (71%) of educators indicated that their school policies are accessible. Only less than a third (29%) of educators claim that they have no access to school policy documents. This is problematic because such policies are never put into full practice.

#### 4.6.2.1.6 Availability of codes of conduct in school

The behaviour of educators and learners need some form of regulation to ensure that it contributes towards effective teaching and learning. It is important that schools should have codes of conduct for both educators and learners. The following table 4.13 indicates some statistics with regard to the availability of codes of conduct for both educators and learners in the region.

**Table 4.13: Availability of codes of conduct for learners and educators**

CODE OF CONDUCT FOR LEARNERS			CODE OF CONDUCT FOR EDUCATORS	
AVAILABLE	FREQUENCY	PERCENT	FREQUENCY	PERCENT
Yes	57	79	56	78
No	13	18	12	17
No response	2	3	4	5
Total	72	100	72	100

This table indicates that more than three-quarters (79%) of schools have codes of conduct for learners and about the same percentage (78%) have codes of conduct for educators. But it is of no use to have codes of conducts that are not respected. The following figure 4.5 on the next page indicates the extent to which educators and learners abide by their respective codes of conduct.

#### 4.6.2.1.7 Respect for codes of conduct

Although schools have the codes of conduct for both learners and educators, the graph below indicates that only 41% of the respondents indicated that educators abide by their respective code of conduct. Only about a third (30%) of educators feel that learners abide by their respective code of conduct. The graph indicates that educators respect their code of conduct more than learners. Only five (5%) of educators believe that learners never respect their code of conduct. On the other hand less than five (5%) percent of educators feel that they themselves do not respect their code of conduct. Almost half the educators (48%) are saying that **sometimes** educators abide by their respective code of conduct. If one says “sometimes” it means when an educator feels like not abiding by the code of conduct, that educator will just disobey. This is a statement that raises doubt whether there are disciplinary measures that are taken against a person who fails to abide by the code of conduct.

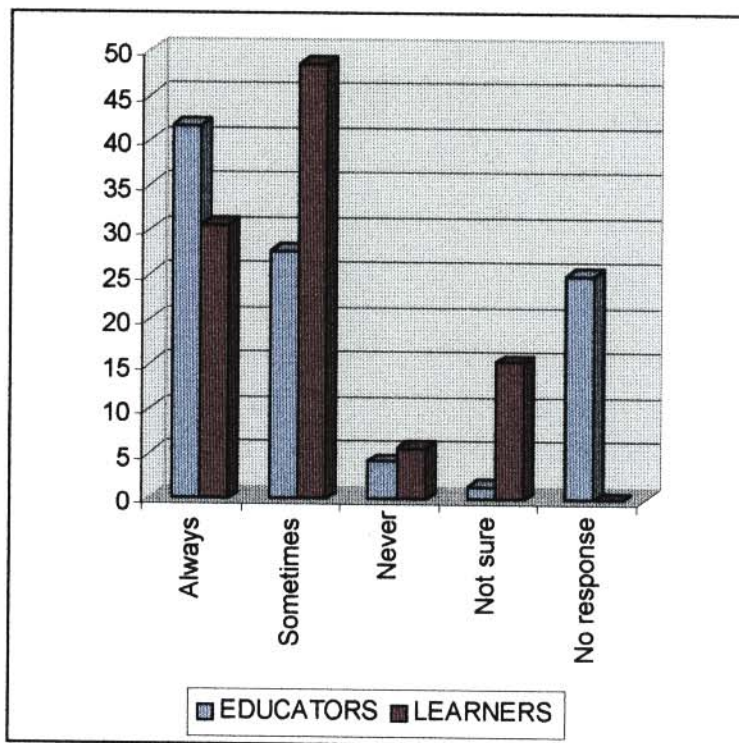


Figure 4.5: The extent to which codes of conducts are respected

About a third (30%) of educators say that learners abide by the code of conduct. From the learners' side it means a large number of learners, about three-quarter (75%) do not respect the code of conduct of the school regularly. This may lead to disciplinary problems at school that may divert the focus of educators away from Total Quality Education.

#### 4.6.2.1.8 Formation of purposeful teams in schools

Total Quality Education emphasises the formation of teams in school. Teams are viewed as very powerful because they encourage educators to pull all their strengths together towards the accomplishment of a task that may lead towards achievement of Total Quality Education (Blandford, 1997:82). The following table gives information on what extent educators and learners are encouraged to work in teams in the province.

**Table 4.14: The extent to which educators and learners are encouraged to work in teams**

ENCOURAGEMENT OF TEAMS	EDUCATORS		LEARNERS	
	FREQUENCY	PERCENT	FREQUENCY	PERCENT
Yes	60	69	64	89
No	12	17	8	11
Total	72	100	72	100

The table above shows that more than three-fifths (69%) of educators say that members of the school management team encourages them to work in teams. Only 17% of them are of the opinion that they are not encouraged to work in teams at all. If educators were encouraged to work in teams, it would be expected that they in turn encourage learners to work in teams as well. The above table indicates that the majority of educators (89%) are saying they encourage learners to work in teams. A small percentage (11%) of educators says that they do not encourage learners to work in teams. It can be concluded from the

table above that educators encourage learners more than members of the school management team encourage them.

#### 4.6.2.1.9 Giving of feedback to educators

In a school situation it is important to give constant feedback to both educators and learners. The school management team should give feedback to educators. In turn, educators should give constant feedback to learners. The following table indicates the extent to which feedback is given in the province.

**Table 4.15: Giving of feedback**

FEEDBACK GIVEN	FREQUENCY	PERCENT
Yes	52	72
No	20	28
Total	72	100

From the above table, it is clear that about three-quarters (72%) of the respondents believe that feedback is being given in the schools. The following table 4.16 indicates the interval at which feedback is given. The above table tells us that feedback is given but does not tell us how often is it given.

**Table 4.16: Intervals at which feedback is given**

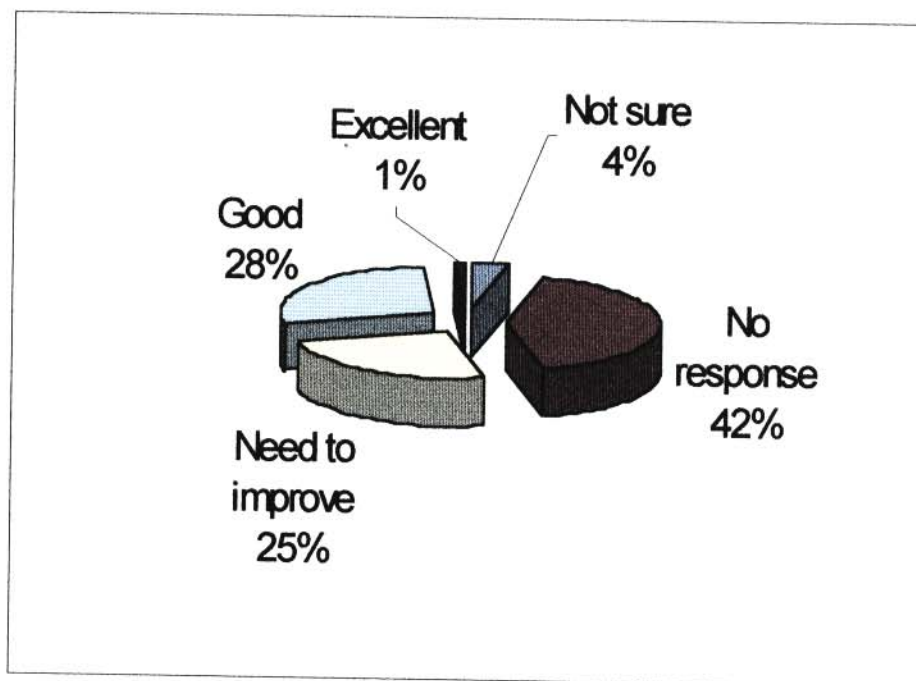
INTERVAL OF GIVING FEEDBACK	FREQUENCY	PERCENT
Immediately	12	17
Occasionally	9	13
Quarterly	19	26
Yearly	14	19
No response	18	25
Total	72	100

The above table indicates that only 17% of the respondents indicated that they receive feedback immediately. Feedback that is immediate is the one that is most effective. Those educators that say they receive feedback quarterly are just above a quarter (26%).

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

#### 4.6.2.1.10 Perceived competency of the School Management Teams

The perception of educators towards the competency of the school management team may affect the extent to which they exert themselves. Negative perception that educators may have about this aspect may hamper their motivation and they may have a low input. The following figure 4.6 gives a picture of the educators' beliefs regarding the competency level of School Management Teams.



**Figure 4.6: Perceived competency level of School Management Teams**

Analysing the chart, it becomes clear that only 1% of educators believe that their school management teams are competent to run schools effectively. Only a quarter (25%) of

educators believe that their school management teams are good and about the same percentage (25%) say that their school management teams need improvement. About two-fifths (42%) of educators are not sure of the competency level of their school management teams.

#### 4.6.2.1.11 Quality input by educators

Some aspects of school life that characterise effective schools were listed and respondents were required to indicate if those aspects obtain at their various schools. They were expected to make a choice from **Yes** if that aspect obtains at school **No** if the aspect does not obtain at school, **Some** if that particular aspect only applied to a few individuals and **Not sure** if they were not sure if that aspect applies at their respective schools. Table 4.17 on the next page indicates the responses.

It is interesting to note that only seven (7%) of educators responded negatively to the aspects mentioned in the table. Nine percent (9%) of them are not sure whether educators in the province perform the listed functions. More than two-fifths (43%) of educators reacted positively to these aspects. This indicates that educators in the region have the required capacity and skills to help schools perform up to standards. The facts that more than two-fifth (42%) of educators say those aspects are **sometimes** performed by educators, is a positive indication that they have the capacity to perform them. The only thing that must be done is consistent supervision, monitoring and the giving of a positive feedback. These may motivate educators to remain steadfast in performing their duties.



**Table 4.17: Quality input by educators as observed by other educators**

QUALITY ASPECTS/FUNCTIONS	FREQUENCIES AND PERCENTAGES			
	Yes	No	Some	Not sure
Proper planning of work	31(43)	7(10)	30(42)	4(6)
Continuous assessment of learners' progress	37(51)	4(6)	23(32)	8(11)
Giving feedback to learners	29(40)	6(8)	30(42)	7(10)
Observation of punctuality	31(43)	3(4)	35(49)	3(4)
Identify learners' strengths and weaknesses	34(47)	4(6)	24(33)	10(14)
Possession of a sense of direction	35(49)	2(3)	27(38)	8(11)
Outcomes oriented	28(39)	7(10)	29(40)	8(11)
Commitment	41(57)	4(6)	24(33)	3(4)
Contribution of ideas	35(49)	7(10)	27(38)	3(4)
Maintenance of discipline	35(49)	2(3)	31(43)	4(6)
Consistency	24(33)	4(6)	40(56)	4(6)
Motivation of learners	40(56)	0(0)	29(40)	3(4)
Ownership of school activities	21(29)	9(13)	34(47)	8(11)
Attention to quality initiatives	25(35)	5(7)	31(43)	11(15)
Common understanding for TQE	25(35)	4(6)	30(42)	13(18)
Teaching beyond seven hours	24(33)	10(14)	35(49)	3(4)
<b>Average percent</b>	<b>43%</b>	<b>7%</b>	<b>42%</b>	<b>9%</b>

#### 4.6.2.1.12 Care for social and economic needs of learners

Proactive schools care for the social and economic needs for learners. This means that the school gathers information regarding social relationships of learners so that they are guided in a manner that makes them adjust well in schools and feel secure. This improves their learning. Knowing the economic needs of learners as well enables educators to care for learners in a manner that does not make learners feel misfits at school. For example a learner who does not have uniform as a result of poor economic

conditions at home should be welcomed at school. The following table gives a picture on how schools' manage this aspect.

**Table 4.18: Care for social and economic needs for learners**

LEARNERS' NEEDS	FREQUENCY AND PERCENTAGES		
	YES	NO	NOT SURE
Social needs	53 (85)	6 (8)	13 (18)
Economic needs	35 (49)	18 (18)	24 (33)

As seen in table 4.18 above, schools in the region take the needs of learners into consideration. Almost all (85%) of the educators agree that schools are concerned with the social needs of learners. Almost half (49%) of the educators believe that economic needs of learners are met in schools.

#### 4.6.2.1.13 Setting of goals by schools

The Total Quality Education movement emphasises that schools must set themselves goals for the future. This study tried to investigate if schools set themselves goals with regard to pass rates. Table 4.19 below presents educators' reaction to this aspect.

**Table 4.19: Setting of goals by schools**

SETTING TARGETS	FREQUENCY	PERCENT
Yes	48	67
No	24	33

Obviously the majority of schools set target pass rates for themselves. The table above indicates that more than three fifths (67%) of educators are saying that schools set target rates for themselves. It is believed that once a target has been set, it must motivate all stakeholders to work towards its achievement. It is unfortunate that some schools would have the target on paper and make no efforts towards its achievement.

### 4.6.3 Supervision of educators towards Total Quality Education

This part of analysis seeks to establish facts relating to whether principals in the province supervise educators towards the achievement of Total Quality Education or not.

#### 4.6.3.1 Principals' personal skills

For a supervisor to be effective, he or she must have good interpersonal skills. Therefore it was imperative for the study to investigate if principals in the study area have good interpersonal skills or not. Good interpersonal skills may lay foundation for effective supervision. The status of principals with regard to interpersonal skills is as indicated in table 4.20 below.

**Table 4.20: Perceived principals' interpersonal skills**

INTERPERSONAL SKILLS	FREQUENCY	PERCENTAGE
Good	61	85
Bad	11	15
Total	72	100

It is obvious from the table above that the majority of educators (85%) are happy with principals' interpersonal skills. They indicate that principals have good interpersonal skills. This means that principals can relate well with them. A small percentage (15%) feels that principals have bad interpersonal skills.

#### 4.6.3.2 Principals' knowledge about supervision strategies

Although one may have good interpersonal skills, if such skills are not complemented by one's knowledge of supervision strategies, the interpersonal skills by themselves cannot supervise an educator. The instrument investigated if respondents believe that principals

are knowledgeable about supervision strategies. The following table presents response to this question.

