

TOTAL QUALITY MANAGEMENT: A STRATEGY FOR

SCHOOL DEVELOPMENT

BY

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DISSERTATION

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DECLARATION

I MASHABA SEBAKANE WILLIAM, hereby declare that the dissertation submitted to the University of Limpopo for the Masters of Education (Education Management) has not been submitted by me for the degree at this or any other University, and that is my own work in design and execution, and that all reference materials contained therein has been duly acknowledged.

.....

SIGNATURE

.....

DATE

DEDICATION

This research is dedicated to my wife, Rebecca, daughter Poitah, and three sons, Patrick, Brian and Moloï for their support to realize my potentials. Special dedication to my mother, Nkakaile, and my brothers and sisters who have laid a strong educational foundation.

ACKNOWLEDGEMENTS

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- All the school governing body members who were given the questionnaires to fill.
- Sabie Circuit Office for their support.

ABSTRACT

The aim of this study is to investigate whether Total Quality Management strategy can address the problem of school development within the previously disadvantaged schools at Sabie Circuit, Mpumalanga Province.

In order to realize this aim, sixty-four respondents from eight schools, were given questionnaires as the data collection techniques. To ensure validity of the questionnaires, a pilot study was conducted in one of the primary schools.

Findings of the study were used to make recommendations to principals, educators and parents who are members of school governing bodies.

The researcher identified insufficient time as a limitation of the study because the researcher is a part time student.

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CHAPTER 1

BACKGROUND OF THE STUDY

1.1. BACKGROUND

The flocking of learners from the previously disadvantaged schools to both independent and former model C schools has necessitated this research (Kumalo 1998:11, Grey 1999:4 and Sibanda 2000:22). Furthermore Letswalo (2002:10) made this observation:

“African educators feel strongly that their own children must get quality education by making sure that they take their kids out of township schools to former model C schools”.

These days, parents are more concerned about quality education and demand that it must be provided in all schools (Kumalo 1998:11, Grey 1999:4 and Sibanda 2000:22). Kumalo (1998:11) in particular was concerned about the high exodus of learners from the rural and poor schools to the former model C schools in town. This observation makes one wonders if the former model C schools are indeed able to provide quality education which may explain the above movement pattern. To the researcher, the high mass exodus of learners to both independent and former model C schools bears testimony to the fact that Total Quality Management is either not implemented to the fullest or is not implemented at all. The principle of Total Quality Management encourages the top management of the school, that is, School Governing Body (Van Wyk 1997:15) to involve all stakeholders in the process of customer satisfaction (Fox 1993:4, Juran and Gryna 1993:3, Oakland 1998:2 and Sallis 1997:17).

There is general public concern that there is a need to transform schools into schools of quality (Kumalo 1998:12, Grey 1999:4 and Sibanda 2000:22). In addition, Hofmeyr (1998:22) contends that there is no quality education in the previously disadvantaged schools because leadership and management lack commitment and capacity. This sentiment was supported by Lorgart when he said:

“The quality of public education is negatively influenced by unskilled and ineffective school governing bodies”.

In addition the National Association of School Governing Bodies (1999:11) alluded that:

“Many of the individual members of school governing bodies are inexperienced in schools governance and many have no much formal education”.

To put the problem in historical perspective, the debate concerning the control of education by the state has been a contentious issue since the National Party came into power in 1948 (Looyen 2000:49). Subsequently, the Apartheid policies that were separatist, rigid and centralized created a situation where there was lack of meaningful governance at the school level. Though the Bantu Education Act of 1953 paved way for parental involvement through Parent-Teacher-Association, such involvement was largely advisory and centered on fund-raising. In the traditionally Whites only schools, parent involvement also amounted to playing a merely supportive role.

Again, the South African system of school governance did not facilitate the participation of parents, teachers and students. Consequently, mass-based organizations that emerged shortly after 1976 students uprising began to agitate for and mobilize communities against rigid hierarchical state control. Since then,

the historically managed schools were characterized by high level of defiance campaign which lasted until early 1990s. During that period, quality education in the previously disadvantaged schools was hardest hit and suffered a serious blow. Unfortunately, when the new education system was created after 1994 democratic breakthrough, the state of quality education was at its lowest level (Squelch 1999:137 and Looyen 2000:51). The middle 1990s set the stage for dramatic changes in school governance, hence the introduction of White Paper on Education and Training (1995) and the South African Schools Act (1996). These pieces of legislation gave School Governing Bodies an obligation to provide and restore quality education in all public schools.

To improve the situation, it is essential that schools should be led and governed within the context of Total Quality Management. Bostingl (1992:43) supported this idea by arguing that when educators and learners act by themselves without proper governance, the systematic conditions for quality education cannot be created. Botes (1994:13) supported Bostingl (1992:43) by arguing that people can easily come to an agreement about what has to be done, but when it comes to the execution of the functions, it becomes imperative for someone to take the lead and direct the operations.

In terms of Section 20 of South African School Act, 84 of 1996, School Governing Bodies are responsible to initiate and implement quality education to all learners in public schools. To the researcher, this should be done through Total Quality Management.

1.2. PROBLEM STATEMENT

The problem of school development at primary schools of Sabie Circuit has become a cause for concern to learners, government officials and especially to parents. Parents argue that the quality of education in the previously disadvantaged schools is no longer relevant to produce learners who are knowledgeable, having proper life skills, relevant community values and positive attitude towards life (Asmal 2002:8).

The crucial issue in this regard is that school development is at stake and the quality of education has dropped to the lowest level (Letswalo 2002:15). For this reason, many parents remove their children from rural schools to former model C schools, which they perceive as offering quality education. They always blame school leadership as the main cause of the sad situation. This is confirmed by Lorgart (2001:1) as he alluded:

“The quality of public education is negatively influenced by unskilled and ineffective school governing bodies”.

For this reason, there is a large exodus of learners from previously disadvantaged primary schools to former model C schools in search of the perceived quality education (Kumalo 1998:11, Grey 1999:4, Sibanda 2000:22).

It is within this background that the researcher poses this main research question of the study;

- Can the problem of school development in primary schools be addressed by Total Quality Management strategy?

In an attempt to respond to the above, the following critical related questions shed light on the problem investigated.

- What is the extend of school development in Sabie Circuit?
- Are there any quality assurance measures in place to address the problem?
- How can Total Quality Management be used to enhance school development?

1.3. RESEARCH AIM AND OBJECTIVES

The main aim of this research is to investigate whether Total Quality Management can address the problem of school development.

In order to achieve this aim, the researcher focused on the following objectives:

- To evaluate an extend of school development in Sabie Circuit..
- To find out if there are quality assurance measures for addressing the problem of school development.
- To indicate how Total Quality Management can be used as a strategy to develop schools.

1.4. SIGNIFICANCE OF THE STUDY

The study demonstrated the following significance:

- Shed light on extend of school development in Sabie Circuit.
- Highlight on how school governing bodies could use Total Quality Management to develop schools.

- Assisted other scholars who conduct research on school development.
- Provided principals, educators and parents with recommendations on how to develop schools.

1.5. LITERATURE STUDY, THEORETICAL FRAMEWORK AND ASSUMPTIONS

1.5.1. Literature study

The concept literature study refers to the critique of the status of knowledge on a carefully defined educational topic (Schumacher & McMillan 1993:113). The researcher consulted literature, such as the previous research on the topic, professional journals, reports, government documents and newspapers. The literature consulted thus far was insufficient in addressing the problem of this research. For instance the Batho Pele Service Standards (1999), though the document indicated how quality can be implemented in the public sector, it is silent in terms of how school governing bodies could improve quality service in some previously disadvantaged schools.

The National Policy on Whole School Evaluation (2001), which is the main tool of quality assurance, is also not clear on how best school governing bodies, especially in the previously disadvantaged schools, should do in order to fulfill their legal duty of providing quality education as expected by Section 20 of the South African School Act (1996).

1.5.2. Theoretical framework

This research is based on Total Quality Management theories. The researcher believes that these theories can provide an answer to the problem experienced in

previously disadvantaged schools, that is, school development. The central focus of these theories is customer satisfaction (Fox 1993:4, Juran and Gryna 1993:3, Oakland 1998:2 and Sallis 1997:17).

According to West-Burnham (1997:17), Frederick Taylor started this movement in 1911. In his book, 'Principles of Scientific Management', Taylor focused much on 'process analyses and 'quality control'. Later in 1931 Walter Shewhart, a physicist, designed a technique named statistical quality control (SQC) with the purpose of realizing zero defects. It was two Americans, Dr Edward Deming and Joseph Juran who brought this philosophy in Japan immediately after the Second World War. Their early work was largely concerned with the statistical methods of measuring quality in the engineering industries.

During the 1950s and 1960s, the purely statistical approach was extended and developed by Japanese industrialists and management writers, notably, Ishikawa and Tagushi. On that point, the success of many Japanese industries in the 1960s and 1970s had been largely credited to the quality movement. For instance, the success of this movement was witnessed in Britain where most products were of Japanese origin, for example, photocopiers, video players and television sets. However in 1970, the work of Deming, in particular, was discovered in United States of America. Scholars like Philip Crosby emerged as influential. As time went on, these theories were transplanted in the education setting. Notably, researchers like Sallis (1997:53), West-Burnham (1997:9) and Mlangeni (2001:28) were amongst the many scholars who led the process, and re-named it Total Quality Management in Education.

1.5.3. Assumptions

On the basis of the above theoretical framework, the researcher came to the following assumptions:

- Total Quality Management strategy can address the problem of school development.
- The majority of school governing bodies do not operate according to Section 20 of South African Schools Act (1996).
- Most principals do not report to school governing bodies the academic performance of learners.

1.6. DELIMITATIONS OF THE STUDY

The research was conducted at Sabie Circuit, Mpumalanga Province. The reason for conducting the research in this circuit was that the researcher works here as a primary school principal and as a result the researcher is well exposed to the environment. Added to this, the previously disadvantaged schools in this circuit are experiencing learner shortage because most learners are flocking to former model C schools in the nearby towns. In the view of the researcher, this suggested that school governing bodies are not providing quality education as expected by Section 20 of the South African Schools Act (1996).

1.7. RESEARCH DESIGN AND METHODOLOGY

1.7.1. Research design

The researcher used quantitative research design. According to Schumacher and McMillan (1993:32), this field of study adopted a positivist philosophy of

knowledge that emphasized objectivity and quantification of phenomena. This approach further maximizes objectivity by using numbers and statistics. Since the research was investigative in nature, the researcher employed survey research as a type of quantitative research design to investigate whether Total Quality Management can address the problem of school development in primary schools. To the researcher, survey is the most relevant as it describes attitudes, beliefs and opinions of participants.

1.7.2. Sampling

Sampling is a process of selecting individuals who will participate in a research study. As a group, such individuals, also known as participants, respondents or subjects, are usually referred to as the sample, which is selected from a larger group, called population. In simple random sampling, subjects are selected from the used population so that all members have the same probability of being selected (Hoberg 1999:76 & Schumacher and McMillan 1993:161).

In this context, the researcher randomly selected eight schools out of the population of twenty primary schools within Sabie Circuit. These schools are previously under the administration of the then Department of Education and Training. From each school, the researcher expected eight members to participate, which gave the total number of sixty-four respondents as indicated on Table 1.7.2.1 below.

Table 1.7.2.1: Composition of respondents

Respondents	Male	Female	Number	Percentage
Principal	6	2	8	12.5
Educators	7	9	16	25.0
Parents	11	29	40	62.5
Total	24	40	64	100

This table provides composition of respondents which represent members of school governing bodies.

1.7.3. Gaining access

Firstly, the researcher requested permission from Mpumalanga Department of Education and the randomly selected schools. Thereafter, the researcher personally delivered questionnaires to all the chosen schools. A brief discussion was held with principals in order to explain the purpose of the study and also to request him/her to deliver questionnaires to parents and educators serving in the school governing body. Lastly the date for the collection of completed questionnaires was agreed upon. Such personal delivery of questionnaires further assisted the researcher to have the feeling of the behavior pattern of schools and also to see the state of the school surroundings and its climate.

1.7.4. Data collection

1.7.4.1. Semi-structured questionnaires

The researcher mainly relied on semi-structured questionnaires as the main data collection techniques due to the following reasons:

- The economy of the design.
- The rapid turnout of the data collection. (Schumacher and McMillan 1993:166).

To ensure both reliability and validity, the researcher employed both pilot and reputability studies. These two measures ensured:

- Checking the clarity of the questionnaires items, instruction and layout.
- Eliminating ambiguities or difficulties in wording.
- Gaining feedback on the attractiveness and appearance of questionnaires (Schumacher and McMillan 1993:169).

1.7.4.2. Ethical issues

The researcher will keep the following ethical aspects in mind during her/his research:

- Protect the anonymity of all respondents and the school involved in this study.
- Keep the information and particulars of the respondents confidential.
- Respect the rights of respondents to, or not to, participate in the research study.
- Give feedback to respondents without withholding any information that might influence the interpretation of data.
- Assure the respondents that negative findings will not be reported.

1.7.5. Data Analysis

The researcher employed the deductive data analysis approach. The collected data was analyzed and interpreted through the use of tables.

1.8. DEFINITION OF BASIC CONCEPTS

The following concepts have been defined and therefore should be understood as being used in this study.

1.8.1. Total Quality Management

Total Quality Management is a strategy of management that focuses on ‘customer satisfaction’. It encourages all employees to participate very actively while the top management, that is, the school governing body must guide, support and give strategic direction towards the programme of continuous quality improvement (Sallis 1997:19). Horwitz (1990:99) went further to define each of the concepts: total, quality, and management. The term “total” implies that everybody in the organization must contribute in the improvement of the customer satisfaction. In other words, the term, “total”, relates to the quality of participatory management wherein all members are involved in the process of decision-making and implementation.

Concerning the concept “quality”, the implication is that the service that is rendered should conform to the expectations and needs of customers. Sallies (1997:13) went further to trace the word quality to its Latin origin, “qualis”, which means:

“The highest possible standards, which cannot be surpassed”.

Lastly, the concept “management” can be defined as an activity whereby the top management of the school should lead the process of quality provision and improvement. It is more related to leadership that school-governing body must display. This is affirmed by Ross (1999:161):

“The need for top management to display strategic leadership and setting the climate for total quality management is very essential”.

Again, the school principal, as an ex-officio and most influential, should put more effort in assisting the school governing body towards the process of transformation.

In this research, Total Quality Management means the strategy that can be used by school governing bodies to develop and improve school performance. The following fundamental principles characterize Total Quality Management:

- Understanding customer satisfaction.
- Transformative leadership.
- Strategic quality management.
- Competitive benchmarking.
- Employee participation.
- Process improvement teams.
- Quality improvements training.
- Quality information system.
- Continuous quality improvement and
- Zero defects (Fox 1993:262, Mlangeni 2001:28, Sallis 1997:19 and West-Burnham 1997:15).

1.8.2. Strategy

According to Van Niekerk (1999:5), the word “strategy” means:

“An overall plan by means of which organization aims to achieve the goals in its mission statement”.

In this research, the concept Total Quality Management strategy means a tool that the school governing bodies can employ to develop and improve school performance.

1.8.3. School development

The concept school development can be explained and understood from various perspectives.

According to Hornby (1995:598), the concept “development” comes from the verb “develop” which means:

“to grow or cause something to grow gradually”

“to become or make something larger, or more advanced or more organized”.

In contrast, Section 20 of South African Schools Act (1996) uses the word “quality education”, to describe school development, and instruct school governing bodies to:

“...promote the best interest of the school and strive to ensure its development through provision of quality education for all learners at the school”.

Furthermore, scholars like Fox (1993:4), Juran and Gryna (1993:13) and Sallis (1997:17) use the concept “learner achievement”, that is, acquisition of knowledge, skills, attitudes and values. However, learner achievement depends on suitable school environment that is characterized by:

- Effective and implementation of school policies and procedures.
- Effective and implementation of school’s vision and mission statement.
- Effectiveness of school governing bodies in providing strategic direction.
- Effective quality teaching.
- Effectiveness and relevancy of school curriculum.
- Effectiveness and implementation of school’s procedures for safety, security and discipline.
- Organization and usage of school’s infrastructure, that is, human resources, furniture, and buildings and
- The extend to which school responds to complaints and suggestion from parents (The National Policy on Whole School Evaluation 2000:10).

All the above descriptions suggest that school development is more of the improvement, organization and advancing educational service those learners should receive. In terms of South African Schools Act (1996), it is the responsibility of the school governing bodies to improve school development in the form of determining school policies, procedures and mission statements. This implies that a school governing body is central in determining whether the school performs excellently or poorly. This was confirmed by Moloji (2004:3) when she observed:

“In any organization there is a close correlation between governance and development. This implies that school governing bodies are ultimately responsible for the success or failure of the school”.

In this research, the concept “school development” means the ability of school governing body to organise and create suitable school environment that facilitates learner achievement and promotes quality education.

1.8.4. Definition of related concepts

1.8.4.1. School governance

Education White Paper 2 (1995) defines school governance as a process of establishing, developing and implementing school policies by the school governing body. The school governing body, as Bhengu (1999:8) put it, “the government of the school”, is not involved in the day-to-day running of the school. The day-to-day functioning of the school, that is, professional management, is the responsibility of the principal and school management team.

The school governing body is a democratic structure that is accountable to stakeholders involved in the school. It is structured in such a way that all stakeholders can be co-operative and closely involved in important decisions about the school (Bhengu 1999:8). The following are some of the main functions of the school governing body as stipulated in Section 20 of the South African Schools Act (1996):

- Development of the mission statement of the school.
- Adopt a code of conduct for the learners at the school.
- Adopt a school policy.

- Sanction the school development plan.
- Support the principal and the staff.
- Financial responsibility.

In terms of Section 21 of the South African Schools Act (1996), school-governing body can also apply to the Provincial Head of Department to perform the following extra functions:

- Maintain and improve the school property.
- Determine extra-mural curriculum of the school.
- Purchase textbooks or educational equipment.
- Pay for services to the school.
- Enquire into written complaints about staff members (Likola 2003:4).

In this research, school governance means the process of establishing, developing and implementing school policies that create a suitable learning environment in order to realize learner achievement in primary schools. It is composed of principals, educators, non-educators and parents.

1.8.4.2. School policy

As directed by South African Schools Act (1996), school governing body must determine school policy, in line with the South African constitution and other educational policies. According to Likola (2003:10), school policy refers to general guidelines that seek to guide all activities towards achieving the vision of the school. There are two reasons for designing a school policy, which are, directive and corrective purposes. Directive purpose deals with directing the organization's operation while correctives purpose deals with problems

encountered during the operation, which is, correcting the behavior of individuals (Likola 2003:10). Some of the areas to be included in the school policy are; language, religion, admission, finance, dress code, safety, discipline, customer care, curriculum, assessment and accommodation.

The formation of the policy must be a democratic process. All stakeholders must have a buy-in of the policy; otherwise the policy will be difficult to be implemented. The school governing body must adopt the finalized school policy. Finally, the adopted school policy, in terms of South Africa School Act (1996), must be submitted to the Provincial Head of Department for ratification, so that it could have a legal status and enforcement.

1.8.4.3. School development plan

This refers to a document that aims at improving quality of education in a school. It is long-term in nature, that is, it has to be implemented within the period of three to five years. Sallis (1997:103) maintains that quality does not just happen, but it must be planned for within the context of a long-term direction. Furthermore, it is a systematic program that applies strategic planning principles and practices. Once adopted, it could serve as an instrument for accountability. In most cases, the designing of school development plan starts when the leadership of the school, that is, school-governing body, through SWOT analysis, identifies an undesirable situation and seeks to change it. For instance, the mass exodus of learners from township schools to former model C schools as a problem to be addressed.

1. 9. RESEARCH PROGRAMME

The research has five chapters.

- Chapter one comprised of background and orientation, problem statement, aims and objectives, research question, significance of the study, literature study, theoretical framework, assumptions, delimitation of the study, research design and methodology, definition of concepts, research programme and conclusion.
- Chapter two comprises of literature study.
- Chapter three is research methodology which is comprised of research design, population, sampling, instruments used and data collection procedures.
- Chapter four dealt with data analysis and interpretation.
- Chapter five dealt with overview, findings, recommendations, suggestions for further study and concluding remarks.

1.10. CONCLUSION

In general, the material was presented under headings in order to facilitate the retrieval of subject matter, which is of most interest to the reader without having to wade through a mass of information. The next chapter shall focus on literature study.

CHAPTER 2

LITERATURE STUDY

2.1. INTRODUCTION

In contrast to the previous chapter, that gave a background of the study, this chapter is aiming at giving literature review pertaining to Total Quality Management strategy and its impact on school development. This shall be done through answering these research sub-questions:

- Are there any quality assurance measurements in place to address the problem of school development?
- How can Total Quality Management be used to enhance school development?

These questions shall be answered through the study of literature that deals with Total Quality Management and school performance.

2.2. SOUTH AFRICAN QUALITY INITIATIVES

When the new education system was established after 1994 democratic breakthrough, the state of quality education, especially in the previously disadvantaged schools, was at its lowest level. As a result, the majority of parents had lost confidence in education offered in both village and township schools; hence they have taken their children to either independent or former model C schools in town (Letswalo 2002:10). Subsequently, some numbers of legislation were enacted with the intention of providing ‘quality education’ in public schools. The first was Education White Paper (1995) that stressed the need to create an

education system that will provide ‘quality education’ which will meet the challenges of 21st century. In addition, Section 20 of the South African Schools Act (1996) reiterates the same focus of provision of ‘quality education’ for all learners in public schools.

Furthermore, National Education Policy Act (1995) mandates the National Minister of Education to monitor and evaluate ‘quality education’ in public schools. Added to this, the South African Qualification Authority Act (1995) requires that Education and Training Quality Assurances bodies be established for the purpose of monitoring and auditing achievement in terms of national standards and ‘quality education’. On the other side, Further Education and Training Act (1998), makes it obligatory for Director-General to regularly assess and report on the state of ‘quality education’ provided in the education system.

In 1998, the education system started the process of modernizing and equalizing the curriculum in all schools. The programme was called ‘Curriculum 2005’ because it was to be implemented fully by the year 2005 (Van der Horst & McDonald, 2003:4). However, due to certain constraints, the programme was revised in 2002 and be given a new name called ‘Revised National Curriculum Statement’. The curriculum is based on the ‘Outcomes Based Education’ approach. The approach shift the focus of learning and teaching away from content and rote learning, towards an emphasis on outcomes. Some of these outcomes are the development of creative and critical thinking, working effectively in teams, problem-solving, using technology, and understanding the environment (Asmal 2000:64). Even though the national curriculum gives guidelines on outcomes and learning areas, each educator has considerable freedom in ways to implement the curriculum. Each school therefore has a great responsibility to ensure high quality teaching and learning, and ensure that the whole school offers a full and balanced curriculum to all learners.

In 2000, another piece of legislation, National Policy on Whole School Evaluation (2000), has also been designed to ensure the overall improvement of 'quality education' in South African public schools. This is done through assessing the whole school on the following 'areas of evaluation':

- Basic functionality of the school.
- Leadership, management and communication.
- Governance and relationships.
- Quality of teaching and educators development.
- Curriculum provision and resources.
- Learner achievement.
- School safety, security and discipline.
- School infrastructure and
- Parents and community (National Policy on Whole School Evaluation 2000:2).