**Table 4.21: Principals’ knowledge about supervision strategies**

EDUCATORS EVALUATION	FREQUENCY	PERCENTAGE
Knowledgeable	51	71
Not knowledgeable	8	11
Not sure	13	18
Total	72	100

Respondents on this subject give principals credit because about three-quarters (71%) of them say principals are knowledgeable with supervision strategies. A small percentage (11%) believes that principals are not knowledgeable. Another eleven (11) percent is not sure if principals are knowledgeable or not.

#### 4.6.3.3 Principals’ ability to tackle problems and not individuals

In many instances supervisors tackle individuals rather than the problem. This hampers supervision. It is essential that supervisors namely principals, deputy principals and heads of departments become sensitive that it is the problem that needs supervisory attention and not the person as a private individual. There must be a separation between the person and the problem. Educators had the following judgement regarding this problem.

**Table 4.22: Supervisors’ ability to tackle problems and not individuals**

SMT CATEGORY	FREQUENCY AND PERCENTAGE		
	YES	NO	NO RESPONSE
Principals	57 (79)	13 (18)	2 (3)
Deputy Principals	41 (57)	13 (18)	18 (25)
Heads of Departments	39 (54)	21 (29)	12 (17)

The table indicates that on average all members of the school management team have the ability to tackle problems and not individuals. Principals take a superior position with 79% followed by deputy principals with 57% and lastly head of departments with 54%. The ability to tackle problems and not an individual may make educators feel that they are held in high esteem and it is the problem that needs correction. Supervision is a problem solving activity and not an act of confrontation.

#### 4.6.3.4 The use of peer coaching and mentoring in schools

Peer coaching and mentoring is a form of supervision. The study investigated if these are used or not and to what extent are they effective if they are used.

**Table 4.23: The use and effectiveness of peer coaching and mentoring**

EDUCATORS' EVALUATION	PEER COACHING				MENTORING			
	USAGE		EFFECTIVENESS		USAGE		EFFECTIVENESS	
	F	%	F	%	F	%	F	%
Yes	33	46	80	42	28	39	23	32
No	38	52	8	11	42	58	11	15
No response	34	47	34	47	2	3	38	53

This table indicates that less than half (50%) of educators believe that peer coaching is being used in schools. On the other hand about two-fifths (39%) of educators believe that mentoring is used in schools. On the whole, the table indicates that these supervision techniques are not taken full advantage of. More than half (52%) of educators strongly feel that peer coaching is not used. With regard to mentoring, three-fifths (60%) of educators believe that mentoring is not used in schools.

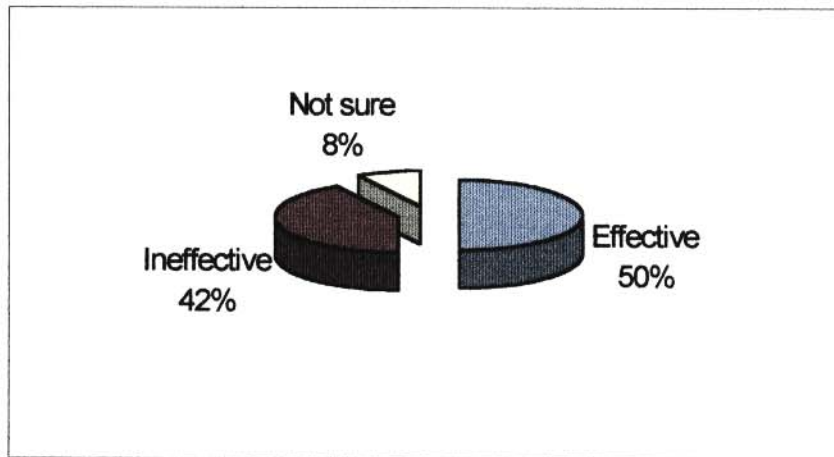
The level of effectiveness for the peer coaching techniques is rated at 42% while the mentoring technique is rated at only 32%.

Looking at the level of experience of respondents as indicated by table 4.2, it is clear that only 4% of educators have the experience of less than 4 years. Mentoring is usually

practised with educators on their first appointment. There are very few educators in this case who deserve mentoring hence it is not normally practised.

#### 4.6.3.5 Effective supervision of educators

Educators were asked if they think that they are effectively supervised or not. Figure 4.7 below indicates their responses.



**Figure 4.7: Effectiveness of supervision**

Half the educators (50%) believe that supervision is effective. More than two-fifths (42%) of the educators say that supervision is not effective. A small percent (8%) of them are not sure whether supervision is effective or not.

The positive thing about this is the fact that those that say it is positive are more (50%) than those who say it is negative. A continued association amongst them may influence those that believe it is negative and end up seeing it in a positive light.

#### 4.6.3.6 The effect of supervisors-educators ratio on effective supervision

Educators were asked if the ratio between them and the supervisors makes it possible that all of them receive effective supervision. The response was as follows:

**Table 4.24: The effect of supervisors-educators ratio**

RESPONDENTS' EVALUATION	FREQUENCY	PERCENTAGE
Yes	33	46
No	38	53
Not sure	1	1
Total	72	100

The table indicates that more than two-fifths (46%) of the educators contend that the ratio makes no difference, and all educators are effectively supervised. On the other hand more than half (53%) of Educators feel that the present ratio of supervisors does not afford all educators a chance of being effectively supervised.

Educators were requested for some suggestions as what could be done if the question of the ratio is a problem. The following are the suggestions that were enumerated:

- Appointment of more heads of departments and deputy principals, and
- Training them once appointed to increase their effectiveness.

#### 4.6.3.7 The effect of supervisors' trust for educators on supervision

In school situations it is possible that principals may have trust for educators. This trust may positively or negatively affect supervision. It may be negative when educators abuse the trust and do things as they please, knowing that the principal trusts them. The following is a response to this subject.

**Table 4.25: The effect of trust on supervision**

EVALUATION	FREQUENCY	PERCENTAGE
Negative	22	31
Positive	49	68
Not sure	1	1
Total	72	100

From the table above, it is clear that more than three-fifths (68%) of educators believe that principals' trust for educator affects supervision positively. Only less than a third (32%) of the educators think that principals' trust for educators negatively affects supervision. It is therefore important that principals should be aware of this and exercise their trust with the understanding that some educators (31% of them) do take advantage of it.

#### **4.6.3.8 Supervision and educators' needs**

An effective supervision should meet the needs of educators. Educators have different needs. The instrument sought to find out if supervision in the region meets the needs of individual educators. Table 4.26 below shows the response on this variable:

**Table 4.26: Supervision and the needs of educators**

RESPONDENT'S EVALUATION	FREQUENCY	PERCENTAGE
Yes	37	51
No	35	49
Total	72	100

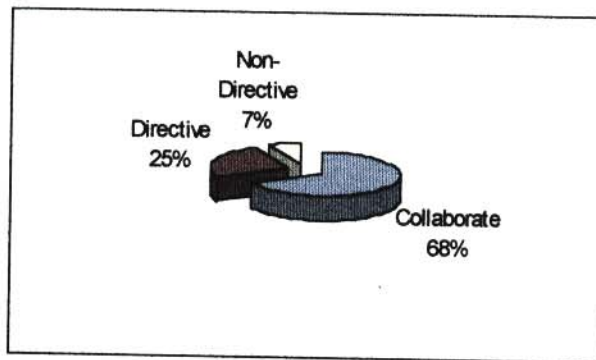
This table indicates that just more than half (51%) of educators' personal needs are taken into cognisance by supervisors. Just below half (49%) of the educators' needs are never addressed by supervision.



#### 4.6.3.9 Educators' preferred supervision styles

Educators' preferences are not the same. Some prefer directive supervision, some would like to be supervised by means of the collaborative style and others would prefer the non-directive supervision. Supervising an educator by a method that he/she likes may increase his/her motivation and performance.

The sample indicates that educators would like to be supervised as follows:



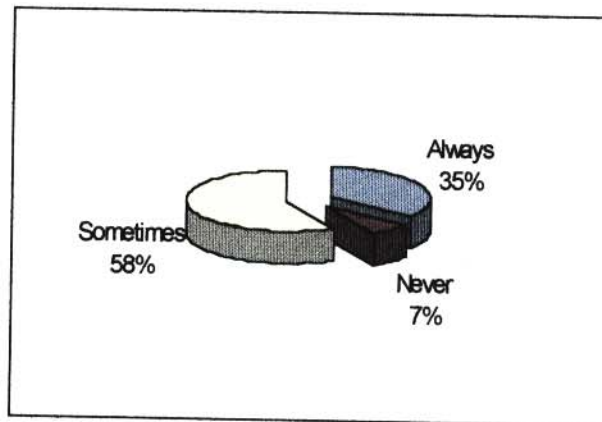
**Figure 4.8: Preferred supervisory style**

The chart indicates that almost three-quarters (68%) of educators prefer to be supervised through the collaborative style. A quarter (25%) likes the directive method. A small percentage (7%) prefers the non-directive supervision method. This information suggests that principals should understand this fact and adjust their supervision style so that it suits not only the majority of educators but also the minority.

Principals in their various schools should establish who prefers which method so that his or her supervision strategies are enhanced.

#### 4.6.3.10 The extent to which educators were supervised according to their preferences

For the purpose of this study it was important to find out to what extent were educators supervised according to their preferences. The chart below indicates the extent to which educators are supervised to their liking.

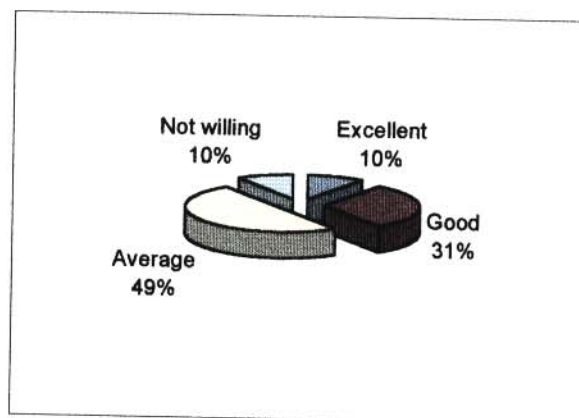


**Figure 4.9: Supervision according to educators' preferences**

A small percentage (7%) of educators is not supervised according to their preferred supervision styles. Thirty-five percent of the Educators are always supervised, as they like to be. On the other hand 58% of them are sometimes appropriately supervised. This suggests that principals should be consistent and supervise educators continuously as they would like to be supervised.

#### 4.6.3.11 Educators' willingness to be supervised

The willingness of educators to be supervised was also investigated. Figure 4.10 below presents some information regarding educators willingness.



**Figure 4.10: Willingness of educators to be supervised**

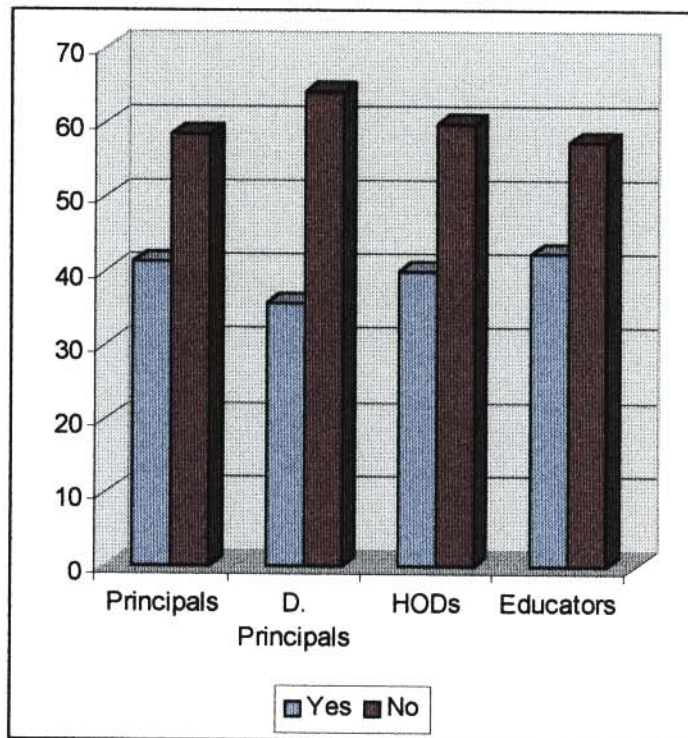
The responses indicate that a small percentage (10%) of educators is not willing to be supervised. All other educators range from average, good, and excellent. Half of the educators (50%) believe that the willingness of educators to be supervised is moderate. This percentage can be improved by constant nurturing of educators where the benefits of supervision to both educators and learners are made known.

#### **4.6.4 Availability of staff development programmes**

Literature, as reviewed in chapter three, has indicated that all forms of development, success and effectiveness of a school depends on staff development. Hereunder is an analysis of data that tries to establish what is the condition regarding staff development that may be school based and or initiated by the department.

##### **4.6.4.1 Allocation of funds for staff development purposes**

Staff development is an area, in school life, that can improve the performance of a school. Schools themselves have the right to initiate staff development programmes to help educator perform to Total Quality Education. It is also this study's aim to investigate the availability of staff development programmes in the region. The budget of the school should reflect recognition of staff development. Schools in the region indicated the following scenario with regard to the allocation of funds towards staff development.



**Figure 4.11: Reflection of staff development on school budget**

The above figure indicates that schools budget less for all categories of educators. Less than two-fifths (40%) of educators think that all categories of educators are budgeted for by schools. Educators list the following reasons for schools not reflecting staff development on school's budget:

- Lack of funds, and
- Lack of capacity by school governing bodies.

#### **4.6.4.2 Schools initiated staff development**

The allocation of funds is linked to the initiatives schools take in staff development programmes. It was therefore pertinent to find out if schools initiate staff development programmes. The following table shows the extent to which schools initiate staff development programmes.

**Table 4.27: School initiated staff development programmes**

SCHOOL INITIATED STAFF DEVELOPMENT PROGRAMMES	FREQUENCY	PERCENTAGE
Yes	33	46
No	37	51
No response	2	3
Total	72	100

The above table indicates that more than half (51%) of educators contend that schools do not take initiatives in organising staff development. This variable should not be looked at in isolation. It is linked to the availability of funds as alluded to under figure 4.11. Again, the capacity of the school governing body must be taken into consideration.