Lastly, the South African education system developed the Integrated Quality Management System (2003), which amongst others, seeks to monitor an overall effectiveness of an institution. As the name indicates, this instrument integrates three components; Developmental Appraisal, Performance Management and Whole School Management. In order to monitor and improve the overall effectiveness of the school, the Staff Development Team and Development Support Group apply a planned and systematic educator development that is guided by certain performance standards. In order to sustain the progress and the morale of an educator, the teacher receives certain monetary incentive when he/she perform to certain level (Integrated Quality Management System, 2003)

All the above-indicated initiatives reflect the seriousness that the South African education system intends to improve the quality of education in all public schools. It is within this context that the following question was raised:

What is quality education and how can it be attained?

In response, there are two philosophical frameworks, Quality Assurance and Total Quality Management, which shed light and provided an answer to the above question.

2.2.1. QUALITY ASSURANCE

According to Asmal (2000:3), Quality Assurance is a process that represents the planned and systematic action that is necessary to ensure that the education provided by schools meets the expectations of learners and parents. It is a framework that provides indicators of good practice against which schools can measure their performance. Indicators are statement of the results, goals and behavior, which a school must demonstrate for excellent delivery.

In terms of National Policy on Whole School Evaluation (2000) and Integrated Quality Management System (2003), which are key quality assurance measures, one of the central indicators of quality education is ‘learner achievement’. The National Policy on Whole School Evaluation (2000) in particular asserts that the core mission of the school is to improve the educational achievement of all learners. In addition, the Revised National Curriculum Statement, Grade R – 9 (2002) goes further to indicate four components that characterize learner achievement; which are knowledge, skills, values and attitudes. These components are key focus areas which the process of teaching and learning should seek to attain.

2.2.1.1. Knowledge

As component of learner achievement, learners are expected to acquire certain level of knowledge during the learning process. According to Duminy and Sohng (1982:3), knowledge consists basically of concepts and judgement. It represents the facts, information, understanding and experience that are acquired through the process of learning, that is, the ability of learners to use their cognitive capabilities. In terms of the Revised National Curriculum Statement, Grade R – 9 (2002), the facts and information to be learned are indicated as Assessment Standards for each grade.

2.2.1.2. Skills

In addition, schools should ensure that learners do acquire certain skills. According to Hornby (1995:1109) skill is define as ‘the ability to do something well’. In other words, skill reflects the practical implementation of the acquired knowledge. The critical outcomes of the Outcomes Based Education Policy (2002) reflect skills, which have to be acquired in the General Education and Training Band. Some of such skills are critical thinking, teamwork, self-management, research, communication and entrepreneurship.

2.2.1.3. Values

Furthermore, learner achievement is characterized by the acquisition of values. Asmal (2000:10) indicated that value reflects what we believe to be important, that is, principles that represents the accepted rules and moral standard of behavior. In addition, values represent the ability of learners to distinguish between right and wrong or good and bad (Hornby 1995:1319).

In the school setting, school policy, especially the code of conduct of learners, should be clearly explained so that learners could understand and comply with it.

2.2.1.4. Attitudes

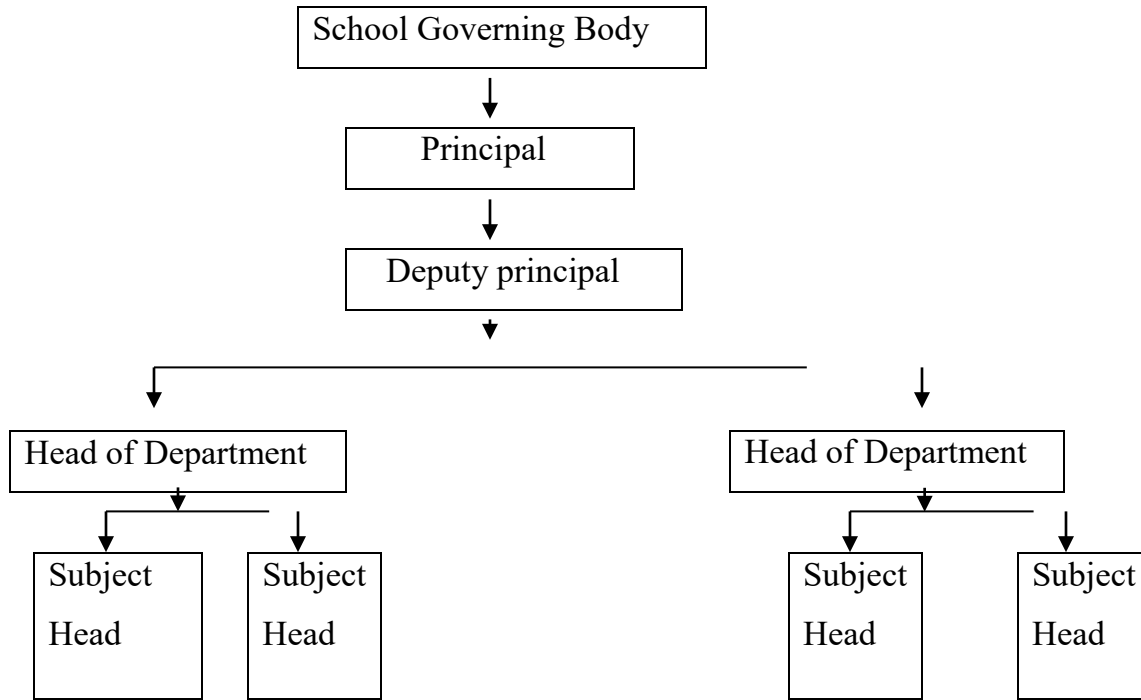
Lastly, an attitude as a component of learner achievement represents the response or way of behaving towards a certain value system, that is, whether the learner accepts or rejects the rule. It is in this context that learners must be taught clearly and thoroughly about the code of conduct for learners so that they could understand and identify themselves with its content. Again, educators should work closely with parents in order to inculcate positive attitude to learners.

In conclusion, these three instruments; National Policy on Whole School Evaluation (2000), the Revised National Curriculum Statement (2002) and the Integrated Quality Management system (2003) serve as the main guideline in the provision of quality education in South African schools.

2.2.2. TOTAL QUALITY MANAGEMENT

Unlike Quality Assurance, Total Quality Management is an approach or strategy of management that defines quality education as ‘customer satisfaction’ (Fox 1993:4, Juran and Gryna 1993:3, Oakland 1998:2 and Sallis 1997:17). In order to accomplish customer satisfaction, it encourages all stakeholders to participate very actively while the top management, that is, the School Governing Bodies, should guide, inspire, support and give strategic direction towards the program of continuous quality improvement. This approach further advises that learner achievement cannot be attained in the short term, but in the longer term of about three to five years. This approach is closely related to school leadership model of Van Wyk (1997:14) as indicated below:

Figure 1. Organogram of the school



This model indicates that School Governing Body occupies the executive level at the school and therefore responsible to provide quality education through Total Quality Management programs.

2.2.3. RELATIONSHIP BETWEEN TOTAL QUALITY MANAGEMENT AND QUALITY ASSURANCE

Both approaches are more concern with quality of education. Unlike Quality Assurance, Total Quality Management is a broad framework that incorporates, extends and develops Quality Assurance. In contrast, Quality Assurance ensures that the product or service that is rendered complies with certain predetermined standards and specifications (Fox 1993:262 and Sallis 1997:19). In other words, the success of Total Quality Management depends on quality assurance. In South

African education setting, the typical examples for quality assurance are the National Policy on Whole School Evaluation (2000) and Integrated Quality Management System (2003). These policies, as instruments for measuring quality education, have some number of indicators that characterize school performance.

Total Quality Management has some number of basic principles that guide and inform the process of continuous quality improvement in schools, which are; understanding customer satisfaction, transformative leadership, strategic quality management, competitive benchmarking, employee participation, process improvement teams, quality improvement training, quality information system and zero defects (Ross 1994:5, Sallis 1997:23 and Wendel & Cecil 1999: 228).

2.3. PRINCIPLES OF TOTAL QUALITY MANAGEMENT

According to Wendell and Cecil (1999:228), principles refer to organisational improvements techniques and approaches that characterize Total Quality Management for learner achievement. Such principles should be applied by School Governing Bodies in pursuit of quality education in public schools. In order to understand such principles, the researcher gave a brief background of each expert, which includes the likes of Edward Deming, Joseph Juran and Phillip Crosby.

2.3.1. Dr Edward Deming

Dr Edward Deming, the best known of the early pioneers, was credited with popularizing quality control in Japan in the early 1950s. Today he is regarded as a national hero in that country and was the father of the world-famous Deming Prize for Quality. He was best known for developing a system of statistical quality control, although his contributions go substantially beyond these techniques. His

philosophy begins with ‘top management’ but maintains that a company must adopt the fourteen points of his system at all levels. He also believed that quality must be built into the product at all stages in order to achieve a high level of excellent. While it cannot be said that Deming was responsible for quality improvement in Japan or United States, he had played a substantial role in increasing the visibility of the process and advancing an awareness of the need to improve.

Deming defined quality as a predictable degree of uniformity and dependability, at low cost and suited to the market. Deming taught that 96 percent of variations had common cause while 4 percent had special causes. He viewed statistics as a management tool and relied on statistical process control as a means of managing variation in a process. Deming’s chain reaction stated that:

“As quality improves, costs will decrease and productivity will increase, resulting in more jobs, greater market share, and long-term survival” (Sallis 1997:38).

Although it is the worker who will ultimately produce quality products, Deming stressed the importance of worker pride and satisfaction, rather than the establishment of quantifiable goals. His overall approach focused on improvement of the process, because the system, rather than the worker, is the cause of the process variation (Ross 1999:4). Deming’s universal fourteen points for management, as indicate by Ross (1999:5) are summaries as follows:

- Create consistency of purpose.
- Adopt the new philosophy of quality.
- Cease dependence on mass inspection.
- End the practice of choosing suppliers based solely on price.
- Identify problems and work continuously to improve the system.

- Adopt modern methods of training on the job.
- Change the focus from production numbers to quality.
- Drive out fear.
- Break down barriers between departments.
- Stop requesting improved productivity without providing methods to achieve it.
- Eliminate work standards that prescribe numerical quotas.
- Remove barriers to pride of workmanship.
- Institute vigorous education and training and
- Create a structure in the top management that will emphasize the preceding thirteen points every day.

2.3.2. Joseph Juran

The union of Japanese Scientific and Engineers invited Juran, like Deming, to Japan in 1954. His lectures introduced the managerial dimensions of planning, organizing, and controlling and focused on the responsibility of management to achieve quality and the need for setting goals. Juran defined quality as:

“Fitness for use in terms of design, conformance, availability, safety, and field use” (West-Burnham 1997:53).

Thus, his concept more closely incorporated the point of view of the customer. He was prepared to measure everything and relied on systems and problem-solving techniques. Unlike Deming, he focused on top-down management and technical methods rather than worker pride and satisfaction.

Juran’s ten steps to quality improvements are:

- Build awareness of opportunity to improve.

- Set goals for improvements.
- Organize to reach goals.
- Provide training.
- Carry out project to solve problems.
- Report progress.
- Give recognition.
- Communicate results.
- Keep score and
- Maintain momentum by making annual improvement part of the regular system and process of the company (Sallis 1997:23).

Juran was the founder of the “Juran Institute” in Wilton, Connecticut. He promoted a concept known as “Managing Business Process Quality”, which is a technique for executing cross-functional quality improvement. Juran’s contribution may, over the longer term, be greater than Deming’s, because Juran had the broader concept, while Deming’s focused on statistical control is more technically oriented.

2.3.3. Philip Crosby

Philip Crosby, author of the popular book, “Quality is Free”, might have achieved the greatest commercial success by promoting his views through founding the Quality College in Winter Park, Florida. He argued that poor quality in the average firm costs about 20 percent of revenues, most of which could be avoided by adopting good quality practices. His ‘absolutes’ of quality are:

- Quality is defined as conformance to requirements, not “goodness.”
- The system for achieving quality is prevention, not appraisal.

- The performance standard is zero defects, not “that close enough.”
- The measurement of quality is the price of non-conformance, not indexes (West-Burnham 1997:34).

Crosby stressed motivation and planning and does not dwell on statistical process control and several problem-solving techniques of Deming and Juran. He stated that quality is free because the small costs of prevention would always be lower than the costs of detection, correction and failure. Like Deming, Crosby had his own fourteen points, which are:

- Management commitment.
- Quality improvement teams.
- Quality measurement.
- Costs of quality.
- Quality awareness.
- Corrective action.
- Zero defects planning.
- Supervisor training.
- Zero defects day.
- Goal setting.
- Error causes removal.
- Recognition.
- Quality councils and
- Do it all over again (Ross 1999:7).

The following summarized principles, as adopted by conference held in the United States by Conference Board, are presented to indicate their impact on school development (Wendell & Cecil 1999:228).

2.3.4.1. Understanding customer needs

Most scholars and researchers define customer as any person, group or organisation that uses the product or service rendered (Juran & Gryna 1993:3 and Ross 1999:205). In addition, West-Burnham (1997:85) categorized customers into two main groups, which are, first liners and second liners. First liners represent learners and parents while second liners comprise of educators, parents and government officials.

The main reason for understanding customer is that the operation and survival of the school depend on customers, because the school is meant to serve learners. Amongst others, the needs and aspirations of customers can be understood through the use of questionnaires and suggestion boxes where parents must indicate their views about the schools.

Due to the fact that most learners are flocking from the previously disadvantaged schools to former model C schools (Kumalo 1998:11, Grey 1999:4, Sibanda 2000:22 and Letswalo 2002:10), the researcher believed that the implementation of this principle can fast-track the provision of quality education in all schools and therefore makes customers satisfied.

2.3.4.2. Transformative leadership

Koehler and Pankowski (1996:136) define transformation leadership as the ability for having certain qualities and skills that enable one to influence the behavior of others towards certain strategic direction. Juran and Gryna (1993:115) emphasized “85/15 principle”, which implies that leadership is responsible for 85% of an organisational quality. In most cases, transformative leaders possess qualities like:

- Energy and stamina.
- Task relevant knowledge.
- Commitment and sacrifice.
- Persistent and brave.
- Positive self-esteem.
- Strong desire to lead others.
- Ability to communicate well and
- Empowering other (Koehler & Pankowski 1996:137 and Oakland 1998:36).

It is imperative for the School Governing Bodies to be aware that needs and aspirations of learners and parents are in constant state of change. Therefore they should ensure that the programs and curriculum provided by the schools are moving with pace of change and in line with the expectations of their customers. School Governing Bodies must always be agents of change and be committed to quality education.

2.3.4.3. Strategic quality management

According to Ross (1999:91), strategic quality management refers to a process whereby all the activities, like school plans, policies and programs, should strictly aim at the realization of vision, mission and objectives of the school. In this context, the main objective is ‘quality education’. Some of the elements of the strategic quality management are:

- Vision and mission statement.
- SWOT analysis.
- Quality strategy.
- Detailed short-range action plan.

- Monitoring performance and
- Feedback.

For the other lower levels of management to be effective, tactical and operational, the top management should ensure that it provides conducive strategic framework. The principal should see to it that all school activities are in line with the attainment of the school vision and mission.

2.3.4.4. Competitive benchmarking

Competitive benchmarking is a continuous and systematic program of comparing school's performance against certain external standards. The school, looks to other "best-in-class" schools for ideas and solutions. They assist the school to set high standard against other schools whose performance is superior. Such a standard could serve as a point of reference (Juran and Gryna 1993:85, and Ross 1999:239). Amongst others, competitive benchmarking seeks to achieve the following:

- To set realistic and rigorous new performance targets that will exceed customer needs.
- To define specific gaps in performance and to select processes that effect improvement and
- To provide basis for training (Ross 1999:240).

This principle implies that schools, especially the previously disadvantaged ones, should develop a program of learning from other schools which are providing quality education.

2.3.4.5. Employee participation

Ross (1999:121) defined employee participation as a continuous and systematic process of empowering other members of the workforce to make decisions and solve problems appropriate to their levels in the school. The logic is that people closest to the problem or opportunity are in the best position to make decisions for improvement. Again, the employee involvement program helps some members of the workforce to move out of their comfort zones and status quo and start to be part of the broader transformative program of the school.

In the context of the school, the concept employee refers to stakeholders, such as learners, educators, non-educating staff, parents and government officials. School governing bodies should see to it that participation of stakeholders is valued and encouraged so that the goals are realized. Stakeholders should not only be involved in decision making, but also in assessment of service delivery. These could be done in the form of questionnaires and suggestion boxes parents and other stakeholders could state their view and feelings about the state of quality education.

2.3.4.6. Process improvement teams

According to Koehler and Pankowski (1996:108), process improvement team refers to a small group of individuals with a specific purpose, that is, to complete a certain task. Such a group of individuals do accept beliefs and principles of Total Quality Management, accept ownership of a specific process, and unite for the purpose of improving quality and reduce costs. Koehler and Pankowski (1996:108) maintain that the usage of teams promote collective wisdom. The successes of a process improvement teams lies on the following:

- Establishing the vision, mission, goals and objectives of each school.
- Dissolving the traditional management hierarchy in the school.
- Involving educators in all management activities.
- Involving parents in all management activities of the school (Ndhlovu 2001:194).

Section 30 of the South African Schools Act (1996) makes it obligatory for the School Governing Bodies to establish committees in the schools that will enhance the provision of quality education. Therefore, it is critical that these committees are encouraged and supported at schools.

2.3.4.7. Quality improvement training

Quality improvement training is a planned, continuous and systematic capacity building program that aims at empowering the human capital with knowledge, skills, values and positive attitude. The rationale behind the activity is to adjust all members of the workforce in the school, that is, from the ordinary cleaner to the chairperson of the School Governing Body (Koehler & Pankowski 1996:173). According to Ross (1999:122), quality training should be informed by the curricular needs of the school and also conforms to the following:

- Define objectives.
- SWOT analysis.
- Specify quality training needs.
- Implement and monitor training.
- Assess results and
- Review effectiveness.

The implication here is that there must be enough capacity building programme at school for all stakeholders.

2.3.4.8. Quality information system

The ability to make decisions quickly has always been critical to management at all levels, and information technology is essential to this process. Information is critical enabler of Total Quality Management. More and more successful organisations agree that information technology and information systems serve as key to their quality success (Ross 1999:62). Conversely, this component of Total Quality Management is frequently the roadblock to improvement at many schools. At these institutions better quality and productivity may not be the issue; rather, the real issue may be better quality information that will facilitate customer satisfaction.

2.3.4.9. Zero defects (Kaizen)

This concept, as coined by Crosby (Sallis 1997:67), refers to a planned, continuous and systematic process of service improvement that aims at customer satisfaction. It is a continuous search for source of defects, failures or variations with a goal of eliminating them entirely. It is a commitment to success whereby correct systems have to be put in place that will ensure that things are done the correct way, first time. Again, leadership should sign performance contract that will commit them towards perfection (Mlangeni 2001:71, Ross 1999:146 and Wendell & Cecil 1999:229).

This process ensured that the continuous quality improvement in schools reduces unnecessary costs. This depends mostly on the gathering and analysis of data, hence Total Quality Management is also known as “management by facts”

(Koehler & Pankowski 1996:69). The following methods are mostly used to collect data:

- Statistical process control.
- Tagushi methods and
- Plan-Do-Study-Act Cycle (PDSA) approach.

In case of the statistical process control methods, the following tools are commonly used:

- Data collection : checklist, questionnaires and observations.
- Data : control chart, bar graph and histograms.
- Problem analysis : Pareto analysis and Ishikawa diagram.

In the school setting, this technique could be realized through the adoption and implementation of school program, school policies and code of conduct for learners and educators. The School Governing Body and School Management Team should continuously be on the alert for anyone who deviates from the norm and immediately correct the situation. They must always engage in research for any deviation and declare zero tolerance to that effect. Furthermore the principal should have a regular programme of class visits, as guided by Integrated Quality management System (2003), in order to ensure that quality education is given to learners.

2.4. THE IMPLEMENTATION OF TOTAL QUALITY MANAGEMENT

Generally, the researcher agrees with the application of these principles and believes that they could be able to assist School Governing Bodies to meet the

expectations of Section 20 of the South African School Act (1996), which declares that school governing bodies must provide quality education in all public schools.

In order to fulfill this obligation, School Governing Bodies should adopt and apply these principles during the process of developing and implementing school development plans. It is through school development plan that Total Quality Management can be realized. In short, school development plan according to Sallis (1997:104) refers to a systematic quality improvement program, which is long term in character, that is, within the range of three to five years.

In most cases, the designing and development of school development plans starts when leadership of the school, through SWOT analysis, identifies an undesirable situation and seeks to change it. For instance, the mass exodus of learners from the township schools to former model C schools can serve as a trigger to initiate or develop school development plan. Such mass exodus of learners assists in the understanding customer needs and inspirations which all stakeholders could start focusing on. To make the program relevant, the School Governing Body must take serious note of the success stories of the best performing schools around, especially where learners are flocking to in large numbers.

Lastly, the process of implementing the school development plan should be guided by principles such as strategic quality management, continuous quality improvement and zero tolerance. For instance, once the plan has been adopted and received blessing from all stakeholders, the School Governing Body must make sure that it declares zero tolerance to all who work in contrary to the program.

2.5. CONCLUSION

This chapter has shed light on the understanding of Total Quality Management strategy for the improvement of school performance. This has been done through answering these two research sub-questions;

- Are there any quality assurance measures in place to address the problem of school development?
- How can Total Quality Management be used to enhance school development?

In order to get answers for the above questions, the researcher gave highlights on some South African legal framework on quality education, relationship between Total Quality Management and quality assurance and the implications of Total Quality Management in education setting. The next chapter will focus on research methodology.

CHAPTER 3

RESEARCH METHODOLOGY

3.1. INTRODUCTION

Research methodology refers to a range of approaches or designs that are used to collect, analyze and interpret data in order to provide a most valid and accurate answer to the research questions. Added to this, research methodology provides plan, structure or set up, that will guide the investigation in the sense that it describes the procedures for conducting the study, including when, from whom and under which conditions the data will be collected (Hoberg 1995:84, Le Compte 1993:67, Leedy 1993:39 and Schumacher & McMillan 1993:141). It is a research methodology that distinguishes research from a mere speculation as Popper; in Ndhlovu (2001:31) explained:

“For once we have told that the aim of science is to explain, and that the most satisfactory explanation will be the one that is most severely testable and most severely tested, we know that all that we need to know is methodology”.

In this chapter, the researcher will discuss the research design, population, sampling instruments used, validity and reliability and data collection procedures.

3.2. RESEARCH DESIGN

Research design refers to the detailed plan of how a research will be conducted. It provides the framework according to which the data is to be collected in order to investigate the research question (De Vos & Fouche 1998:123). According to Hopkins (1996:237) the design should utilize the techniques that best fits the

problem and should give the most reliable and valued data. The researcher should select the research approach after a consideration of the purpose of the research, the nature of the research questions and the resources available to him or her (Schurink 1998:253).

In this study the researcher has used the basic quantitative research design, which adopts the positivist philosophy. The reason for employing this approach was that the researcher wanted to obtain and describe attitudes, beliefs and opinions of respondents regarding whether Total Quality Management can be employed to address the problem of school development in the previously disadvantaged schools. It is upon this context that the researcher felt the need to describe population used in this research.