#### **4.6.4.3 Staff development and educators' needs**

Effective staff development programmes address the needs of educators. It is of no use to initiate programmes that do not address particular needs of educators: it is therefore imperative for schools to undergo a needs analysis programme with the view of forging relevancy of staff development programmes. Respondents were asked if their needs are sought by schools when designing Staff Development Programmes. The table below 4.28 summarises the responses.

**Table 4.28: Needs analysis for the purpose of staff development**

SEEKING OF EDUCATORS NEEDS	FREQUENCY	PERRCENTAGE
Yes	30	42
No	12	16
Not sure	30	42

The table indicates that more than two-fifths (42%) believe that their needs are sought first. Only 16% of the respondents believe that their needs are not sought first hence staff

development programmes that are put in place may not address their needs. The rest of the respondents are not sure whether their needs are sought first or not.

#### 4.6.4.4 Taking advantage of the Developmental Appraisal System by Schools

The National Department of Education, in agreement with educators' Labour Unions, signed an agreement that there should be staff development programmes in schools called Development Appraisal System (DAS). This initiative presents itself as a wonderful opportunity that could be used by school to develop educators. It was imperative to find out if schools are taking advantage of DAS. Asked if this programme is running smooth in schools, the following was the response as tabulated below:

**Table 4.29: The application of DAS in schools**

IS STAFF DEVELOPMENT RUNNING SMOOTH IN SCHOOLS	FREQUENCY	PERCENT
Yes	16	22
No	56	78
Total	72	100

The above table indicates that only less than a quarter (22%) of educators indicated that Developmental Appraisal System is being applied in their schools. Generally it is not applied in the majority (78%) of schools.

The Development Appraisal System is characterised by the formation of a committee in a school called staff development team (SDT).

#### 4.6.4.5 The existence of staff developmental teams in schools

The table below summarises responses to the question as to whether the staff development teams exist in schools.

**Table 4.30: The existence of Staff developmental teams in schools**

EXISTENCE OF STAFF DEVELOPMENT TEAMS	FREQUENCY	PERCENT
Yes	24	33
No	48	67
Total	72	100

Seemingly the committee does not exist in more than three-fifths (67%) of schools in the province. The committee exists in about a third (33%) of the schools. This comes as a surprise because National Department of Education initiated this as policy. One would have expected that the committee would be in place in all the schools even if it may not perform the functions it is supposed to.

#### 4.6.4.6 Functioning of staff development teams in schools

The instrument listed these functions that are supposed to be performed by the staff development team and asked if these teams in various schools perform them or not. It must be indicated that about three-fifths (60%) of educators did not respond to this part of the questionnaire because the committee does not exist in their schools. The following table reflects responses from the 40% that responded to this part.

**Table 4.31: Functioning of staff development teams**

DUTIES OF A STAFF DEVELOPMENT TEAM	YES	NO
1. Preparation and monitoring of management plan	16 55%	13 45%
2. Identification of educators due to be appraised	17 58%	13 45%
3. Facilitation of the formation of appraisal panels	16 55%	13 45%
4. Linkage of appraisal to whole school development	15 52%	14 48%
5. Linkage with the department on staff development matter	12 41%	17 59%
6. Monitoring the effectiveness of appraisal	13 45%	16 55%
7. Keeping of records	16 55%	13 45%
8. Undertaking needs analysis for educators	16 55%	13 45%
<b>Average percent</b>	<b>52%</b>	<b>48%</b>

The above table indicates that an average of more than half (52%) of the 29 educators that responded indicated that Staff Development Teams in their schools are performing these functions. Only two functions namely,

- Linking the school with the department on staff development matters; and
- Monitoring the effectiveness of appraisal

were scored by less than half (44% and 45% respectively).

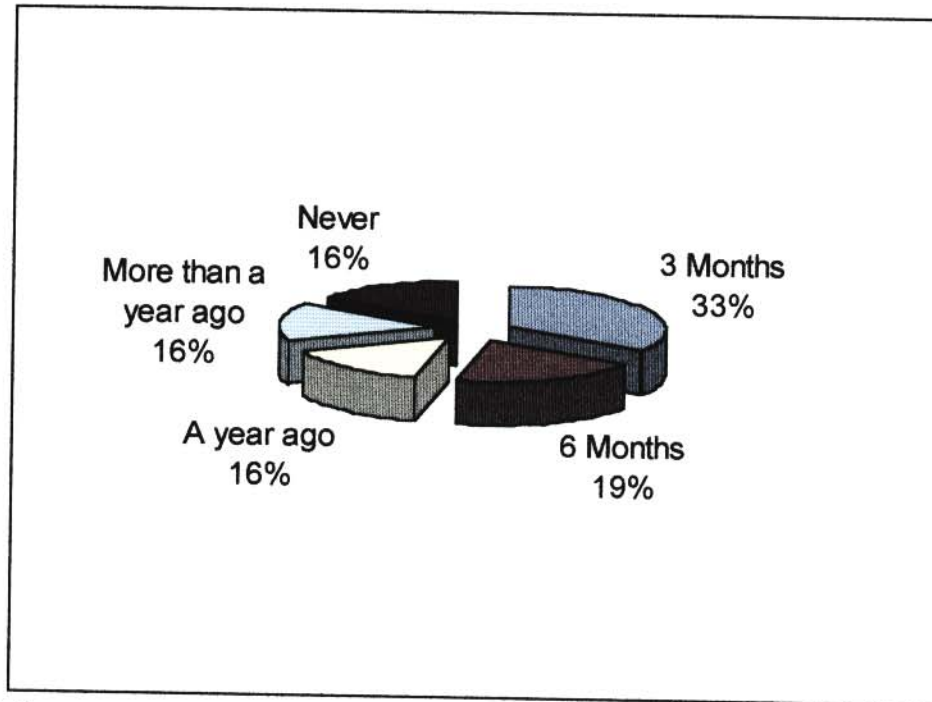
Those educators who say Staff Development Teams perform the specified functions are more than half (52%) as opposed to the less than half (48%) of those who say the staff development teams do not perform these functions in their schools.

All the above tables (table 4.24 to table 4.28) indicate that staff development programmes are lacking at school level.

#### **4.6.4.7 Attendance of courses organised by the department**

The following pie chart reflects on staff development programmes initiated by the department. The questionnaire sought information on frequency of courses attended by respondents. The response is shown by figure 4.12.



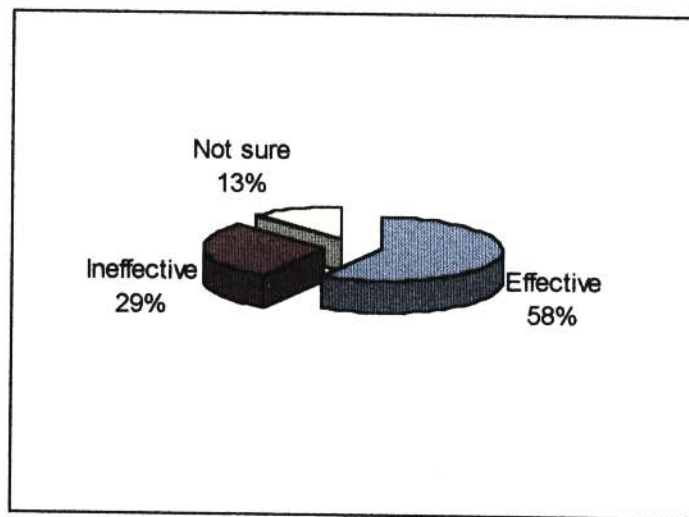


**Figure 4.12: Attendance of course**

The interval at which respondents attended courses ranges from 3 months ago, 6 months ago, a year ago, more than a year ago and never. Only a third (33%) of educators indicated that they last attended courses three months ago. This was followed by less than a fifth (19%) that last attended courses 6 months ago. Those who attended courses a year ago were only 16% which is the same percentage as those who attended courses more than a year ago. Fifteen percent (16%) of the educators indicated that they never attended courses since they started teaching.

#### **4.6.4.8 Effectiveness of courses educators attend**

It was also important to investigate if the courses educators attend are effective or not. Figure 4.13 on the next page presents the responses.



**Figure 4.13: Effectiveness of courses educators attend**

The pie chart above indicates that 58% of the educators believe that the courses they attended were effective. Only less than a third (29%) of the educators felt that these courses were not effective. A small percentage (13%) of educators is not sure whether the courses were effective or not. Although a bigger percentage (58%) say that the courses were effective, it must be highlighted that perhaps the lack of need analysis contributes towards the thinking of some educators that courses are not effective sometimes.

The effectiveness of courses was further tested against the elements mentioned in table 4.32 on the next page.

**Table 4.32: Effectiveness of courses**

<b>ASPECTS OF COURSES EFFECTIVENESS</b>	<b>YES</b>	<b>NO</b>
Improve curriculum teaching and learning	60 83%	12 17%
Provide for professional development of educators	56 78%	16 22%
Remediate unsatisfactory performance by educators	56 78%	16 22%
Response to goals of the schools	53 74%	19 26%
Take into account the vision and mission of schools	44 61%	28 39%
<b>Average percent</b>	<b>75%</b>	<b>25%</b>

The above table indicates that respondents positively rate courses that were organised by the department. All aspects named in the table were positively rated by three-quarters (75%) of the educators except the promotion of the vision and mission of the school, which only 61% of educators rated positively. It can therefore be concluded that the department organises courses that are effective for educators.

This part of the analysis indicates that the department organises courses that are positively perceived by educators as opposed to school initiated programmes that only few schools initiate. Above that they are not so highly rated as those initiated by the department.

#### **4.6.5 Factors that may promote or hinder Total Quality Education**

One other aim of the study was to investigate if there are factors that may hinder or promote the implementation of Total Quality Education in the province. This part,

analyses data gathered from the field, aimed at finding facts whether there are or not factors that may hinder the implementation of Total Quality Education.

#### 4.6.5.1 Inhibitors and promoters of Total Quality Education

One other aim of the study is to investigate if there are factors that may hinder or promote Total Quality Education in the province. In investigating this factor, a list of factors that are pertinent to the promotion and or hindrance of Total Quality Education were listed down. Educators were required to rate these factors Excellent, Good, Poor or Bad as they think the position is in their schools. These factors and responses are contained in table 4.33 below.

**Table 4.33: Factors that may hinder or promote Total Quality Education**

<b>FACTORS</b>	<b>Excellent</b>	<b>Good</b>	<b>Poor</b>	<b>Bad</b>
Commitment by the principal	17	40	10	4
Planning ability by the School Management Team	7	35	26	2
Flow of information	9	35	14	12
Capacity of educators	4	52	13	1
Formation of purposeful teams	11	22	32	4
Management's ability to model desired behaviour	4	38	23	5
Management's ability to coach educators	12	29	22	7
Educators' openness to new ideas	11	40	19	1
Availability of peer leadership	7	29	29	5
Co-operation amongst educators	15	29	21	5
Management's ability to introduce new innovation	12	28	21	9
<b>Averages</b>	<b>7</b>	<b>24</b>	<b>14</b>	<b>0.9</b>
	<b>14%</b>	<b>48%</b>	<b>29%</b>	<b>7%</b>

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

- "Excellent" has an average of 14%

- “Good” has an average rating of 48%
- Adding the Excellent rating and the Good ratings together, it gives us 62%
- “Poor” and “Bad” ratings added together equals 36%
- Educators’ rating of the above aspects is positive.

It is clear on the table that almost all factors were rated highly by most respondents. The mean sum score for both the excellent and good ratings is 62%. This means that schools in the region have capacity to turn around and become effective. It is worth remarking that the sample mean for the poor ratings of these factors is 29%. This can be nurtured into positive as indicated above.

Therefore it can be concluded that schools in the region have the capacity to initiate and maintain Total Quality Education.

#### **4.6.5.2 Schools’ readiness to transform and become effective**

One other aim of the study was to investigate if schools are ready to become effective or not. Educators were given a list of primary stakeholders in education and were asked to indicate if these stakeholders are ready to transform schools towards effectiveness or not. Table 4.34 on the next page lists these stakeholders and the responses gathered from the sample.

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

Those respondents who rated the stakeholders negatively were requested to indicate how long they think the stakeholders would take to become ready.

**Table 4.34: Stakeholders' readiness to transform schools**

	Ready	Not Ready	Not sure
Principal	40 59%	9 13%	19 28%
Deputy Principal(s)	29 56%	8 15%	15 29%
Heads of Departments	34 55%	13 21	15 24%
Educators	52 75%	8 12%	9 13
Learners	29 42%	16 23%	24 35%
School Governing Body	37 54%	12 18%	19 28%
Circuit Manager	38 56%	6 9%	24 35%

Forty-four of the educators did not respond to this question as they rated the stakeholders positively. The following table 4.35 represents views of the remaining 28 of the respondents. Therefore percentages indicated in the following table have been calculated out of 28 respondents.

**Table 4.35: Envisaged periods of readiness by stakeholders**

	Less than a year	1 – 3 Years	3 – 5 Years	More than 5 years	Not sure	Will never be ready
Principal	9	3	4	1	9	2
Deputy Principal(s)	7	5	1	2	9	0
Heads of Departments	7	4	4	1	7	2
Educators	8	6	3	2	6	2
Learners	8	5	2	3	14	2
Circuit Managers	9	2	2	3	12	2
Average	48	25	16	12	57	10
Average %	29%	14%	11%	7%	36%	6%

Slightly less than a third (29%) of educators believe that these stakeholders may become ready in less than a year if helped. An average 14% believes that these stakeholders may be ready between 1 and 3 years. Only 11% of the educators think that it would take the listed stakeholders 3 to 5 years to become ready. It must be indicated that quality initiatives take time to bear fruits. Consistency is the key in Total Quality Education. If well mentored on a continuous basis these stakeholders may take even less.

#### 4.6.6 Analysis of data gathered from principals

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

##### 4.6.6.1 Nature of appointment of principals

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

**Table 4.36: Nature of appointment of principals**

NATURE OF APPOINTMENT	FREQUENCY	PERCENT
Permanent	30	97
Acting	1	3
On probation	0	0
Total	31	100

This table indicates that almost all (97%) of the principals are permanently appointed and only 3% of the principals are acting. This is a positive sign because principals may take long term decisions without thinking that they may not have a chance to implement them.