3.3. POPULATION

Population is the entire group of items or individuals from which the samples under consideration are presumed to come. Melville and Goddard (1996:29) maintain that a population is any group that is the subject of research interest. Population is sometimes referred to as the universe and it is defined as the entire group whose characteristics are to be estimated (Ndagi 1984:75). The population is the group of interest to the researcher, the group to which the researcher would like the results of the study to be generalized (Gay 1996:72).

The population of this study was made out of one hundred and sixty respondents of the school governing body serving in the primary schools of Sabie Circuit, who came from the categories of principals, educators and parents. In this research learners were excluded, because in terms of Section 23 of the South African schools Act (1996), they do not form part of school governance in primary schools.

3.4. SAMPLING

Sampling is a process of selecting individuals who will participate in a research study. As a group, such individuals; also known as participants or subjects, is usually referred to as the sample, which are selected from larger group, called population. In view of the aim of study, simple random sampling was used. In simple random sampling, subjects are selected from the population so that all members have the same probability of being selected (Hoberg 1996:87, Le Compte 1996:71, Leedy 1993: 43 and Schumacher & McMillan 1993:161).

In this context, the researcher randomly selected eight schools out of the population of twenty primary schools within Sabie Circuit. These schools were previously under the administration of the then Department of Education and Training. From each school, there were eight respondents who were available and ready to participate in the research. That gave the total of sixty-four respondents which were made up of eight principals, sixteen educators and forty parents as indicated in Table 1.8.2.1.

3.5. INSTRUMENTS USED IN THE STUDY

According to Schumacher and McMillan (1993:225), research instruments are tools that are used to collect data from the field. Having selected survey method of investigation, the researcher needed to choose the instruments that would be used to collect data. To supplement literature review questionnaires were used to collect data from the field.

3.5.1. Questionnaires

Questionnaires are set of questions on forms, which are completed by the respondents in respect of a research project. The questions can either be structured or unstructured. Mokgalabone (1992:420) was rightly correct to state that:

“The questionnaire has a unique capacity to arrest the phenomenon under investigation and to bring it to a standstill for the purpose of collecting desired factual information about it”.

In this research three semi-structured questionnaires were designed and administered to some randomly selected schools. Semi-structured questionnaires were used because:

- The answers are standardized and can be compared from person to person.
- The answers are much easier to be coded and analyzed, and can often be coded directly from questionnaires, saving time and money.
- A respondent, who is unsure about the meaning of the question, can often tell from the other categories what is expected.
- The answers are expected to be relatively complete and a minimum of irrelevant responses is expected (Ndhlovu 2001:99).

The three semi-structured questionnaires used in this study have two parts, which are: A and B. Part A was for the personal information, while Part B was designed to get opinion of school governing body members about Total Quality Management. To ensure that questions served their purpose, their reliability and validity were established.

3.6. RELIABILITY AND VALIDITY OF RESEARCH INSTRUMENTS

3.6.1. Reliability

Within social research circles, reliability means consistency of the research instrument in measuring particular variables. Obtaining the same results when the instrument is administered again on a stable conditions guarantee that the instrument is reliable (Leedy 1993:64 and Mlangeni 2001:101). When speaking about reliability, researchers are trying to answer this question:

“How accurate and consistent is the research instrument?”

The goal of developing reliable instrument was to minimize the influence of chance or other variables unrelated to the intent of the measuring instrument.

In this research, the researcher employed reliability in order to ensure that questionnaires measured exactly what they were intended to measure.

3.6.2. Validity

In contrast, validity can be viewed in two dimensions, namely, internal validity and external validity. Internal validity entails accurate answering of questions like:

“What does the research instrument measure?”

“What do the results mean?”

In addition, internal validity seeks to control intervening variables that are likely to distort the final results. On the other side, external validity means the extend 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 (Ndhovu 2001:136). The goal of employing validity in this research was to ensure that the findings arrived at could be generalized to the entire population.

Validity and reliability complement each other. The accuracy and consistency of the research instrument has an effect on the meaning of results. If reliability is low, obviously the meaning of the results may not be accurate (Le Compte 1993:76 and Schumacher and McMillan 1993:149). To determine the reliability of the instrument, the following techniques were employed.

3.6.3. Pilot study

A pilot study is a process of validating the research instrument. It is a process whereby the instrument was tested on a miniature scale, particularly to conditions similar to that of the field from which data will be collected (Hoberg 1996:54). In this study, the instruments were piloted to schools with similar features. The aim of the piloting process was to assess and correct the following:

- Existence of any form of ambiguity within instruments.
- Clarity of the entire instruments from the first to the last question.
- Presentability of the instruments and
- Validity of the instruments.

Eight members of the school governing body from the randomly selected schools were used as a sample and were given questionnaires to respond to. After responding, the respondents were assembled for discussion. They made contributions and corrections that were effected into the questionnaires.

3.6.4. Reputability study

The reputability study entails the identifications of experts from the community, academic institutions, government organisations and non-government organisations who have thereafter requested to look into the instrument and make inputs (Leedy 1993:49, and Mlangeni 2001:94). The researcher requested the Circuit Manager, who holds Masters in Education (M.Ed), to check semantics, style and relevancy. The purpose of applying the technique was to ensure that questions used are complying with the best standard of research questionnaires.

3.7. DATA COLLECTION PROCEDURE

The main research instruments that were used to collect data were questionnaires. After schools were randomly selected, the researcher, personally delivered questionnaires to all the schools. A brief discussion was held with principals to explain the purpose of the study and also to request him/her to deliver them to other members of the school governing body. A date for the collection of the completed questionnaire was also discussed and agreed upon.

As the instruments were delivered personally, the researcher met the majority of principals. This allowed the researcher to have a feeling of the behavioral pattern of schools, to see the status of the school buildings, observe the behavior of educators and learners, and get a feeling of the school climate. As the researcher delivered questionnaires in Sabie Circuit, Mpumalanga Province it cannot be ruled out that a degree 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.

3.8. CONCLUSION

In this chapter, the researcher discussed the research methodology, the instruments used in the study, reliability and validity of the research instruments, pilot study, reputability study, and sample designed and size. The next chapter will focus on data analysis and interpretation.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1. INTRODUCTION

This chapter represents a summary of the statistics and responses got from the questionnaires given to sixty-four respondents. As the investigation was conducted in eight primary schools, only parents, educators and principals were involved in the collection of data as indicated earlier on Table 1.8.2.1. As indicated earlier, learners were excluded in this study because they do not form part of the school governing body in the primary schools (Section 23 of the South African Schools Act, 1996).

The presentation of data was prescriptive and frequency distributed, as data analysis technique was used. The information from the questionnaires is being distributed below in the form of tables and then followed by interpretation of data.

In this chapter, questionnaires were used to collect data, that was, for the category of principals, category of educators serving in the school governing body and category of parents serving in the school governing body. Some of the questions were about personal information while others were about contextual information on aspects of school development based on Total Quality Management strategy.

4.2. DATA PRESENTATION

SECTION A

4.2.1. Research questions for principals

Table 4.2.1.1. Respondents were asked about their gender

Respondents	Number	Percentage
Male	6	75
Female	2	25
Total	8	100

Table 4.2.1.1 revealed that 75% of respondents were males while the other 25% of respondents were females. This could be attributed to the fact that, in the past, males were more preferred to be principals than females.

Table 4.2.1.2. Respondents were asked about their age

Respondents	Number	Percentage
Less than 40 years	0	0
More than 40 years	8	100
Total	8	100

Table 4.2.1.2 revealed that 100% of respondents have more than forty years of age. This could be attributed to the fact that before 1994 democratic breakthrough, educators were promoted to principalship post on the basis of their teaching experience and seniority.

Table 4.2.1.3. Respondents were asked to indicate their experience as principals

Respondents	Number	Percentage
Less than 10 years	2	25
More than 10 years	6	75
Total	8	100

Table 4.2.1.3 revealed that 75% of respondents had more than ten years of experience as principals while the remaining 25% were having less than 10 years of experience as principals. This could be attributed to the fact that most principals were promoted before 1994 democratic breakthrough.

Table 4.2.1.4. Respondents were asked to indicate whether they have done a course in Total Quality Management

Respondents	Number	Percentage
Yes	1	12.50
No	7	87.50
Total	8	100

Table 4.2.1.4 revealed that the majority of respondents, 87,50% have not done any course in Total Quality Management while only 12.50% of respondents have done a course in Total Quality Management.

This could be attributed to the fact that Total Quality Management is still a new field in the education sector, because it is currently more prevalent in the business field.

Table 4.2.1.5. Respondents were asked to rate quality of education at their schools

Respondents	Number	Percentage
Satisfactory	3	37.50
Unsatisfactory	5	62.50
Total	8	100

Table 4.2.1.5 revealed that 62.50% of respondents were not satisfied with the quality of education at their schools while only 37.50% of respondents were satisfied with quality of education at their schools.

This could be attributed to the fact that most principals are conscious of the fact that parents are in need of high standard of education, hence they do send their children to former model C schools in town.

Table 4.2.1.6. Respondents were asked to indicate the extent of practice whereby parents take their children to former model C schools

Respondents	Number	Percentage
Less serious	2	25
More serious	6	75
Total	8	100

Table 4.2.1.6 revealed that the majority of respondents, 75%, view the tendency of parents to send their children to former model C schools as serious and threatening while the remaining 25% did not view the tendency as serious.

This could be attributed to the fact that such a tendency of removing learners from the previously disadvantaged schools to former model C schools impact negatively on the post establishment of schools. This normally lead to re-deployment of educators.

Table 4.2.1.7. Respondents were asked to rate the implementation of the Outcomes Based Education at their schools

Respondents	Number	Percentage
Satisfactory	2	25
Unsatisfactory	6	75
Total	8	100

Table 4.2.1.7 revealed that the majority of respondents, 75% were not satisfied with the manner in which the Outcomes Based Education was being implemented at their school, while the remaining 25% of respondents were satisfied with the manner in which the curriculum was implemented at their schools.

When asked to suggest possible reasons for such ineffective implementation of the curriculum, some respondents indicated that the training was insufficient.

This could be attributed to the fact that the Outcomes Based Education is still a new program that poses some number of challenges to most educators.

Table 4.2.1.8. Respondents were asked to indicate the state of readiness in implementing Integrated Quality Management System at their schools

Respondents	Number	Percentage
Satisfactory	1	12.50
Unsatisfactory	7	87.50
Total	8	100

Table 4.2.1.8 revealed that the majority of respondents 87.50%, were not satisfied with the state of readiness for the implementation of Integrated Quality Management System at their schools, while only 12.50% of respondents were satisfied with the state of readiness.

Some respondents also indicated that insufficient time for training was one of the central factors. This could be attributed to the fact that Integrated Quality Management System is still a new quality assurance measure that is not yet fully understood by educators.

Table 4.2.1.9. Respondents were asked to indicate how often did they visit classes

Respondents	Number	Percentage
Always	1	12.50
Once per month	0	0
Quarterly	1	12.50
Not at all	6	75
Total	8	100

Table 4.2.1.9 revealed that the majority of respondents, 75%, were not paying class visits at their schools, 12.50% of respondents always paid class visit and 12.50% of respondents were paying class visit quarterly.

For the fact that respondents were not paying class visits could be attributed to the fact that some principals are still having problem in understanding Integrated Quality Management System.

Table 4.2.1.10. Respondents were asked to indicate whether parents collected their children’s progress reports at their schools

Respondents	Number	Percentage
Yes	3	37.50
No	5	62.50
Total	8	100

Table 4.2.1.10 revealed that, 62.50% of respondents said that parents were not collecting their children’s progress report at their schools while the remaining 37.50% of respondents said that parents did collected progress report at their schools.

This could be attributed to the fact that some parents are not aware of the critical role they are expected to play in the education of their children.

Table 4.2.1.11. Respondents were asked to rate the implementation of school policies at their schools

Respondents	Number	Percentage
Satisfactory	2	25
Unsatisfactory	6	75
Total	8	100

Table 4.2.1.11 revealed that the majority of respondents, 75% were not satisfied with the manner in which school policies were implemented at their schools while the remaining 25% of respondents were satisfied with the implementation of school policies at their schools. When requested to furnish possible reasons for their dissatisfaction, they cited, amongst others, incapacity of school governing body members as the main reason.

This could be attributed to the fact that some principals are not necessarily involving members of governing body when drafting school policies, hence the poor implementation of such school policy.

Table 4.2.1.12. Respondents were asked to indicate whether educators serving in school governing body reported to other staff members

Respondents	Number	Percentage
Satisfactory	1	12.50
Unsatisfactory	7	87.50
Total	8	100

Table 4.2.1.12 revealed that the overwhelming majority of respondents, 87.50% said that educators serving in the school governing body did not give report to other members of the staff, while only 12.50% of respondents said that educators reported to other staff members.

Some cited insufficient time as the main reason for not reporting. This could be attributed to the fact that educators are very much pressed to do their best in curriculum implementation, rather than on school governance issues.

Table 4.2.1.13. Respondents were asked to rate the general functionality of school governing body at their schools

Respondents	Number	Percentage
Satisfactory	3	37.50
Unsatisfactory	5	62.50
Total	8	100

Table 4.2.1.13 revealed that 62.50% of respondents were not satisfied with general functionality of the school governing body at their schools, while the other 37.50% of respondents were satisfied.

When requested to indicate possible reason for the dysfunctionality of their school governing bodies, some cited lack of incentives as the most central factor. This could be attributed to the fact that most school governing body members, especially parents, are unemployed and some spend most of their time seeking a source of an income.

Table 4.2.1.14. Respondents were asked to indicate whether their schools have adopted school development plans

Respondents	Number	Percentage
Yes	2	25
No	6	75
Total	8	100

Table 4.2.1.14 revealed that majority of respondents, 75%, said that their schools have not yet adopted school development plans, while the remaining 25% of respondents said that they have adopted school development plans.

This could be attributed to the fact that some school governing body members do not have sufficient knowledge to establish school development plans, hence the need to co-opt other members of the community, based on their expertise.

Table 4.2.1.15. Respondents were asked whether they agreed with the notion of applying zero tolerance in implementing code of conduct for educators

Respondents	Number	Percentage
Yes	8	100
No	0	0
Total	8	100

Table 4.2.1.15 revealed that the overwhelming majority of respondents, 100%, agreed with the notion of applying zero tolerance in the implementation of code of conduct for educators.

This could be attributed to the fact that most principals are more committed to realize quality education and they become impatient for those who are not working hard.

SECTION B

4.2.2. Research questions for educators serving in the school governing body

Table 4.2.2.1. Respondents were asked about their gender

Respondents	Number	Percentage
Male	6	37.50
Female	10	62.50
Total	16	100

Table 4.2.2.1 revealed that 62.50% of respondents were females while the other 37.50% were males. This could be attributed to the fact that most females do accept task readily while males do not take extra task readily due to other responsibility outside school context.

Table 4.2.2.2. Respondents were asked about their age

Respondents	Number	Percentage
Less than 40 years	12	75
More than 40 years	4	25
Total	16	100

Table 4.2.2.2 revealed that the majority of respondents, 75% are below the age of forty years, while the remaining 25% are above the age of forty years. This could be attributed to the fact that the newly appointed educator, who are still young and active are ready to take responsibility than old educators.

Table 4.2.2.3. Respondents were asked about their teaching experience

Respondents	Number	Percentage
Less than 10 years	7	43.75
More than 10 years	9	56,25
Total	16	100

Table 4.2.2.3 revealed that 56,25% of respondents had more than ten years of teaching experience while the other 43,75% of respondents were having less than 10 years of teaching experience. This could be attributed to the fact that the majority of educators in the education system are having more than ten years of teaching experience.

Table 4.2.2.4. Respondents were asked to indicate whether they have done a course in Total Quality Management

Respondents	Number	Percentage
Yes	3	81.75
No	13	18.25
Total	16	100

Table 4.2.2.4 revealed that the overwhelming majority of respondents, 81.75%, indicated that they have not done any course in Total Quality Management while the other 18.75% said that they have done a course in Total Quality Management.

This could be attributed to the fact that Total Quality Management is still a new field in the education sector.

Table 4.2.2.5. Respondents were asked to indicate their positions in the school governing body

Respondents	Number	Percentage
Chairperson	0	0
Deputy chairperson	1	6.25
Secretary	7	43.75
Deputy secretary	2	12.50
Treasurer	5	31.25
Additional member	1	6.25
Total	16	100

Table 4.2.2.5 revealed that the majority of educators, 43.75% and 31.25%, in the school governing bodies occupied positions of secretaries and treasurers respectively.

This could be attributed to the fact that their level of knowledge and experience is better than that of parents. Again educators are always available at schools.

Table 4.2.2.6. Respondents were asked to indicate possible reasons for parents to send their children to former model C schools

Respondents	Number	Percentage
Good resources	0	0
Committed staff	0	0
Diligent SGB	0	0
All indicated above	16	100
Total	16	100

Table 4.2.2.6 revealed that the overwhelming majority of respondents, 100%, indicated that parents sent their children to former model C schools because of better resources, committed educators and diligent school governing bodies.

This could also be attributed to the fact that there is a perception that says former model C schools provide quality education.

Table 4.2.2.7. Respondents were asked to rate the extent of acquiring knowledge and skills by learners at their schools

Respondents	Number	Percentage
Satisfactory	4	25
Unsatisfactory	12	75
Total	16	100

Table 4.2.2.7 revealed that the majority of respondents, 75% were not satisfied with the way learners were acquiring knowledge and skills at their schools while

the remaining 25% of respondents were satisfied with the way learners were acquiring knowledge and skills.

This could be attributed to the fact that in some schools, educators are still struggling to develop proper learning programs, work schedules and lesson plans.

Table 4.2.2.8. Respondents were asked to rate the extent of acquiring values and attitude by learners at their schools

Respondents	Number	Percentage
Satisfactory	6	37.50
Unsatisfactory	10	62.50
Total	16	100

Table 4.2.2.8 revealed that the majority of respondents, 62.50% were not satisfied with the way learners were acquiring values and attitudes at their schools while the other 37.50% of respondents were satisfied with the way learners were acquiring values and attitudes at their schools.

Again this could be attributed to the fact that in some schools, educators are still struggling to design proper learning programs, work schedules and lesson plans.

Table 4.2.2.9. Respondents were asked to indicate whether parents were encouraged to write and state their feelings about performance of their children

Respondents	Number	Percentage
Yes	2	12.50
No	14	87.50
Total	16	100

Table 4.2.2.9 revealed that the overwhelming majority of respondents, 87.50% indicated that parents were not encouraged to write and state their feelings about performance of their children while only 12.50% said that parents were encouraged to write and state their feelings about the way the school performs.

This could be attributed to the fact that most schools are not yet adopted school policy on customer care.

Table 4.2.2.10. Respondents were asked to indicate whether principals reported in school governing body meetings about academic performance

Respondents	Number	Percentage
Yes	6	37.50
No	10	62.50
Total	16	100

Table 4.2.2.10 revealed that 62.50% of respondents indicate that principals were not reporting about academic performance of learners during school governing

body meetings while the remaining 37.50% of respondents indicated that principal reported during school governing body meetings.

This could be attributed to the fact that the time spent for school governing body meetings in some schools is very little. Again, in some schools, they only discuss either financial or disciplinary issues.

Table 4.2.2.11. Respondents were asked to indicate whether their schools have adopted school development plans

Respondents	Number	Percentage
Satisfactory	4	25
Unsatisfactory	12	75
Total	16	100

Table 4.2.2.11 revealed that the majority of respondents 75% indicated that they have not adopted school development plans at their schools while the other 25% indicated that they have adopted school development plans.

This could be attributed to the fact that some school governing bodies do not have sufficient knowledge to develop such plans. That is why there is a need for such school to co-opt other members of the community to assist them.

Table 4.2.2.12 Respondents were asked to indicate whether they agreed or disagreed with the notion that principals should sign performance contract

Respondents	Number	Percentage
Agree	9	56.25
Disagree	7	43.75
Total	16	100

Table 4.2.2.12 revealed that 56.25% of respondents indicate that they agree with the notion that said principals should sign the performance contract in order to enhance productivity while the remaining 43.75% of respondents disagreed with such a notion.

This could be attributed to the fact that educators are aware that schools are aggressively competing for learners, and the competency of principal is very critical for the survival of schools.

SECTION C

4.2.3. Research questions for parents serving in the school governing body

Table 4.2.3.1. Respondents were asked to indicate their gender

Respondents	Number	Percentage
Male	11	27.50
Female	29	72.50
Total	40	100

Table 4.2.3.1 revealed that 72.50% of respondents were females while the other 27.50% were males. This could be attributed to the fact that most males are working far from home and come home either on weekends or month end only. Consequently, they are unable to participate fully in the school governing body issues.

Table 4.2.3.2. Respondents were asked to indicate their age

Respondents	Number	Percentage
Less than 40	8	20
More than 40	32	80
Total	40	100

Table 4.2.3.2 revealed that the majority of respondents, 80% were having more than forty years of age while only 20% of respondents were having less than forty years of age.

This could be attributed to the fact that young parents do not show interest in school governance issues. Again, that might also be attributed to the fact that some parents are working very far from home and their children are left with their grandparents.

Table 4.2.3.3. Respondents were asked about their experience in the school governance

Respondents	Number	Percentage
Less than 3 years	11	27.50
More than 3 years	29	72.50
Total	40	100

Table 4.2.3.3 revealed that 72.50% of respondents had more than three years experience in school governance while the other 27.50% of respondents had less than three years experience in school governance.

This could be attributed to the fact that some schools do encourage respondents who have been trained to serve in the school governance.

Table 4.2.3.4. Respondents were asked to indicate their qualifications

Respondents	Number	Percentage
Passed grade 12	13	32.50
Not passed grade 12	27	67.50
Total	40	100

Table 4.2.3.4 revealed that 67.50% of respondents have not passed grade 12 while the other 32.50% of respondents have passed grade 12.

This could be attributed to the fact that most parents, especially professionals, are very much unwilling to participate in school governance issues.

Table 4.2.3.5. Respondents were asked to indicate whether their schools have adopted mission statement

Respondents	Number	Percentage
Yes	16	40
No	24	60
Total	40	100

Table 4.2.3.5 revealed that 60% of the respondents indicate that they have not yet adopted mission statements for their schools while 40% of the respondents indicated that they have adopted mission statements.

This could be attributed to the fact that some parents serving in the school governing body are not well informed about some of the school development issues.

Table 4.2.3.6. Respondents were asked to indicate whether their schools have adopted code of conduct for learners

Respondents	Number	Percentage
Yes	7	17.50
No	33	82.50
Total	40	100

Table 4.2.3.6 revealed that the overwhelming majority of respondents, 82.50% indicated that they have not yet adopted code of conduct for learners at their

schools while only 17.50% of respondents indicated that they have adopted code of conduct for learners at their schools.

This could be attributed to the fact that the task of developing code of conduct might not be well communicated to members of school governing body, especially parents.

Table 4.2.3.7. Respondents were asked whether their schools adopted constitutions

Respondents	Number	Percentage
Yes	9	22.50
No	31	77.50
Total	40	100

Table 4.2.3.7 revealed that 77.50% of the respondents indicated that they have not yet adopted school constitutions at their schools while the remaining 22.50% of respondents have adopted school constitutions.

Again this could be attributed to the fact that the task might have been well communicated to parents serving in the school governing body.