#### 4.6.6.2 Possession of additional qualifications by Principals

In South Africa, one can become a principal without any diploma in Educational Management. It was essential to establish if principals have additional qualification on Educational Management. The following table indicates the status of principals regarding their possession of additional qualification on Educational Management.

**Table 4.37: Possession of additional qualifications by principals**

ADDITIONAL QUALIFICATION	FREQUENCY	PERCENT
Yes	12	39
No	19	61
Total	31	100

Those principal who have a diploma in Educational Management are thought of as having advantages because the courses they did when doing the diploma might have taught them some basic management skills. About two-fifths (39%) of principals indicated that they have an additional qualification on Educational Management.

#### 4.6.6.3 Principals' desire to improve their qualifications on Educational Management

Those principals who have a diploma in Educational Management were asked if they rate the course effective or not. In other words they were asked to indicate if they find the content of the diploma helpful to them as principals or not. All (100%) of those who have the diploma indicated that the course is effective. If they say so it would be ideal if all other principals were to do a diploma in Educational Management.



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

**Table 4.38: Principals' wishes to do a diploma in educational management**

WILLINGNESS TO DO A DIPLOMA IN EDUCATIONAL MANAGEMENT	FREQUENCY	PERCENT
Yes	17	90
No	2	10
Total	19	100

Almost all (90%) of the principals would like to do a diploma in Educational Management. Only 10% of them indicated that they are not willing.

Frequently the Department of Education organises courses for principals to improve their management skills. Principals were asked if they were ever taken out on a course by the department. Their response was:

**Table 4.39: Attendance of courses by principals**

ATTENDED A COURSE ON SCHOOL MANAGEMENT	FREQUENCY	PERCENT
Yes	7	23
No	24	77
Total	31	100

The table indicates that less than a quarter (23%) of principals attended courses on School Management. The rest (more than three-quarters, which is 77%) never attended courses arranged by the department. It may happen that only those principals who have been principals for a long time are the ones who attended the courses that might have been arranged by the previous departments under the apartheid period.

The statistics indicated above portray some shortcomings on the part of the department.

#### 4.6.6.4 Internal and external support

Principals by themselves cannot be successful in making schools become effective without being supported by educators (Internal support), Circuit Managers and Subject Advisors (External Support). When educators perform their duties faithfully, they are in a way supporting the attainment of the mission of the school. The same can be said of Circuit Managers and Subject Advisors. When they play their part, the principal becomes motivated and keeps on planning for the further success of the school.

Hereunder is an analysis of data gathered from principals relating to the nature of support they get from both internal and external personnel.

##### 4.6.6.4.1 Internal support

For the purpose of this study, it was imperative to get principals' views on how they perceive the role of educators in the promotion of Total Quality Education in their schools. To determine this, a list of quality functions were listed and principals were requested to indicate YES if educators perform that function satisfactorily; NO if educators do not perform the function at all and NOT SURE if they are not sure if educators perform those functions or not.

The following table summarises principals' perceptions:

**Table 4.40: Quality input by educators as observed by principals**

QUALITY ASPECTS/FUNCTIONS	YES	NO	NOT SURE
Proper planning of work	13	13	4
Continuous assessment of learners' progress	20	10	1
Giving feedback to learners	17	8	5
Observation of punctuality	17	10	2
Identifying learners' strengths and weaknesses	15	12	3

Possession of a sense of direction	16	5	9
Outcomes oriented	14	9	5
Commitment	20	7	2
Contribution of ideas	18	10	1
Maintenance of discipline	19	7	3
Consistency	16	12	1
Motivation of learners	17	9	3
Ownership of school activities	11	16	2
Attention to quality initiatives	15	10	4
Common understanding for TQE	11	12	6
Teaching beyond seven hours	13	15	1
<b>AVERAGES AND PERCENTAGES</b>	<b>15.8</b>	<b>10.3</b>	<b>3.3</b>
	<b>51%</b>	<b>33%</b>	<b>11%</b>

On average, the above table indicates that 51% of the principals evaluated educators positively. A negative evaluation of 33% has been observed. Only 11% of principals are not sure if educators perform these functions or not.

Although the average percent under the “YES” column is positive, it is important that some functions and or aspects be looked at in isolation: aspects such as proper planning of work; outcomes oriented; ownership of school activities; common understanding for TQE and the teaching beyond seven hours.

From the table it is clear that two-fifths (42%) of the principals indicated that educators do not plan their work. Planning is the most important part of educator effectiveness. If such a percentage of principals assert that educators do not plan their work, it means there is a problem that must be addressed immediately. Planning is an essential activity within the teaching profession. If educators do not plan, they affect the performance of a school negatively.

It is also noted that less than half (45%) of the principals assert that educators are not outcomes oriented in their teaching, which means that they do not have specific goals to attain. This may be dangerous because a lesson may be conducted which does not follow

a particular pattern aimed at achieving a particular outcome. This suggests that lessons are conducted to pass the time but not to achieve anything concrete. This aspect goes hand in hand with planning as discussed above. If there is no planning of work, educators may not be able to achieve certain outcomes.

The table further indicates that the ownership of school activities is very poor. More than half (52%) of the principals say educators have no ownership of school activities. Obviously, if there is no ownership of school activities, educators will not be willing to co-operate.

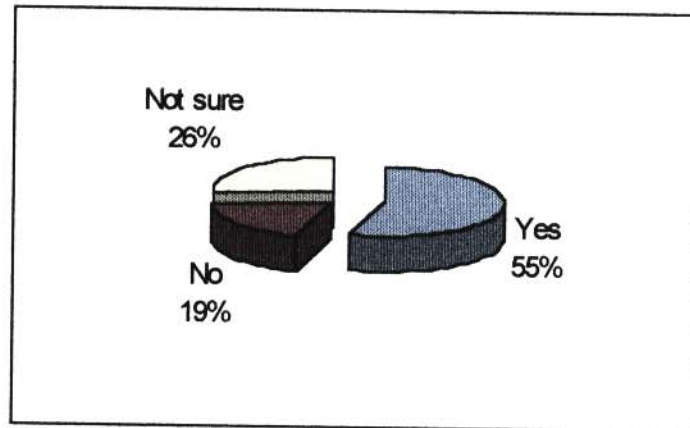
Slightly above a third (35%) of principals believe that schools (educators) have a common understanding of Total Quality Education. A divergent understanding of this paradigm may lead to uncoordinated activities, resulting in the non-achievement of the desired outcomes or goals.

Total Quality Education needs dedication from all primary stakeholders of a school. Everybody must be prepared to work a little more time. The table indicates that far less than half (42%) of the principals say that educators work beyond seven hours. This suggests that educators (58%) are working to time and are not compromising any of their time to advance quality initiatives.

#### **4.6.6.4.2 Circuit Managers' support for schools' missions**

For a principal to continue supporting educators, he or she must get support from the Circuit Manager and other officials of the department. The Circuit Manager is the immediate senior to the principal and he/she is the first person from whom the principal should seek help. It is important that Circuit Managers be visible to principals, support them, help them and maintain a constant contact with principals.

It is important that the Circuit Manager must be seen supporting the vision and mission of their schools. Respondents were asked if Circuit Managers are supporting the vision and mission of the schools. The following chart indicates their respondents:



**Figure 4.14: Circuit managers' support of visions and missions of schools**

It can be read from the pie chart above that only 19% of the principals believe that Circuit Managers do not support the achievement of the vision and mission of their schools. On the other hand more than half (55%) of the principals say that circuit managers support the promotion of the visions and missions of their schools. About a quarter (26%) of them were not sure if they get support from their Circuit Managers or not.

Those who said yes, the circuit managers support the vision and mission of their schools were further requested to indicate the methods used by circuit managers in support of their visions and missions. In rank order respondents indicated that Circuit Managers:

- hold regular meetings with principals where principals are encouraged to perform to their visions and missions;
- communicate with schools through circulars that support and encourage schools to remain steadfast in their endeavour to achieve the mission of the school; and
- visit schools regularly.

#### 4.6.6.4.3 Circuit managers' performance of basic functions

To evaluate the effect of Circuit Managers in helping schools, the basic functions that they should normally perform were listed down and respondents were requested to indicate if Circuit Managers performed those functions or not. Responses to this question are summarised by table 4.41 below.

**Table 4.41: Basic function of a circuit manager**

CIRCUIT MANAGERS' BASIC FUNCTIONS	YES	NO	NOT SURE
Help in promoting school effectiveness	20	7	3
Help principals in supervising educators	11	16	3
Help with staff development matters	11	15	4
Help in motivating educators to work hard	13	16	1
Give principals advice on running schools	17	9	4
Disseminate crucial information timeously	10	18	2
Help school in filling in vacant posts timeously	9	18	2
Hold regular meetings with principals	24	5	1
Communicate department' expectations	24	5	1
Visit schools regularly	5	23	2
Support school-based initiatives	14	11	5
Averages	14 46%	13 42%	3 8%

This table shows that only an average of less than half (46%) of the principals believes that Circuit Managers perform the duties listed in the above table. About two-fifth (42%) of the principals are saying Circuit Managers do not perform these duties. A total of 4% of the principals did not respond to the question. The fact that less than half (46%) of principals say that Circuit Managers do not visit their schools regularly is not pleasing. Only 16% of the respondents say that Circuit Managers visit their schools regularly. If such a small percentage says circuit managers visit their schools, it means there is no regular and qualitative contact with schools. Circuit Managers are expected to visit

schools regularly and offer guidance to principals. This situation suggests that more than half (54%) of the principals are working on their own without support from Circuit Managers. Further, it suggests that certain Circuit Managers are not reaching out to schools in their circuits hence some principals think that they are neglected.

Another aspect that was also negatively reacted to is the dissemination of information. Only 32% of respondents say that circuit managers disseminate crucial information timeously. The dissemination of information helps schools adjust to time and its demands. If information is not disseminated timeously, it is most likely that schools may be operated on outdated information that may hinder progress towards Total Quality Education.

#### 4.6.6.4.4 The role of subject advisors

Subject advisors, as technostructures, may play a vital role in motivating educators. The instrument investigated if they hold regular advisory meetings with educators and to what extent if held these meetings are effective. Responses are tabulated below:

**Table 4.42: Advisory meetings held by subject advisors**

HOLDING MEETINGS	FREQUENCY	PERCENT	EFFECTIVENESS OF MEETINGS	
			FREQUENCY	PERCENT
Yes	21	68	14	45
No	10	32	8	26
Not sure	0	0	9	29
Total	31	100	31	100

The table indicates that more than three-fifths (68%) of principals say that subject advisors do hold courses for educators. Further, this table indicates that only less than half (45%) of the principals say that the courses are effective. The rest are distributed between those who say **no**, the advisory meetings are not effective (above a quarter,

which is 26%.) and those who say they are not sure if the meetings are effective or not (less than a third, which is 29%).

Many courses may be held but if they are not effective, they are as good as nothing. It is worrying a little that only less than half (45%) of principals feel that the courses are effective. This percentage suggests that Subject Advisors should improve the quality of courses they offer to educators. It would be an interesting question to ask if the Subject Advisors undertake needs analysis for educators first, before organising courses.

#### 4.6.6.4.5 Visits of subject advisors to schools

Meetings referred to above may be held in a common venue. However it is also important that Subject Advisors come to individual schools to advise educators hands on. Table 4.43 below indicates if Subject Advisors do visit schools or not.

**Table 4.43: Subject advisors' visits to schools**

SUBJECT ADVISORS VISITS TO SCHOOLS	FREQUENCY	PERCENT
Yes	11	35
No	20	65
Total	31	100

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



#### 4.7 FINDINGS OF THE STUDY

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

Therefore, findings of the study are:

- Educators in the region are suitably qualified. They may be in a position to initiate Total Quality Education, implement and sustain it. Principals are more qualified than educators are. Therefore they may not feel threatened supervising educators as they are more qualified than them.
- More than half (58%) of the educators are well experienced. Only less than a half (42%) have a teaching experience of less than four years. Principals are more experienced than educators.
- Few schools (19%) have the support staff in the form of clerks. Schools resort to spending school fund in employing genitors.
- The rate of school vandalism is very high in the Bohlabela district followed by the Magakala district. Schools are well cared for in all other districts, bearing in mind that there are no genitors and security guards.
- Effective use of time is lacking in some schools in both Magakala and Bohlabela districts. Some schools close at 12h00 or even earlier on Fridays. To make things worst, learners come late to school and some play truant. Principals, as a factor that wastes time, mentioned educators' absenteeism as well.

- Some schools in the Bohlabela district are overcrowded. They have a severe shortage of classrooms. Some learners are either taught under trees or poorly constructed wooden shacks. Obviously, during inclement weather periods, schooling is automatically suspended.
- Half (50%) of the schools do not have administration buildings. Many a time classes are converted into staff-rooms and principals' offices. This situation deprives the principal of some crucial privacy. Some educators find it difficult to relate their problems to the principal in front of all other educators. This scenario seriously hampers the counselling of educators and supervision.
- Educators positively rate the schools' management teams. They view them as having the capacity to lead schools effectively in their journey to effectiveness. As a result, more than three-quarters (76%) of educators say schools have policies and all relevant stakeholders have access to all policy documents.
- More than a quarter (79%) of educators says that schools have codes of conduct for both educators and learners. The only problem is that only less than a third (30%) of educators say that these codes of conduct are always respected by learners and two-fifths (40%) believe that educators respect their respective code of conduct.
- A convincing majority of educators (85%) feel that principals have good interpersonal skills and just below three-quarters of them feel that principals are knowledgeable about supervision.
- There are vacant deputy principalship posts and heads of departments post in the region. These vacancies hamper effective management of schools.
- More than three-fifths (68%) of educators would like to be supervised through the collaborative supervision style. Unfortunately just above a third (35%) are supervised

in their preferred method. Principals have, up to date, failed to establish what are the preferred supervision styles for educators.

- Few educators (10%) are not willing to be supervised. On the other hand the majority of educators (90%) are always willing to be supervised.
- The shortage of funds and the poor capacity of school governing bodies, negatively affect school based staff development.
- More than a fifth (22%) of schools have the nationally initiated Developmental Appraisal System running. Out of these schools more than half (52%) of them have active staff development teams.
- Courses that are organised by the Department for Educators are effective. However, they are minimal. Only more than a fifth (23%) of principals have attended courses on school management. The department has a shortfall in this aspect.
- More than three-fifths (62%) of educators believe that there are no factors that may hinder their schools towards effectiveness.
- Principals are permanently appointed. More than a third (38%) of them have done a Diploma in Educational Management. The majority (89%) of those who have not done their diploma wish to do it. Less than a quarter (23%) of principals have attended an in-service training on school management arranged by the department.
- On average, the matric results in the region are poor. The pass rate in the region went further down in 1998 and 1999. Very few schools (about 3%) have always achieved a pass rate of more than 80%.
- More than three-fifth (61%) of schools in the Northern Province have an enrolment of less than 700 learners. They also have a staff complement of between 9-16 educators.

This makes educators teach many subjects in different grades. They end up teaching subjects in which they never specialised.

- Over three-quarters (78%) of schools in the region have a vision and mission statement. Principals take a superior position in communicating the vision and mission of the school. Deputy principals take the second position after principals in those schools that have them. Educators view heads of departments as personnel that least communicate the vision and mission of schools.
- Those schools that do not have visions and mission statements have problems such as lack of regular meetings, less commitment by principals and lack of capacity by school governing bodies.
- The majority (86%) of schools have high expectations for learners. These expectations are communicated at varying intervals by principals, deputy principals and heads of departments and educators. Educators take the second position after principals in communicating schools' expectations.
- Educators encourage learners to work in teams, more than they are encouraged by management to work in teams.
- School management teams give feedback to educators about their performance. However, about a quarter (26%) of educators feel that it is not given immediately, it is given at an interval of a quarter. Only seventeen (17%) think that it is given immediately.
- School management teams in the region are perceived by less than a quarter (29%) of educators as both excellent and good. Only a quarter (25%) of educators feel that the school management teams need improvement. More than two-fifth (42%) of educators are not sure about the level of competency of School Management Teams.

- Circuit Managers are supportive of schools programmes. About a fifth (19%) of principals believe that they do not get support from circuit managers.
- Subject advisors hold advisory meetings with educators outside school situations. They visit some schools occasionally to advise educators hands-on. More than three-fifth (65%) of principals indicate that subject advisors do not visit schools.

#### **4.8 LIMITATIONS OF THE STUDY**

The study has few limitations that are worth mentioning. These are:

- The researcher could not secure a study leave as a result he could not be in the region for a longer period when large-scale observation could have been made. Surely, it would have added value to the study, particularly the findings and recommendations.
- Some principals were not found in schools, questionnaires were left with deputy principals or via the next most senior educator who deputizes the principal in his or her absence. On return to collect the instruments, these principals had not returned. This denied the researcher the opportunity of meeting with those principals and getting a feeling of their communication skills and how they welcome strangers. These aspects speak much about the climate and culture of a school.
- The empirical study was not funded by any organization, the researcher shouldered all costs by himself, this limited the extent of inquiry into the problem.

#### **4.9 SUMMARY**

This chapter has given an account of the empirical research design. It details the instruments used, the sample design and size, procedure used in distributing or

administering the instruments and the process followed in validating them. The chapter went on to analyse data using charts and tables.

The analysis was organised in themes that match the aims of the study. It must be indicated that educators were requested to make suggestions on how principals should supervise educators so that they teach to their maximum potential. This part has not been included in the analysis because it is in the form of a recommendation. Therefore ideas gathered from this question will be integrated with the researcher's ideas in designing an effective supervision model for Total Quality Education which will be presented in the next chapter.

The analysis of data that has been done in this chapter is very crucial because it is a foundation for the findings of the study. Further, recommendations that will be tabulated in the next chapter are rooted on data analysis. On average, the analysis indicates positive things about the province. There are just a few minor aspects that are negative and that may not be held responsible for the poor pass rate that was being observed in the province. The dramatic increase of the pass rates for the province in 2000 to 56% indicates that there are positive things in the province that need identification and emphasis.

The next chapter recommends a supervision model that can help improve the quality of supervision in the region.

## CHAPTER FIVE

### A PROPOSED SUPERVISION MODEL FOR TOTAL QUALITY EDUCATION

#### 5.1 INTRODUCTION

This study, *Towards an effective supervision model for Total Quality Education in some selected secondary schools in the Northern Province*, suggests that a supervision model be developed. Before a model of this nature can be developed, there are other factors that must be considered; for example the nature of the problem as detailed in chapter one, the views and related theories of other authors: hence the review of literature that was done in chapters two and three. The analysis of data in chapter four and the findings of the study also need a special consideration before one can think of developing a model.

This chapter suggests a supervision model that if properly applied, schools can improve and become effective. The researcher suggests that the model be called the Practical Supervision Model because it is not theoretical, all that it suggests can be put in practice in all schools.

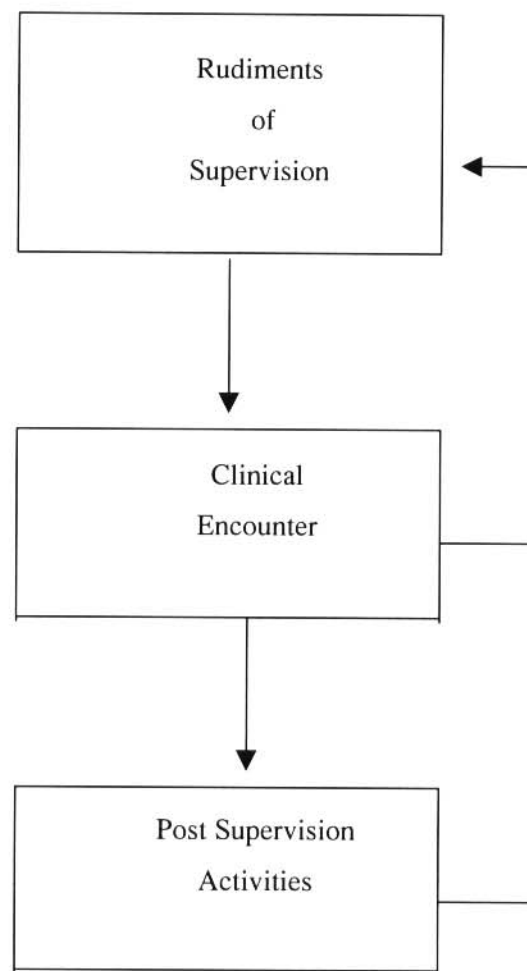
#### 5.2 THE PRACTICAL SUPERVISION MODEL

An analysis of the findings of the study, coupled with the analysis of literature and the understanding of the problem under investigation, led the researcher to design the following supervision model which may be simply called the Practical Supervision Model. This model, if used, may help improve the quality of supervision in schools and maximize the performance of educators so that they teach to their maximum potential.

Collective decision making is the key in all activities under this model. All role players, namely, principals, deputy principals, heads of departments, educators and non-educators are encouraged to actively participate in all meetings where crucial decisions are taken. This is very important because they are likely to feel good implementing decisions when

they are part of the process that arrives at that decision. Involvement of these parties makes them feel important; makes them develop a positive self esteem; and the sense of willingness becomes born within them: above all involvement of all parties gives birth to the *esprit de corps* among all educators. The principal, with the help of all other supervisors, should nurture the situation to its maturity.

This model can be summarized as follows:



**Figure 5.1: The Practical Supervision Model**

The above model implies that principals and all other supervisors namely, deputy principals, and heads of departments should resume the authority they lost during the



defiance campaign referred to in chapter one. The model indicates a systematic process that involve three stages or processes that are explained hereunder:

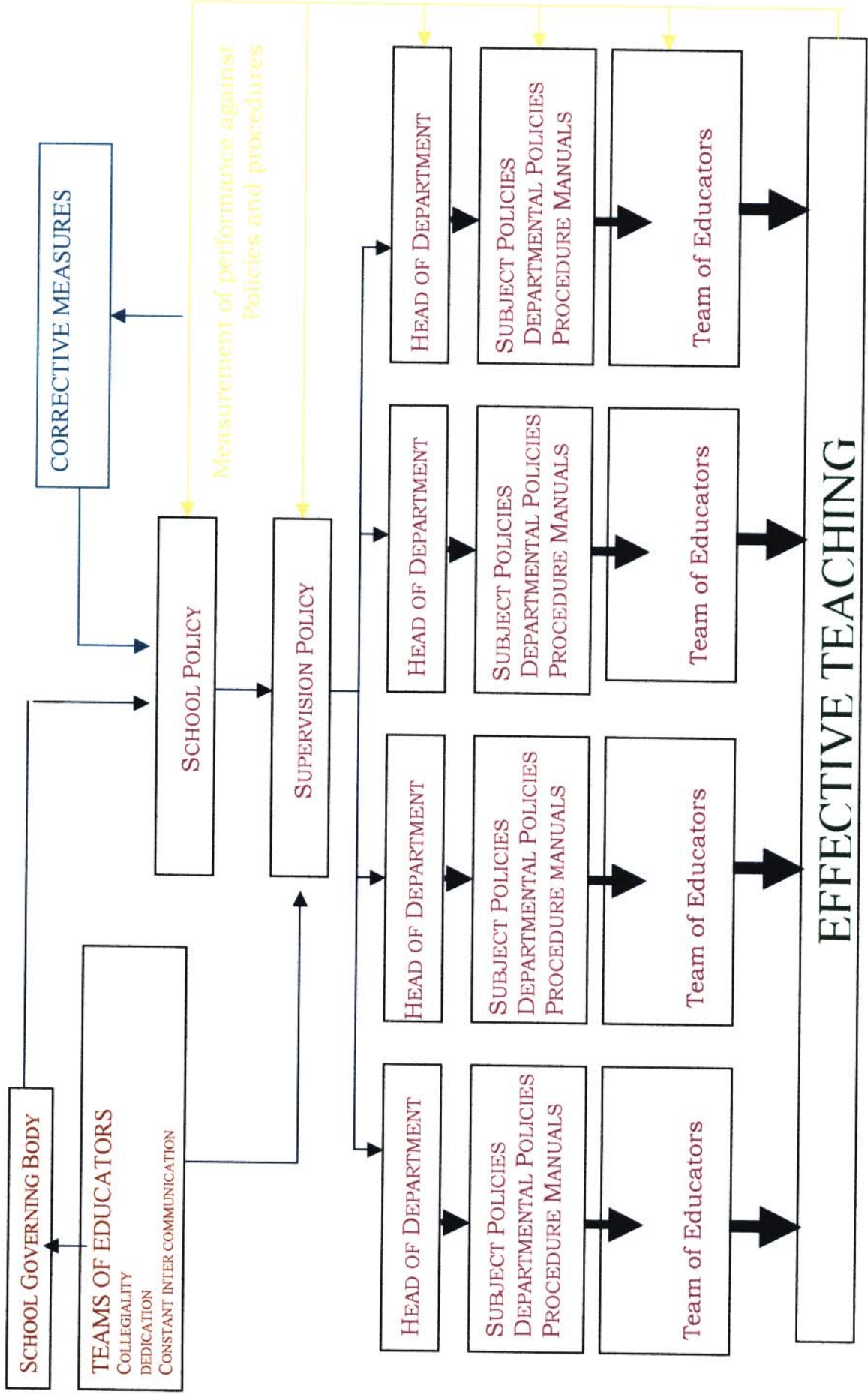
### **5.2.1 The rudiment of supervision**

By rudiments of supervision, this model refers to those basic elements of supervision that, if well coordinated, supervision takes place with ease and success. On the other hand if these basic elements are not there, supervision is likely to be chaotic and fail to achieve its purpose. The rudiments of supervision entail making sure that basic elements, that assist the supervision process, are in place. Figure 5.2 on the next page presents some of the rudiments that must be found in a school.

Supervision takes place within a particular context governed by basic elements (rudiments) such as:

- **School policies**

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



**FIGURE 5.2: RUDIMENTS OF SUPERVISION**

- **Subject policy or departmental policy**

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

- **Established organogram of the school or chain of command**

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

It is acceptable that principals delegate their supervisory duties to deputy principals and heads of departments. In such instances, it should be known right from the beginning as to which powers have been delegated to whom. It is absolutely important that educators should know to whom they report within the organogram of the school. This helps in the establishment of professional relationships and opens a two-way communication between educators and supervisors. Heads of departments and deputy principals must have a clear understanding of their mandates. The principal must have regular meetings with them to ensure that they are all operating

within the established standards and guidelines. Supervisors (principals, deputy principals and heads of departments) must understand that any form of uncertainty is likely to lead to damaged trust, lost of confidence and the sagging of morale amongst educators.

- **Open communication**

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

- **Common understanding of supervision**

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

Educators should also understand that supervision helps them develop as professionals. Both educators and supervisors should have this approach; hence

supervision should be viewed purely as a tool that seeks to uncover those potentials from within the educator that can make him or her the best educator. In the process, some undesired elements or practices may be identified. The approach should be that educators are helped systematically and progressively to do away with those undesired practices.

- **Consistency**

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

- **Clear time schedule**

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

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

### **5.2.2 The clinical encounter**

The **clinical encounter** entails physical contact (a special relationship of association) with the educator and the collection of information, that is compared against the

rudiments, to determine if the educator's performance is on par. For example the subject policy may indicate how much work must be covered during the week. It is only on the basis of this comparison that the principal can determine if the performance of the educator is on par or not.

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

- **Class visits**

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

During this process, the supervisor may use the technical observation skills mentioned in 3.4.5.

- **Access to learners' workbooks/exercise books and learners' portfolios**

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

- **Identification of the educator's strengths and weaknesses**

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

- **Objective feedback**

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

### **5.2.3 Post supervision activities**

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

- **Discussion and agreement on aspects the educator must improve on**

Once the educator has been led to identify his or her strengths and weaknesses, a developmental plan is concluded. The plan is like a contract that must be honoured by both parties without fail. Say for example, the agreement is that the educator must

improve on the manner in which he or she introduces the lesson and that the supervisor should come into the class once a week to observe the introductory part of the lesson. This agreement must be adhered to. Failure to do so ruins relationships and turns supervision into a meaningless activity.