Table 4.2.3.8. Respondents were asked to indicate whether their schools encouraged parents to render voluntary service

Respondents	Number	Percentage
Yes	8	20
No	32	80
Total	40	100

Table 4.2.3.8 revealed that 80% of the respondents indicated that they did not encourage parents to render voluntary service at their schools while the other 20% of respondents indicated that they encouraged parents to render voluntary service.

This could be attributed to the fact that there is no school policy in some schools to effect the obligation as per Section 20 of South African Schools Act, 84 of 1996.

Table 4.2.3.9. Respondents were asked to indicate whether their schools invited parents during extra-mural activities

Respondents	Number	Percentage
Yes	11	27.50
No	29	72.50
Total	40	100

Table 4.2.3.9 revealed that 72.50% of respondents indicated that they did not invite parents during extra-mural activities at their schools while 27.50% of the respondents indicated that they invited parents during extra-mural activities.

Again, this could be attributed to the fact that there is no school policy to effect such an obligation.

Table 4.2.3.10. Respondents were asked whether parents were formally informed about the adopted school development plans

Respondents	Number	Percentage
Yes	12	30
No	28	70
Total	40	100

Table 4.2.3.10 revealed that 70% of respondents indicated that they never formally informed parents about the adopted school development plans, while 30% of the respondents indicated that they have informed parents about the adopted school development plans.

This could be attributed to the fact that in some schools parents' meetings are seldom called, unless to discuss either financial or disciplinary matters.

Table 4.2.3.11. Respondents were asked whether their schools have co-opted members to assist school governing body

Respondents	Number	Percentage
Yes	7	17.50
No	33	82.50
Total	40	100

Table 4.2.3.11 revealed that the majority of respondents, 82.50%, indicated that they have not co-opted some community members to assist them while only 17.50% of respondents indicated that they have co-opted community members to assist the school governing body.

This could be attributed to the fact that in some schools there are no school development plans; hence there is no need to bring certain expertise to assist in school governance.

Table 4.2.3.12. Respondents were asked to indicate whether they have attended any workshop on school governance

Respondents	Number	Percentage
Yes	10	25
No	30	75
Total	40	100

Table 4.2.3.12 revealed that the majority of respondents, 75% indicated that they have not attended any workshop on school governance while 25% of the respondents indicated that they have attended some workshops on school governance.

This could be attributed to the fact that in most schools, only chairpersons and secretaries attend workshops and they usually do not give feedback to other members.

Table 4.2.3.13. Respondents were asked to indicate how often did they meet in a year

Respondents	Number	Percentage
Once per year	6	15
Quarterly	30	75
Monthly	4	10
None of the above	0	0
Total	40	100

Table 4.2.3.13 revealed that the majority of respondents, 75,00%, indicated that they held meetings quarterly, 15,00% of respondents held meetings once per year and the remaining 10.00% indicated that they held meeting monthly.

This could be attributed to the fact that in some schools, school governing body meetings are not directed according to their school constitutions.

4.3. SUMMARY OF DATA ANALYSIS

Chapter four presented the statistical and descriptive data emanating from the responses in the questionnaires. Various tables showing the results of the questionnaires were discussed. Tables used revealed perceptions, opinions and understanding of the respondents on the potential of Total Quality Management on addressing the problem of school development.

The following issues were revealed during analysis of data;

- The respondents answered all questions in the questionnaires. That indicate that the language used in the questionnaires was understandable to all the

respondents and that they measured exactly what they were intend to measure.

- During the analysis of data, it became clear that the questionnaires were well structured, as there was a room for expressing personal opinion. Respondents who expressed their opinion clearly revealed that.

4.4. LIMITATIONS OF THE RESEARCH

The following were identified as limitations of the study:

- Some participants, especially those from parents' component, were not easily accessible because some were working far from home and only come home during the weekend or month-end.
- Some principals were not in schools, due to principals meetings that were held regularly.
- In terms of the responses from the respondents, it was clear that some questions were not well framed, hence misunderstanding of some items of the questionnaires.
- The study was conducted in one circuit; at least it should have been conducted in the whole region in order to increase generalization.
- The sample of sixty-four participants should have been increased to at least hundred.
- The study was conducted from 2003 to 2005. In the middle many things have happened which might have affected the study.

Despite these limitations, the researcher believes that the findings will contribute positively towards school development.

4.5. CONCLUSION

Chapter four focuses much on the data analysis and interpretation. The analyzed and interpreted data was collected through the use of questionnaires completed by principals, educators serving in the School Governing Body and parents serving in the School Governing Body of eight primary school of Sabie Circuit, Mpumalanga Province. Data analysis and interpretation will not be completed without presenting research findings and recommendations that will now be dealt with in chapter five.

CHAPTER 5

RECOMMENDATIONS AND CONCLUDING REMARKS

5.1 OVERVIEW

In chapter one of this study, the researcher gave a detailed introduction, theoretical framework, definition of concepts, problem statement, aims of the study, significance of the study and methodology and design.

Chapter two of this study gave detailed literature study on Total Quality Management and its impact on school development. This was done through looking at both international and domestic settings. In the process, more focus was on theories of Dr WE Deming, Joseph Juran, Philip Crosby and other South African quality assurance materials, such as, the National Policy on Whole School Evaluation and Integrated Quality Management System.

Chapter three dealt with the research methodology, including methods and techniques for data collection. The sampling procedures and data collecting instruments were presented.

In chapter four data was collected and analyzed. Questionnaires were used to obtain data from School Governing Body members in the primary schools at Sabie Circuit. The researcher took much time in data analysis, which was presented in the form of tables and supported by researcher's interpretations.

In chapter five, the researcher focused on the overview, findings of the study, recommendations and suggestions for further study.

5.2. FINDINGS OF THE STUDY

From the results of the literature review and questionnaires answered by members of the School Governing Body, the summary of research findings is as follows:

5.2.1. General findings pertaining to functionality of School Governing Body

There is a serious problem of development in the previously disadvantaged schools within Sabie Circuit, hence the mass exodus of learners to former model C schools. Principals and educators have also expressed their dissatisfaction with the state of quality education in their schools. The majority of School Governing Bodies were not operating in line with South African Schools Act (1996), because most of them have not yet adopted the following:

- Mission statements.
- School constitutions.
- Codes of conduct for learners.
- School development plans.

Again, the majority of schools have not yet co-opted other members of the community to assist them. Even in schools where they have adopted the above-indicated documents, the majority of School Governing Body members indicated that they have not effectively implemented them. This includes the implementation of quality assurance measures like Outcomes Based Education and Integrated Quality Management System.

The findings also indicated that the majority of principals do not pay class visits and also do not report on academic progress during School Governing Body

meetings. Educators as well, were not reporting to others staff members. In addition, parents do not always come and collect their children progress report.

However majority of respondents agree that there should be zero tolerance in the implementation of code of conduct for educators, parents serving in the School Governing Body should receive incentives, principals should sign performance contract and schools should adopt and implement school development plans. According to majority of respondents. Total Quality Management strategy can address the problem of school development in the previously disadvantaged schools. This clearly serves as an answer to the research question.

- Can the problem of school development in primary schools be addressed by Total Quality Management strategy?

In order to make these general findings clear, hereunder follows specific findings pertaining to principals, educators and parents, as members of School Governing Body in primary schools.

5.2.2.1. Specific findings pertaining to principals

- The majority of principals, 75% were males while the remaining 25% were females (see page 50 of chapter 4).
- The overwhelming majority of principals, 100%, had more than forty years of age (see page 50 of chapter 4).
- The majority of principals, 75% had more than ten years of experience as school principals. In contrast, only 25% of principals had less than ten years of experience as school principals (see page 51 on chapter 4).

- The overwhelming majority of principals, 87.50% have not done any course on Total Quality Management while only 12.50% of principals have done a course (see page 51 of chapter 4).
- The majority of principals, 62.50% were not satisfied with quality of education in their schools. In contrast, the remaining 37.50% of them were satisfied (see page 52 of chapter 4)
- The majority of principal, 75% viewed the tendency of parents to send their children to former model C school as very serious and threatening. This is in contrary with the other 25% of principals who viewed the trend as less serious (see page 52 of chapter 4).
- The majority of principals 75% were not satisfied with the manner in which the Outcomes Based Education was being implemented in their schools. It is only 25% of them who were satisfied (see page 53 of chapter 4).
- The overwhelming majority of principals, 87.50% were not satisfied with the state of readiness for the implementation of Integrated Quality Management System. In contrast, only 12.50% of principals were satisfied (see page 54 of chapter 4).
- The majority of principals, 75% indicated that they were not paying class visits at their schools. In contrast, 12.50% of principals were always paying class visits while the other 12.50% of them were paying class visits quarterly (see page 54 of chapter 4).
- Most principals, 62.50%, indicated that parents were not collecting their children's progress reports at their schools. In contrast, the other 37.50% of them indicated that parents came and collected school progress reports (see page 55 of chapter 4).
- The majority of principals, 75%, were not satisfied with the manner in which school policies were implemented at their schools. This contrasts the other 25% of principals who felt satisfied (see page 56 of chapter 4).

- The overwhelming majority of principals, 87.50%, indicated that educators serving in the school governing bodies were not reporting to other educators after School Governing Body meetings. Only 12.50% of principals indicated that educators gave report to others (see page 56 of chapter 4).
- Most principals, 62.50%, were not satisfied with the general functionality of their School Governing Bodies. Only 37.50% of them were satisfied (see page 57 of chapter 4).
- The majority of principals, 75% indicated that their schools have not adopted school development plans. In contrast, the remaining 25% of principals have adopted school development plans (see page 58 of chapter 4).
- The overwhelming majority of principals, 100% agreed with the notion of applying zero tolerance in the implementation of the code of conduct for educators (see page 58 of chapter 4).

5.2.2.2. Specific findings pertaining to educators serving in the School Governing Body

- The majority of educators, 62.50%, were females while the other 37.50% were males (see page 59 of chapter 4)
- The majority of educators, 75% are below the age of forty years. In contrast, only 25% of educators are above the age of forty (see page 59 on chapter 4).
- Most educators, 56.25% were having more than ten years of teaching experience while the other 43.75% were having less than ten years of teaching experience (see page 60 of chapter 4).

- The overwhelming majority of educators, 81.75% indicated that they have not done any course in Total Quality Management. Only 18.25% of educators have done a course in Total Quality Management (see page 60 of chapter 4).
- Most educators, 43.75% and 31.25% were occupying the positions of secretaries and treasures respectively in the School Governing Bodies (see page 61 of chapter 4).
- The overwhelming majority of educators, 100% indicated that parents sent their children to former model C schools because of better resources, committed staff and diligent School Governing Bodies (see page 62 of chapter 4).
- The majority of educators, 75% were not satisfied with the way learners were acquiring knowledge and skills at their schools while only 25% of educators were satisfied (see page 62 of chapter 4).
- Most educators, 62.50% were not satisfied with the way learners were acquiring values and attitudes at their schools. The remaining 37.50% of educators were satisfied (see page 63 of chapter 4).
- The overwhelming majority of educators 87.50% indicated that parents were not encouraged to write and state their feelings about performance of their children. Only 12.50% of educators said that parents were encouraged to state their feelings (see page 64 of chapter 4).
- Most educators, 62.50% indicated that principals were not reporting about academic performance during School Governing Body meetings while the other 37.50% of educators said that principals reported to School Governing Body meetings (see page 64 of chapter 4).
- The majority of educators, 75% indicated that they have not adopted school development plans at their schools. In contrast 25% of educators indicated that they have adopted school development plans (see page 65 of

chapter 4).

- Most educators, 56.25% agreed with the notion, which says principals should sign a performance contract in order to enhance productivity. It was only 43.75% of educators who disagreed with such a notion (see page 66 of chapter 4).