- **Agreement on review of progress**

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

- **Feedback and suggestions**

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

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

Work that is well done must be praised openly but work that is sloppily done must be corrected in privacy. Where possible reference must be made to the best work that has been done in the school.

Open communication and networking amongst all teams existing in the school is important and must be encouraged.



### 5.3 SUMMARY

As the study suggests, this chapter has developed a supervision model, which it is hoped that, if well applied, schools could turn around and become effective. The model emphasizes that good relationship amongst all educators, irrespective of their post levels, must be maintained. At the same time it emphasizes how effective supervision could be achieved.

The next chapter makes a general overview of the study. It makes concluding remarks and some general recommendations that can be helpful to schools and the Department of Education.

## CHAPTER SIX

### OVERVIEW, RECOMMENDATIONS, SUGGESTIONS FOR FURTHER RESEARCH AND CONCLUDING REMARKS

#### 6.1 OVERVIEW

The general aim of the study was to investigate the extent to which supervision of secondary school educators by principals is geared to Total Quality Education. This aim is complemented by specific aims that are evaluated under the concluding remarks in 6.4 if the study managed to achieve them or not. It is generally understood that principals delegate supervisory duties to deputy principals and heads of departments; hence the concept supervisors was used in some relevant instances. Therefore the main focus of the study was on the supervision of educators, so that they follow Total Quality Education principles in their teaching. However, it is important to note that principals must first exemplify compliance with Total Quality Education principles in their management before educators can do the same in their classrooms.

The milieu in which a school finds itself can have both militating and supporting factors that shape the culture of the school. It is therefore important that principals of schools should build an esprit de corps amongst educators, so that they all join hands in managing the milieu to the benefit of the school. In this endeavour, the study asserts that the involvement of all relevant stakeholders, from in and outside the school, can generate a high success rate.

The study reviewed Education Management Theories and literature related to the subject. An integration of various views from different authors was made, thus making things easier for any school that would like to implement Total Quality Education. The manner

in which this document has been compiled and the selection of facts, makes it handy as a manual that schools can refer to when they want to improve the quality of education.

This study makes a distinction between Total Quality Education and Total Quality Management. The two concepts are closely related. The definitions presented in this study, together with the distinction made between them, make them understood in their proper perspectives.

Literature indicated that staff development is in the centre of all improvements in a school. Therefore staff development is a process that is absolutely necessary in a journey towards Total Quality Education. The study reveals that the Department of Education organises effective staff development programmes, although they are minimal.

The empirical study led to the findings that are enumerated in the previous chapter. Instruments that facilitated the empirical study were questionnaires that were designed for educators and principals. To ascertain their validity and reliability and that of the findings, they were subjected to various validation processes; for example, the pilot study. Therefore it is believed that the findings are valid and the following recommendations, that are based on the findings, are genuine.

## **6.2 RECOMMENDATIONS**

In the light of the findings listed in chapter four, it is recommended that:

- The Department of Education should help schools, by filling in all the vacant supervisors posts (deputy principals and head of departments). This will ensure that the strength of the strategic apex and middle management is fortified. This will ensure a correct supervisors-educators ratio and all educators will receive appropriate supervisory attention.

- Circuit Managers and District Managers should closely monitor the effective use of time, particularly in the Magakala and Bohlabela Districts. This is very important in the light of schools breaking early on Fridays.
- Schools should initiate parents' forums that may encourage parents to participate actively in school matters. They should also co-operate with the schools in trying to curb the rate of tardiness and truancy by learners.
- The department should organise courses for principals, where they may be workshopped on the Total Quality Education paradigm.
- The shortage of classrooms should be addressed immediately because the condition under which teaching goes on is not conducive to proper learning at all.
- For the purpose of principals' effective management and proper dignified supervision, principals' offices should be built immediately. There is also a need that staff-rooms be provided as a matter of urgency.
- Circuit Managers should encourage schools to start the Developmental Appraisal system even if it has not been fully implemented nationally. It can help schools identify the weaknesses and strengths of educators.
- Principals should make a survey of educators' preferred supervisory styles in their respective schools. Once they have established which styles educators prefer, they should try to match their supervisory styles to the educators' preferences.
- The department should help schools in the proper budgeting and utilization of funds so that resources are speedily supplied to schools, including learners support materials.
- Distant learning institutions should consider the period at which their examinations are written. The present setting disturbs the smooth running of schools. Their

examinations are written at a time when educators should be engaging learners in revising the work done during the year and making final preparations for examinations.

### 6.3 SUGGESTIONS FOR FURTHER RESEARCH

Research in education is never ending. The mentality that should control education specialists is the one that says if there is nothing wrong with our education, people should be looking into the possibilities of improving it before something wrong happens. In the case of education in the region, one would say already there is something wrong because the matric results are not satisfactory. The main focus should be on how can schools in the region be helped to improve themselves and perform to the expected standard and go beyond to sustain the improvement.

The present study focuses itself on the manner in which principals should supervise educators. One would say the study assumes that principals' supervision of educators is below par. Findings of the study indicate that principals supervise educators positively. The question that remains unanswered is: *What makes the schools in the region perform poorly despite Schools Management Teams' positive capacity in supervising educators?*

Therefore it is suggested that the above question be investigated in the form of a research in the region. Further it is suggested that the department should have its own Research Team that may undergo continuous research on what obtains in the region. This would help the department to have an understanding of the problems that this study failed to unearth and at the same time think of possible solutions that may improve the quality of education in the region.

## 6.4 CONCLUDING REMARKS

The study systematically investigated the problem following some scientific procedures reflected in all the chapters. Chapter one introduced the problem and briefly outlined the research procedures that were followed in investigating the problem. This was followed by theoretical inquiry into the problem highlighting what other people have said about Total Quality Education and supervision. This problem was brainstormed on how it could be resolved by reviewing literature in chapter three. This led to the development of research instruments that are explained in chapter four. These instruments were administered in the field and were analyzed using the SPSS computer programme. Chapter four reflects the results of these analyses and their discussions and where possible, also the findings.

At this point it is important to evaluate the extent to which the specific aims of the study have been addressed. The following table 5.1 summarizes this evaluation:

**Table 5.1: Brief evaluation of the specific aims of the study**

SPECIFIC AIM	BRIEF EVALUATION
1 To investigate if lack of Total Quality Education in some selected secondary schools in the Northern Province manifests itself in the form of a high failure rate	Total Quality Education elements are there in schools. They only need consolidation into machinery that puts them into a well-synchronized practice.
2 To investigate if Principals in the Northern Province supervise educators towards the achievement of Total Quality Education	Principals tested positively in this aspect. Educators feel that they are receiving good supervision from principals except that principals have not yet established the supervision preferences for educators. Their interpersonal skills are good which is indeed a foundation for effective supervision.
3 To review some international models on Total Quality	Literature was reviewed and it was linked to the problem. Models of Total Quality Education were

	Education	identified and focused to the study
4	To find out if there are staff development programmes in place, aimed at empowering educators to contribute to the process of making their schools become Schools of Quality	Less than 50% of schools have School Based Staff Development programmes. This is because of the fact that schools do not have enough funds and the capacity of School Governing Bodies is below par. However Staff Development Programmes organized by the department are positively rated.
5	To investigate if there are any factors that may hinder or promote the implementation of Total Quality Education;	The study indicates that the majority of educators are confident in themselves and in other stakeholders that they can start and sustain Total Quality Education in their schools. Total Quality Education promoters in the region outweigh the Total Quality Education inhibitors.
6	To review supervision models for Quality Education from which a synthesis would be made in developing a model for the Northern Province	Models were reviewed. The reaction of the region to the instruments indicates that on the whole the region tested positively to the instruments. However a model was developed in chapter five that can augment the quality of supervision in schools.
7	To find out if there are some secondary schools in the province that are ready to transform and become Total Quality Schools.	The study indicates that there are 56% chances that schools can start Total Quality Education initiatives. On the whole, schools are ready to transform and become effective.

It is believed that recommendations and suggestions made will be taken into consideration by all concerned so that in the final analysis there is improvement in the region.

It must be remarked that the situation in the region is not as bad as people may think. The fact that principals are rated as having good interpersonal skills and that 90% of educators are willing to be supervised, makes one draw a conclusion that the region has a potential that needs nurturing. However, it must be indicated that the region seems to have a

culture that this study fails to uncover which causes the failure rate; hence the recommendations made for further research. Perhaps such a study may find out that the causes for the high failure rates are rooted elsewhere and not from within schools.

Looking at the topic of the study: *Towards an effective supervision model for Total Quality Education in some selected secondary schools in the Northern Province*, one might want to have seen the samples drawn from all the regions in the province. Instead a focus was made on one region. It is believed that findings from this study may apply to other counterpart regions of the province. It must also be borne in mind that the region is 17% of the entire province (Orkin, 1998:3). In itself it may be seen as a representative sample of the province hence findings and recommendations are scientifically justifiable.

In the light of the evaluation of the aims of the study briefly discussed in table 5.1 it could be concluded that the study fulfilled its aims therefore it was successful. The big challenge is now directed to all role-players who are in the strategic position where the findings and recommendations of the study may be addressed. It is believed that the implementation of the recommendations listed can help improve the quality of education in the province.



## CHAPTER FIVE

### A PROPOSED SUPERVISION MODEL FOR TOTAL QUALITY EDUCATION

#### 5.1 INTRODUCTION

This study, *Towards an effective supervision model for Total Quality Education in some selected secondary schools in the Northern Province*, suggests that a supervision model be developed. Before a model of this nature can be developed, there are other factors that must be considered; for example the nature of the problem as detailed in chapter one, the views and related theories of other authors: hence the review of literature that was done in chapters two and three. The analysis of data in chapter four and the findings of the study also need a special consideration before one can think of developing a model.

This chapter suggests a supervision model that if properly applied, schools can improve and become effective. The researcher suggests that the model be called the Practical Supervision Model because it is not theoretical, all that it suggests can be put in practice in all schools.

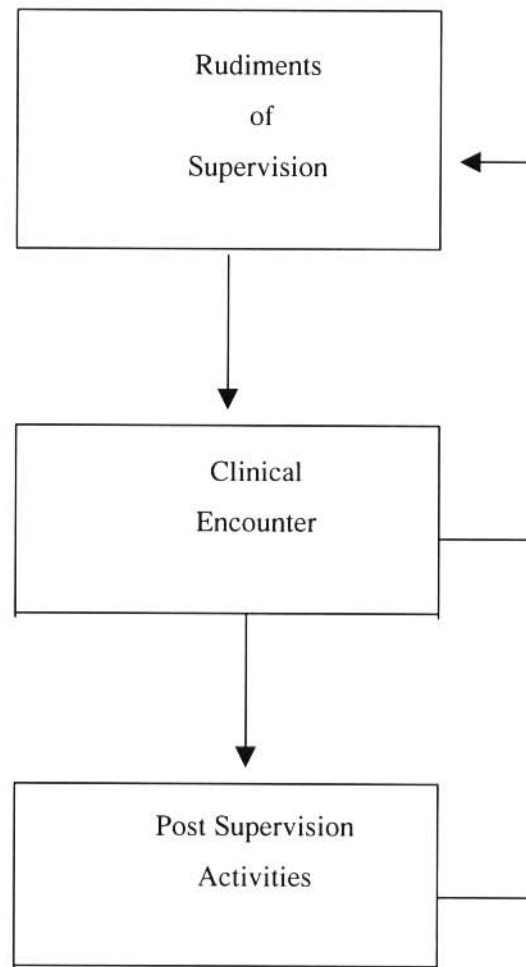
#### 5.2 THE PRACTICAL SUPERVISION MODEL

An analysis of the findings of the study, coupled with the analysis of literature and the understanding of the problem under investigation, led the researcher to design the following supervision model which may be simply called the Practical Supervision Model. This model, if used, may help improve the quality of supervision in schools and maximize the performance of educators so that they teach to their maximum potential.

Collective decision making is the key in all activities under this model. All role players, namely, principals, deputy principals, heads of departments, educators and non-educators are encouraged to actively participate in all meetings where crucial decisions are taken. This is very important because they are likely to feel good implementing decisions when

they are part of the process that arrives at that decision. Involvement of these parties makes them feel important; makes them develop a positive self esteem; and the sense of willingness becomes born within them: above all involvement of all parties gives birth to the *esprit de corps* among all educators. The principal, with the help of all other supervisors, should nurture the situation to its maturity.

This model can be summarized as follows:



**Figure 5.1: The Practical Supervision Model**

The above model implies that principals and all other supervisors namely, deputy principals, and heads of departments should resume the authority they lost during the

defiance campaign referred to in chapter one. The model indicates a systematic process that involve three stages or processes that are explained hereunder:

### **5.2.1 The rudiment of supervision**

By rudiments of supervision, this model refers to those basic elements of supervision that, if well coordinated, supervision takes place with ease and success. On the other hand if these basic elements are not there, supervision is likely to be chaotic and fail to achieve its purpose. The rudiments of supervision entail making sure that basic elements, that assist the supervision process, are in place. Figure 5.2 on the next page presents some of the rudiments that must be found in a school.

Supervision takes place within a particular context governed by basic elements (rudiments) such as:

- **School policies**

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

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- **Subject policy or departmental policy**

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

- **Established organogram of the school or chain of command**

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

It is acceptable that principals delegate their supervisory duties to deputy principals and heads of departments. In such instances, it should be known right from the beginning as to which powers have been delegated to whom. It is absolutely important that educators should know to whom they report within the organogram of the school. This helps in the establishment of professional relationships and opens a two-way communication between educators and supervisors. Heads of departments and deputy principals must have a clear understanding of their mandates. The principal must have regular meetings with them to ensure that they are all operating

within the established standards and guidelines. Supervisors (principals, deputy principals and heads of departments) must understand that any form of uncertainty is likely to lead to damaged trust, lost of confidence and the sagging of morale amongst educators.

- **Open communication**

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

- **Common understanding of supervision**

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

Educators should also understand that supervision helps them develop as professionals. Both educators and supervisors should have this approach; hence

supervision should be viewed purely as a tool that seeks to uncover those potentials from within the educator that can make him or her the best educator. In the process, some undesired elements or practices may be identified. The approach should be that educators are helped systematically and progressively to do away with those undesired practices.

- **Consistency**

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

- **Clear time schedule**

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

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

### **5.2.2 The clinical encounter**

The **clinical encounter** entails physical contact (a special relationship of association) with the educator and the collection of information, that is compared against the

rudiments, to determine if the educator's performance is on par. For example the subject policy may indicate how much work must be covered during the week. It is only on the basis of this comparison that the principal can determine if the performance of the educator is on par or not.

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

- **Class visits**

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

During this process, the supervisor may use the technical observation skills mentioned in 3.4.5.

- **Access to learners' workbooks/exercise books and learners' portfolios**

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



- **Identification of the educator's strengths and weaknesses**

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

- **Objective feedback**

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

### **5.2.3 Post supervision activities**

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

- **Discussion and agreement on aspects the educator must improve on**

Once the educator has been led to identify his or her strengths and weaknesses, a developmental plan is concluded. The plan is like a contract that must be honoured by both parties without fail. Say for example, the agreement is that the educator must

improve on the manner in which he or she introduces the lesson and that the supervisor should come into the class once a week to observe the introductory part of the lesson. This agreement must be adhered to. Failure to do so ruins relationships and turns supervision into a meaningless activity.

- **Agreement on review of progress**

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

- **Feedback and suggestions**

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

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

Work that is well done must be praised openly but work that is sloppily done must be corrected in privacy. Where possible reference must be made to the best work that has been done in the school.

Open communication and networking amongst all teams existing in the school is important and must be encouraged.

### 5.3 SUMMARY

As the study suggests, this chapter has developed a supervision model, which it is hoped that, if well applied, schools could turn around and become effective. The model emphasizes that good relationship amongst all educators, irrespective of their post levels, must be maintained. At the same time it emphasizes how effective supervision could be achieved.

The next chapter makes a general overview of the study. It makes concluding remarks and some general recommendations that can be helpful to schools and the Department of Education.

## CHAPTER SIX

### OVERVIEW, RECOMMENDATIONS, SUGGESTIONS FOR FURTHER RESEARCH AND CONCLUDING REMARKS

#### 6.1 OVERVIEW

The general aim of the study was to investigate the extent to which supervision of secondary school educators by principals is geared to Total Quality Education. This aim is complemented by specific aims that are evaluated under the concluding remarks in 6.4 if the study managed to achieve them or not. It is generally understood that principals delegate supervisory duties to deputy principals and heads of departments; hence the concept supervisors was used in some relevant instances. Therefore the main focus of the study was on the supervision of educators, so that they follow Total Quality Education principles in their teaching. However, it is important to note that principals must first exemplify compliance with Total Quality Education principles in their management before educators can do the same in their classrooms.

The milieu in which a school finds itself can have both militating and supporting factors that shape the culture of the school. It is therefore important that principals of schools should build an esprit de corps amongst educators, so that they all join hands in managing the milieu to the benefit of the school. In this endeavour, the study asserts that the involvement of all relevant stakeholders, from in and outside the school, can generate a high success rate.

The study reviewed Education Management Theories and literature related to the subject. An integration of various views from different authors was made, thus making things easier for any school that would like to implement Total Quality Education. The manner

in which this document has been compiled and the selection of facts, makes it handy as a manual that schools can refer to when they want to improve the quality of education.

This study makes a distinction between Total Quality Education and Total Quality Management. The two concepts are closely related. The definitions presented in this study, together with the distinction made between them, make them understood in their proper perspectives.

Literature indicated that staff development is in the centre of all improvements in a school. Therefore staff development is a process that is absolutely necessary in a journey towards Total Quality Education. The study reveals that the Department of Education organises effective staff development programmes, although they are minimal.

The empirical study led to the findings that are enumerated in the previous chapter. Instruments that facilitated the empirical study were questionnaires that were designed for educators and principals. To ascertain their validity and reliability and that of the findings, they were subjected to various validation processes; for example, the pilot study. Therefore it is believed that the findings are valid and the following recommendations, that are based on the findings, are genuine.

## **6.2 RECOMMENDATIONS**

In the light of the findings listed in chapter four, it is recommended that:

- The Department of Education should help schools, by filling in all the vacant supervisors posts (deputy principals and head of departments). This will ensure that the strength of the strategic apex and middle management is fortified. This will ensure a correct supervisors-educators ratio and all educators will receive appropriate supervisory attention.

- Circuit Managers and District Managers should closely monitor the effective use of time, particularly in the Magakala and Bohlabela Districts. This is very important in the light of schools breaking early on Fridays.
- Schools should initiate parents' forums that may encourage parents to participate actively in school matters. They should also co-operate with the schools in trying to curb the rate of tardiness and truancy by learners.
- The department should organise courses for principals, where they may be workshopped on the Total Quality Education paradigm.
- The shortage of classrooms should be addressed immediately because the condition under which teaching goes on is not conducive to proper learning at all.
- For the purpose of principals' effective management and proper dignified supervision, principals' offices should be built immediately. There is also a need that staff-rooms be provided as a matter of urgency.
- Circuit Managers should encourage schools to start the Developmental Appraisal system even if it has not been fully implemented nationally. It can help schools identify the weaknesses and strengths of educators.
- Principals should make a survey of educators' preferred supervisory styles in their respective schools. Once they have established which styles educators prefer, they should try to match their supervisory styles to the educators' preferences.
- The department should help schools in the proper budgeting and utilization of funds so that resources are speedily supplied to schools, including learners support materials.
- Distant learning institutions should consider the period at which their examinations are written. The present setting disturbs the smooth running of schools. Their

examinations are written at a time when educators should be engaging learners in revising the work done during the year and making final preparations for examinations.

### 6.3 SUGGESTIONS FOR FURTHER RESEARCH

Research in education is never ending. The mentality that should control education specialists is the one that says if there is nothing wrong with our education, people should be looking into the possibilities of improving it before something wrong happens. In the case of education in the region, one would say already there is something wrong because the matric results are not satisfactory. The main focus should be on how can schools in the region be helped to improve themselves and perform to the expected standard and go beyond to sustain the improvement.

The present study focuses itself on the manner in which principals should supervise educators. One would say the study assumes that principals' supervision of educators is below par. Findings of the study indicate that principals supervise educators positively. The question that remains unanswered is: *What makes the schools in the region perform poorly despite Schools Management Teams' positive capacity in supervising educators?*

Therefore it is suggested that the above question be investigated in the form of a research in the region. Further it is suggested that the department should have its own Research Team that may undergo continuous research on what obtains in the region. This would help the department to have an understanding of the problems that this study failed to unearth and at the same time think of possible solutions that may improve the quality of education in the region.

## 6.4 CONCLUDING REMARKS

The study systematically investigated the problem following some scientific procedures reflected in all the chapters. Chapter one introduced the problem and briefly outlined the research procedures that were followed in investigating the problem. This was followed by theoretical inquiry into the problem highlighting what other people have said about Total Quality Education and supervision. This problem was brainstormed on how it could be resolved by reviewing literature in chapter three. This led to the development of research instruments that are explained in chapter four. These instruments were administered in the field and were analyzed using the SPSS computer programme. Chapter four reflects the results of these analyses and their discussions and where possible, also the findings.

At this point it is important to evaluate the extent to which the specific aims of the study have been addressed. The following table 5.1 summarizes this evaluation:

**Table 5.1: Brief evaluation of the specific aims of the study**

	SPECIFIC AIM	BRIEF EVALUATION
1	To investigate if lack of Total Quality Education in some selected secondary schools in the Northern Province manifests itself in the form of a high failure rate	Total Quality Education elements are there in schools. They only need consolidation into machinery that puts them into a well-synchronized practice.
2	To investigate if Principals in the Northern Province supervise educators towards the achievement of Total Quality Education	Principals tested positively in this aspect. Educators feel that they are receiving good supervision from principals except that principals have not yet established the supervision preferences for educators. Their interpersonal skills are good which is indeed a foundation for effective supervision.
3	To review some international models on Total Quality	Literature was reviewed and it was linked to the problem. Models of Total Quality Education were



	Education	identified and focused to the study
4	To find out if there are staff development programmes in place, aimed at empowering educators to contribute to the process of making their schools become Schools of Quality	Less than 50% of schools have School Based Staff Development programmes. This is because of the fact that schools do not have enough funds and the capacity of School Governing Bodies is below par. However Staff Development Programmes organized by the department are positively rated.
5	To investigate if there are any factors that may hinder or promote the implementation of Total Quality Education;	The study indicates that the majority of educators are confident in themselves and in other stakeholders that they can start and sustain Total Quality Education in their schools. Total Quality Education promoters in the region outweigh the Total Quality Education inhibitors.
6	To review supervision models for Quality Education from which a synthesis would be made in developing a model for the Northern Province	Models were reviewed. The reaction of the region to the instruments indicates that on the whole the region tested positively to the instruments. However a model was developed in chapter five that can augment the quality of supervision in schools.
7	To find out if there are some secondary schools in the province that are ready to transform and become Total Quality Schools.	The study indicates that there are 56% chances that schools can start Total Quality Education initiatives. On the whole, schools are ready to transform and become effective.

It is believed that recommendations and suggestions made will be taken into consideration by all concerned so that in the final analysis there is improvement in the region.

It must be remarked that the situation in the region is not as bad as people may think. The fact that principals are rated as having good interpersonal skills and that 90% of educators are willing to be supervised, makes one draw a conclusion that the region has a potential that needs nurturing. However, it must be indicated that the region seems to have a

culture that this study fails to uncover which causes the failure rate; hence the recommendations made for further research. Perhaps such a study may find out that the causes for the high failure rates are rooted elsewhere and not from within schools.

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In the light of the evaluation of the aims of the study briefly discussed in table 5.1 it could be concluded that the study fulfilled its aims therefore it was successful. The big challenge is now directed to all role-players who are in the strategic position where the findings and recommendations of the study may be addressed. It is believed that the implementation of the recommendations listed can help improve the quality of education in the province.

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APPENDIX A

QUESTIONNAIRE FOR EDUCATORS

P. Box 2799  
ERMELO  
2350  
6 October 2000

Dear Colleague

My name is Simon Mlangeni. I am a Ph.D. student of the University of the North. Dr. WD Papo is my supervisor. I am presently conducting a study titled: TOWARDS AN EFFECTIVE SUPERVISION MODEL FOR TOTAL QUALITY EDUCATION IN SOME SELECTED SECONDARY SCHOOLS IN THE NORTHERN PROVINCE.

Your school and yourself have been randomly selected to participate by responding to the attached questionnaire. I request you to respond with sincerity so that the findings of the study can be genuine. It will take you between 25 and 30 minutes to respond to the questionnaire.

The principle of anonymity as who said what on the questionnaire will be maintained so you need not write your name on the questionnaire. It is also important that once you have responded on the questionnaire, no one has an access to it except the researcher. You are therefore requested to enclose the questionnaire in the accompanying envelope, seal it and hand it over to the principal. The researcher will collect it from him/her at his earliest convenience.

You are free to contact me at any time should you further wish to address any concerns regarding the study. The abstract of the study will be made available to you on request.

May I thank you in advance for your time that you will spend in responding to the questionnaire.

Yours faithfully



Simon Mlangeni  
Tel. : 017 8832397  
E-mail : mlan@mweb.co.za  
Fax : 017 8830400  
Cell : 0833602923



# QUESTIONNAIRE ON SUPERVISION AND THE DELIVERY OF QUALITY EDUCATION.

## PART A

In the block provided below indicate the name of the circuit under which your school is found:

## PERSONAL PARTICULARS

Respond to the following questions by putting a cross (X) in a block that suits your personal particulars. Some of the blocks in this questionnaire are numbered. The numbering should not disturb you, it will only be used during the analysis process.

1. What is your highest qualification?

HPTC	1
SPTD	2
JPTD	3
SEC	4
SED	5
STD	6
SSTD	7
HED	8
FDE	9
FIRST DEGREE	10
POSTGRADUATE DEGREE	11

2. What is your teaching experience in years?

0-3 years	1
4-7 years	2
8-11 years	3
12-15 years	4
16-19 years	5
20 years and more	6

3. Your age

less than 20 years	21-25 yrs	26-30 yrs	31-35 yrs	36-40 yrs	41-45 yrs	46-50 yrs	51-56 yrs	57 yrs and above
1	2	3	4	5	6	7	8	9

## **PART B**

In this section, respond to the questions by putting a cross (X) in the appropriate block. Where possible write short and specific sentences.

1. **The relationship between Total Quality Education and the school's performance.**

1.1.1 Does the school have an adopted vision and mission that guides school activities?

Yes	1
No	2

1.1.2 If no, why?

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1.2 Do the following members of the Management Team make constant reference to the vision and mission of the school when addressing educators in meetings?

	Yes	No	Not sure
Principal			
Deputy Principals			
Heads of Departments			

1.3.1 Does the school have high expectations for learner achievement?

Yes	1
No	2

1.3.2 If yes, how often are these expectations communicated to learners?

	Weekly	Monthly	Quarterly	Twice a Year	Never
Principal					
Deputy Principal(s)					
Head of Departments					
Educators					

1.4.1 Does the school have a written school policy that guides school activities?

Yes	1
No	2

1.4.2 If yes, do all stakeholders have access to such a policy document?

Yes	
No	

1.4.3 If no to 1.4.1 above, what could be the reason for the school not having policy documents?

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1.5.1 Does the school have a code of conduct for:

	Yes	No
Learners		
Educators		

1.5.2 If yes, rate the extent to which learners and educators abide by their respective code of conduct.

	Always	Sometimes	Never	Not Sure
Learners				
Educators				

1.5.3 If no to 1.5.1 above what could be the reason for the school for not having such codes of conduct?

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1.6 Are learners encouraged to work in teams/cooperative learning?