5.2.2.3. Specific findings pertaining to parents serving in the School Governing Body

- The majority of parents, 72.50% were females while the other 27.50% of parents were males (see page 67 of chapter 4).
- The overwhelming majority of parents, 80% were having more than forty year of age while only 20% of parents were less than forty years of age (see page 67 of chapter 4).
- The majority of parents, 72.50%, have more than three years experience in school governance. In contrast only 27.50% of parents have less than three years in school governance (see page 68 chapter 4).
- Most parents, 67.50% have not passed grade 12 while the other 32.50% of parents have passed grade 12 (see page 68 of chapter 4).
- Most parents, 60% indicated that they have not adopted mission statement at their schools while the other 40% of parents indicated that they have adopted mission statement (see page 69 of chapter 4).
- The overwhelming majority of parents, 82.50% indicated that they have not adopted code of conduct for learners in their schools while only 17.50% of parents indicated that they have adopted code of conduct for learners (see page 69 of chapter 4).
- The majority of parents, 77.50% indicated that they have not adopted school constitutions at their respective schools while the other 22.50% of

parents indicated that they have adopted school constitution at their schools (see page 70 of chapter 4).

- The overwhelming majority of parents, 80% indicated that they did not encourage parents to render voluntary service while the other remaining 20% of parents indicated that they encouraged parents to render voluntary service (see page 70 of chapter 4).
- The majority of parents, 72.50% indicated that they did not invite parents during extra-mural activities while the other 27.50% of parents indicated that they invited parents for extra-mural activities (see page 71 of chapter 4).
- The majority of parents, 70% indicated that they never formally informed parents about the adopted school development plans while the remaining 30% indicated that they have informed parents (see page 72 of chapter 4).
- The overwhelming majority of parents, 82.50% indicated that they have not co-opted community members to assist school governing body. In contrast only 17.50% indicated that they have co-opted community members (see page 72 of chapter 4).
- The majority of parents, 75% indicated that they have not attended any workshop on school governance while 25% of parents indicated that they have attended some workshops on school governance (see page 73 of chapter 4).
- The majority of parents, 75% indicated that they held their meeting quarterly, 15% of parents held meetings once per year and the remaining 10% indicated that they held meetings monthly (see page 74 of chapter 4).

5.3. RECOMMENDATIONS OF THE STUDY

Based on the findings from literature study and chapter four of this research, the researcher has come up with the following recommendations for principals, educators and parents. But before coming up with specific recommendations, the researcher presents the following general recommendations.

5.3.1. General recommendations pertaining to School Governing Body

- School Governing Bodies should organise school based workshops for their members in order to address the problem of insufficient knowledge, especially on policy development and implementation.
- In order to minimize the problem of mass exodus of learners to former model C schools, School Governing Bodies should develop policies around customer satisfaction, discipline of learners and educators, finance and academic performance.
- In order to enhance its skill base, School Governing Body should co-opt other members of the community with specific expertise in order to realize its vision and objectives.
- In the process of developing and implementing its policies, school development plans and constitutions, School Governing Body must involve all stakeholders.
- The operation of School Governing Body should strictly be guided by South African Schools Act (1996), its own policies, constitutions and other decisions that have been taken during meetings.
- In order to ensure that these recommendations were realized; the following specific recommendations to principals, educators and parents must be implemented.

5.3.2.1. Specific recommendations pertaining to school principals

- School principals should register courses on Total Quality Management, because they will learn more about how to satisfy customers.
- In order to ensure that quality of education conforms to the expectations of parents and learners, principals should ensure that educators were assisted in understanding and implementing Outcomes Based Education together with the Integrated Quality Management System.
- School principals should also ensure that they pay class visits in order to assist educators on time.
- School principals should assist School Governing bodies in the discharging of their duty of policy determination, especially the formulation and implementation of policies like customer care, code of conduct for learners, constitutions and school development plans. They must make sure that these policies were implemented.

5.3.2.2. Specific recommendations pertaining to educators serving in the School Governing Body

Educators should also register courses on Total Quality Management, as they will learn more about customer care.

- Educators should ensure that they learn more about the Outcomes Based Education together with Integrated Quality Management System in order to improve the quality of education in schools. This will further assist learners to acquire knowledge, skills, values and attitude.
- Educators should ensure that they report to other staff members after each School Governing Body meeting.

5.3.2.3. Specific recommendations pertaining to parents serving in the School Governing Body

- Parents who were still young, active and educated should be encouraged to participate in School Governing Body matters.
- Parents should encourage other parents to render voluntary service in schools.
- Parents must also encourage other parents to attend extra-mural activities.
- Parents must encourage other parents to accept when being co-opted to assist School Governing Body.
- Parents were encouraged to register with Adult Basic Education centers in order to improve their literacy level together with their understanding of education policies.

5.4. SUGGESTIONS FOR FURTHER STUDY

The purpose of this study is to investigate whether Total Quality Management Strategy can address the problem of school development. Through this study, the significance of Total Quality Management has been found to be a vehicle that can make it possible to develop schools, more especially, the previously disadvantaged schools. The researcher recommends that further studies should be conducted in order to determine how School Governing Bodies could become more effective in the execution of the task of school governance. The following topics were recommended for further investigation:

- Developing transformational leadership for the implementation of Outcomes Based Education.

- Towards designing an effective implementation model for effective education policies.
- Instructional leadership as an instrument for effective schools.

5.5. CONCLUDING REMARKS

It has been noted that the findings, recommendations and conclusions made in this study, especially for principals, educators and parents will assist in developing schools, so that the mass exodus of learners to former model C schools can be minimized.

School Governing Bodies have an overall responsibility to create a suitable learning environment so that educators can be able to provide quality education.

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APPENDIX A

SECTION A: RESEARCH QUESTIONS FOR PRINCIPALS

The purpose of this study is to investigate whether Total Quality Management can address the problem of school development in some previously disadvantaged schools of Sabie Circuit, Mpumalanga Province

INSTRUCTIONS

- (a) Please answer all questions.
- (b) Your name and school's name are not required.
- (c) Tick the appropriate box or square with a Cross (X).
- (d) Note that there are no right or wrong answers and that all information will be kept and treated as highly confidential.
- (e) Be honest with yourself when completing questions.
- (f) Thank you for your cooperation/understanding.

PART A: PERSONAL INFORMATION

1. Indicate your gender

Male	
Female	

2. Indicate your age

Less than 40 years	
More than 40 years	

3. Indicate your experience as principal

Less than 10 years	
More than 10 years	

4. Have you done a course in Total Quality Management?

Yes	
No	

**PART B: OPINION OF PRINCIPALS ON TOTAL QUALITY
MANAGEMENT**

5. How do you rate the quality of education at your school?

Satisfactory	
Unsatisfactory	

6. What is the extent of practice whereby parents take their children to former model C schools?

Less serious	
More serious	

7.1. How do you rate the implementation of Outcomes Based Education at your school?

Satisfactory	
Unsatisfactory	

7.2. If unsatisfactory, what might be the reason?

8.1. What is the state of readiness for implementation of Integrated Quality Management System at your school?

Satisfactory	
Unsatisfactory	

8.2. If unsatisfactory, what might be the reason?

9. How often do you visit classes?

Always	
Once per month	
Quarterly	
Not at all	

10. Are parents collecting their children's progress reports satisfactory?

Yes	
No	

11.1. How do you rate the implementation of school policies at your school?

Satisfactory	
Unsatisfactory	

11.2. If unsatisfactory, what might be the reason?

12.1. Do educators serving in the school governing body report to staff after school governing body meetings?

Yes	
No	

12.2. If no, what might be the reason?

13.1. How do you rate the general functionality of the school governing body at your school?

Satisfactory	
Unsatisfactory	

13.2. If unsatisfactory, what might be the reason?

14.1. Did your school adopt school development plan?

Yes	
No	

14.2. If yes, how do you rate its implementation?

Satisfactory	
Unsatisfactory	

15. Do you agree with the notion that says, Department of Education, should apply zero tolerance in implementing code of conduct for educators?

Yes	
No	

END OF QUESTIONNAIRE

APPENDIX B

SECTION B: RESEARCH QUESTIONS FOR EDUCATORS

The purpose of this study is to investigate whether Total Quality Management can address the problem of school development in some previously disadvantaged schools of Sabie Circuit, Mpumalanga Province.

INSTRUCTIONS

- (a) Please answer all questions.
- (b) Your name and school's name are not required.
- (c) Tick the appropriate box or square with a Cross (X).
- (d) Note that there are no right or wrong answers and that all information will be kept and treated as highly confidential.
- (e) Be honest with yourself when completing questions.
- (f) Thank you for your cooperation/understanding.

PART A: PERSONAL INFORMATION

1. Indicate your gender

Male	
Female	

2. Indicate your age

Male	
Female	

3. Experience in teaching

Less than 10 years	
More than 10 years	

4. Have you done a course in Total Quality Management?

Yes	
No	

5. Indicate your position in school governing body

Chairperson	
Deputy chairperson	
Secretary	
Deputy secretary	
Treasurer	
Additional	

**PART B: OPINION OF EDUCATORS ON TOTAL QUALITY
MANAGEMENT**

6. What might be the reason for parents to send their children to former
model C schools in town?

Better resources	
Committed educators	
Diligent SGB	
All of the above	

7.1. How do you rate the extent of acquiring knowledge and skills by learners at your school?

Satisfactory	
Unsatisfactory	

7.2. If unsatisfactory, what might be the reason?.

8.1. How do you rate the extent of acquiring values and attitude by learners at your school?

Satisfactory	
Unsatisfactory	

8.2. If unsatisfactory, what might be the reason?.

9. Does your school encourage parents to write and state their feelings about performance of their children?

Yes	
No	

10. Does the principal report in school governing body meetings about academic performance?

Yes	
No	

11.1. Have your school adopted development plan?

Yes	
No	

11.2. Who determine the school development plan at your school?

Principal and head of department	
Principal, educators and parents	
Department of education	

12. Principals should sign performance contract in order to enhance his/her productivity.

Agree	
Disagree	

END OF QUESTIONNAIRE

APPENDIX C

SECTION C: RESEARCH QUESTION FOR PARENTS

The purpose of this study is to investigate whether Total Quality Management can address the problem of school development in some previously disadvantaged schools of Sabie Circuit, Mpumalanga Province.

INSTRUCTIONS

- (a) Please answer all questions.
- (b) Your name and school's name are not required.
- (c) Tick the appropriate box or square with a Cross (X).
- (d) Note that there are no right or wrong answers and that all information will be kept and treated as highly confidential.
- (e) Be honest with yourself when completing questions.
- (f) Thank you for your cooperation/understanding.

PART A: PERSONAL INFORMATION

1. Please indicate your gender

Male	
Female	

2. Indicate your age

Less than 40 years	
More than 40 years	

3. Indicate your experience as a school governing body member.

Less than three years	
More than three years	

4. What is your highest qualification?

Passed grade 12	
Not passed grade 12	

**PART B: OPINION OF PARENTS ON TOTAL QUALITY
MANAGEMENT**

5.1. Have your school adopted a mission statement?

Yes	
No	

5.2. If yes, does the chairperson of school governing body make reference on it during meetings.

6.1. Have your school adopted a code of conduct for learners?

Yes	
No	

6.2. If no, what might be the reason?

7.1. Have your school adopted school constitution?

Yes	
No	

7.2. If no, what might be the reason?

8. Does your school, encourage parents to render voluntary service?

Yes	
No	

9. Does your school invite parents during extra-mural activities?

Yes	
No	

10. Have parents being formally informed about the adopted school development plan?

Yes	
No	

11. Have your school co-opted members to assist school governing body?

Yes	
No	

12. Have you attended workshop on school governance?

Yes	
No	

13. How often do you meet in a year?

Once per year	
Quarterly	
Monthly	
None of the above	

END OF QUESTIONNAIRE