Yes	1
No	2

1.7 Are educators encouraged by the School Management to work in teams?

Yes	1
No	2

1.8.1 Are educators given feedback on their performance?

Yes	1
No	2

1.8.2 If yes, how often?

Immediately	1
Occasionally	2
Quarterly	3
Yearly	4

1.9 How would you rate the competency of your School Management Team?

Excellent	1
Good	2
Moderate	3
Needs improvement	4
Not sure	5

1.10 Do educators at your school

	Yes	No	Some	Not Sure
1. Plan their work properly?				
2. Assess learners' progress continuously?				
3. Give immediate feedback to learners?				
4. Observe punctuality?				
5. Identify learners' strengths and weaknesses?				
6. Have a sense of direction?				
7. Focus on outcomes when teaching?				
8. Show commitment?				
9. Air out their views towards school improvement?				
10. Maintain discipline in classes?				
11. Show consistency with their duties?				
12. Motivate learners to work hard?				
13. Possess ownership of school activities?				
14. Give attention to quality initiatives?				
15. Have a common understanding for Quality Education				
16. Teach beyond seven hours a day?				

1.11.1 Does the school strive to meet the

	Yes	No	Not Sure
Social needs of the community?			
Economic needs of the community?			

1.11.2 If no, why?

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1.12.1 Is the school driven by the needs of learners?

Yes	1
No	2

1.12.2 If no, why?

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1.13 Does the school set itself a target pass rate for each year?

Yes	1
No	2

## 2 **Supervision of Educators towards Total Quality Education.**

2.1.1 Does the principal have good interpersonal skills?

Yes	1
No	2



2.1.2 If no, what do you suggest he/she must do to improve?

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2.2.1 Is the principal knowledgeable about supervision strategies?

Yes	
No	
Not sure	

2.2.2 If no, what do you suggest he/she must do?

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2.3 Do the following members of the Management Team tackle problems and not individuals during supervision sessions?

	Yes	No
Principal		
Deputy Principal(s)		
Heads of Departments		

2.4.1 Is the peer coaching technique used at school?

Yes	1
No	2

2.4.2 If yes, is it effective?

Yes	1
No	2

2.5.1 Is the mentoring system used at the school?

Yes	1
No	2

2.5.2 If yes, is it effective?

Yes	1
No	2

2.6 Are educators effectively supervised?

Yes	1
No	2
Not sure	3

2.7.1 Does the ratio between supervisors and educators make it possible that all educators are effectively supervised?

Yes	1
No	2

2.7.2 If no, what is your suggestion?

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2.8 How does supervisors' trust for individual educators affect supervision?

Negatively	1
Positively	2

2.9 Does supervision at school meet individual educators' needs?

Yes	
No	

2.10.1 Which of the following supervision styles suite you best?

Directive supervision	1
Collaborative supervision	2
Non-directive supervision	3

2.10.2 To what extent are you supervised as you have indicated above?

Always	1
Never	2
Sometimes	3

2.11 How do you rate the willingness of educators at your school to be supervised?

Excellent	1
Good	2
Average	3
Not willing	4

2.12 Make a suggestion on how principals should supervise educators so that they teach to their maximum potential. Please be specific.

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### 3 Availability of Staff Development Programmes

3.1.1 Does the School Governing Body allocate funds for Staff Development programmes for the following educators?

	Yes	No
Principal		
Deputy Principal(s)		
Heads of Departments		
Educators		

3.1.2 If no to any of the above, what could be the reasons for not allocating funds for this purpose?

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3.2.1 Does the school initiate Staff Development programmes?

Yes	1
No	2

3.2.2 If yes, are educators' needs sought first when deciding on staff development packages?

Yes	1
No	2

3.3 Is the Developmental Appraisal System (DAS) going on smooth at your school?

Yes	1
No	2

3.4 Are educators encouraged to learn from each other?

Yes	1
No	2

3.5.1 Do you have the Staff Development Team (SDT) at school?

Yes	1
No	2

3.5.2 If yes does it perform the following duties?

Duties of the School Development Team (SDT)	Yes	No
1. Prepare and monitor management plan for developmental appraisal.		
2. Identify educators to be appraised.		
3. Facilitate the formation of appraisal panels.		
4. Link appraisal to whole school development.		
5. Liaise with the department on staff development matters		
6. Monitor effectiveness of appraisal.		
7. Keep records on staff development		
8. Undertake developmental needs analysis for educators		

3.6.1 When last did you attend a course on the effective teaching of your subject/s?

1. 3 months ago	1
2. 6 Months ago	2
3. A year ago	3
4. More than a year ago	4
5. Never	5

3.6.2 If you attended a course as indicated above, was it effective?

Yes	1
No	2

3.7 Do you think that courses educators attended

	Yes	No
1. help improve curriculum teaching and learning?		
2. provide for their professional development?		
3. help remediate unsatisfactory performance by educators?		
4. respond to the goals of the school?		
5. Takes into account the vision and mission of the school		

#### 4. Factors that may promote or hinder Total Quality Education.

4.1 If your school was to initiate programmes to improve its performance, it would largely depend on the factors mentioned below. On the scale provided, rate each factor as it obtains at your school.

	Excellent	Good	Poor	Bad
1. Commitment by the principal				
2. Planning ability by the School Management Team				
3. Flow of information				
4. Capacity of educators				
5. Formation of purposeful teams				
6. Management's ability to model desired behaviour				
7. Management's ability to coach educators				

8. Educators' openness to new ideas				
9. Availability of peer leadership				
10. Co-operation amongst educators				
11. Management's ability to introduce new innovations.				

## 5. Schools' readiness to transform and become effective

5.1 To what extent are the stakeholders mentioned below ready to contribute in the transformation of the school towards becoming effective?

	Ready	Not Ready	Not sure
1. Principal			
2. Deputy Principal(s)			
3. Heads of Departments			
4. Educators			
5. Learners			
6. School Governing Body			
7. Circuit Manager			



5.2.1 For those stakeholders that are not ready, indicate how long would it take them to become ready?

	Less than a year	1-3 Years	3-5 Years	More than 5yrs	Not sure	Will never be ready
1. Principal						
2. Deputy Principals						
3. Heads of Departments						
4. Educators						
5. Learners						
6. Circuit Manager						

5.2.2 Provide reasons for those stakeholders that you feel will never be ready.

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APPENDIX B

QUESTIONNAIRE FOR PRINCIPALS

Dear Colleague

My name is Simon Mlangeni. I am a Ph.D. student of the University of the North. Dr. WD Papo is my supervisor. I am presently conducting a study titled: TOWARDS AN EFFECTIVE SUPERVISION MODEL FOR TOTAL QUALITY EDUCATION IN SOME SELECTED SECONDARY SCHOOLS IN THE NORTHERN PROVINCE.

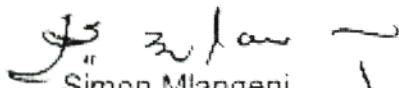
Your school and yourself have been randomly selected to participate by responding to the attached questionnaire. I request you to respond with sincerity so that the findings of the study can be genuine. It will take you between 25 and 30 minutes to respond to the questionnaire.

The principle of anonymity as who said what on the questionnaire will be maintained so you need not write your name on the questionnaire. It is also important that once you have responded on the questionnaire, no one has an access to it except the researcher. You are therefore requested to enclose the questionnaire in the accompanying envelope. The researcher will collect the completed questionnaire at his earliest convenience.

You are free to contact me at any time should you further wish to address any concerns regarding the study. The abstract of the study will be made available to you on request.

May I thank you in advance for your time that you will spend in responding to the questionnaire.

Yours faithfully



Simon Mlangeni  
Tel. : 017 8832397  
E-mail : mlan@mweb.co.za  
Fax : 017 8830400  
Cell : 0833602923

# QUESTIONNAIRE ON THE SUPERVISION OF EDUCATORS AND THE DELIVERY OF QUALITY EDUCATION

## PART A

In the block provided below indicate the name of the circuit under which your school is found:

Please respond to the following questions by putting a cross (X) in a block that suits your personal particulars or that is most correct regarding what obtains at the school. In other questions, depending on their nature, you may put more than one cross. Some of the blocks are numbered. The numbering should not disturb you, it will only be used during the analysis process.

### 1. PERSONAL PARTICULARS

#### 1.1 Nature of your appointment

Permanent	1
Acting	2
On probation	3

#### 1.2 Your gender

Male	1
Female	2

1.3 Your years of experience as principal

0-3 Yrs	1
4-7 Yrs	2
8-11 Yrs	3
12-15 Yrs	4
16 Yrs +	5

1.4 Your age

21-25 Yrs	26-30 Yrs	31-35 Yrs	36-40 Yrs	41-45 Yrs	46-50 Yrs	51-55 Yrs	56 Yrs and above
1	2	3	4	5	6	7	8

1.5 Your level of education

HPTC	1
SPTD	2
JPTD	3
SEC	4
SED	5
STD	6
SSTD	7
HED	8
FDE	9
FIRST DEGREE	10
POST GRADUATE DEGREE	11

1.6.1 Have you done any additional qualification on Educational Management?

Yes	1
No	2

1.6.2 If yes, how do you rate it?

Effective	1
Ineffective	2
Don't know	3

1.6.3 If no, to 1.6.1 do you feel any need for doing a diploma on Educational Management?

Yes	1
No	2

1.7.1 Have you done any In-Service Training on the promotion of Total Quality Education?

Yes	1
No	2

1.7.2 If yes, how do you rate it?

Effective	1
Ineffective	2
Not sure	3

## **PART B**

Please respond to the following questions by putting a cross (X) in a block that is closest to the required information.

### **1. SCHOOL'S PERFORMANCE AND OTHER LOGISTIC MATTERS**

#### **1.1 Previous matric pass rates of the school between 1994 and 1999**

Percentage	1994	1995	1996	1997	1998	1999
0-10%						
11-20%						
21-30%						
31-40%						
41-50%						
51-60%						
61-70%						
71-80%						
81% and above						

#### **1.2.1 Are you satisfied with your school's average performance?**

Yes	1
No	2

1.2.2 If no, what could be the main cause for the unsatisfactory performance of the school?

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1.3.1 What is the present enrolment of the school?

Less than 700	1
700 – 800	2
801 – 900	3
901 – 1000	4
1001 – 1100	5
1101 – 1200	6
1201 – 1300	7
1301 – 1400	8
1401+	9



1.3.2 How do you rate the impact of the enrolment indicated above on:

	Positive	Negative	Not sure
School performance			
Morale of Educators			
Educators' individual attention to learners			
Feedback to learners on their performance			
Effective School Management			

1.4.1 Number of educators according to post levels

P1	P2	P3	P4	Total

1.4.2 In your opinion what is the relationship between the above staff establishment and the performance of the school? Please be specific.

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1.5.1 Number of vacant posts according to post levels

P1	P2	P3	P4	Total

1.5.2 In your opinion how does the above vacancy status affect the performance of the school?

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1.6.1 Number of support staff members

Clerical	Grounds men	Total

1.6.2 How does the nature of the staffing indicated in 1.6.1 above affect the performance of the school?

Negative	1
Positive	2
Not sure	3

## 2 SUPPORT FROM TECHNOSTRUCTURES

2.1.1 In your opinion, does the Circuit Manager promote the vision and mission of the school?

Yes	1
No	2
Not sure	3

2.1.2 If yes, how?

Through regular meetings with the School Management team	1
Through written communication	2
Through regular visits to the school	3
He/she motivates all stakeholders	4
Not sure	5
None of the above	6

2.2.1 Does the circuit have expectations for schools on their performance?

Yes	1
No	2

2.2.2 If Yes, how do you rate them?

High	1
Low	2
Not sure	3

2.2.3 If the Circuit Manager has expectations as indicated in 2.2.1, What concrete efforts are done by him/her in helping schools achieve these expectations?

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

2.3.1 Do subject advisors hold meetings with educators?

Yes	1
No	2

2.3.2 If YES, are these meetings effective?

Yes	1
No	2

2.4 Do subject advisors come to school to advise educators on teaching specific subjects?

Yes	1
No	2

7. Focus on outcomes when teaching?			
8. Show commitment?			
9. Air out their views towards school improvement?			
10. Maintain discipline in classes?			
11. Show consistency with their duties?			
12. Motivate learners to work hard?			
13. Possess ownership of school activities?			
14. Give attention to quality initiatives?			
15. Have a common understanding for Quality Education			
16. Teach beyond seven hours a day?			



# NORTHERN PROVINCE

EDUCATION, ARTS, CULTURE & SPORTS

## SOUTHERN REGION

OFFICE OF THE

REF. NO. : 2/7/2/2

District Manager: Noho  
Private Bag X122  
NEBO  
1259

ENQUIRIES: M.C. Mabuza

TEL. NO. : 013-2640012

FAX NO. : 013-2640219

2000 October 10

TO: ALL PRINCIPALS OF SECONDARY SCHOOLS:  
NEBO DISTRICT

PERMISSION TO CONDUCT RESEARCH: MR S. MLANGENI

1. The above matter refers.
2. Kindly allow Mr MLANGENI to conduct research in your school as he was permitted by the Regional Office.
3. Your co-operation will be highly esteemed.

  
.....  
DISTRICT MANAGER

**DEPARTMENT OF EDUCATION**  
**NEBO AREA OFFICE**  
PRIVATE BAG X122  
NEBO 0159  
TEL: (013) 264 0012  
FAX: (013) 264 0219

## Additional Comments

The Circuit managers are trying their level best to assist school, but the whole system of education is frustrating, not only to Principals but to all involved. Things are done at head office level, and are top down decisions e.g. Redeployment and staff establishment has a negative <sup>effect,</sup> ~~effectiveness~~, the moral of Educators involved is low more especially temporary educators, who are in most cases hard working, find themselves laid off, and thrown on the street by the government. There are also other factors like lack of equipments etc.

There is no proper planning on the side of the government. The planning of school is usually disrupted by government which does not just interrupt in our planning.

### **ADDITIONAL COMMENTS**

The Circuit Managers are trying their level best to assist school, but the whole system of education is frustrating, not only to Principals but to all involved. Things are done at Head office level, and are top down decisions e.g. redeployment and staff establishment has a negative effect, the moral of educators involved is low more especially temporal educators, who are inmost cases hard working, fluid themselves used and thrown on the street by the government.

There is no proper planning on the side of the government. The planning of school is usually disrupted by government, which does not plan and just interrupt in our planning.