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SCHOOL LEADERSHIP AND TOTAL QUALITY MANAGEMENT.

By

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SCHOOL LEADERSHIP AND TOTAL QUALITY MANAGEMENT

by

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Submitted in partial fulfilment of the requirements for the degree

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FACULTY OF EDUCATION

at the

RAND AFRIKAANS UNIVERSITY

Supervisor : Prof K.P DZIMBO

NOVEMBER 1995.
DEDICATION.

This is dedicated to my husband TP, my children Lisa, Lumka, Phendla ka Phendla and my mother Emmah, for their love and confidence in me.
ACKNOWLEDGEMENTS.

It is a distinct honour to thank the following people for contributing significantly to make this study possible:

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Above all, to God for giving me the necessary courage, health and strength to persevere.
SINOPSIS

Die navorser het ondersoek ingestel na die toepasbaarheid van Totale Gehaltebeheer (Engels ‘Total Quality Management’) in twee primere skole in Kagiso. Die literatuurondersoek is gebruik vir die ontwikkeling van ‘n konseptuele raamwerk as basis vir die navorsing oor hierdie onderwerp.

Die kemuitgangspunte van Totale Gehaltebeheer wat uit die literatuur na vore gekom het, is:

1. Ontwikkeling van spanwerk.
2. Bemagtiging deur leierskap.
3. Skepping van ‘n positiewe skoolklimaat.
4. Persoonlike tevredenheid.
5. Betekenisvolle verandering.
6. Voortdurende verbetering.

Die sleutelvrae waardeur hierdie studie gerig is, was:

1. Kan skoolhoofde en ander gesagsfigure die risiko neem om op grond van die benadering van Totale Gehaltebeheer hulle werknemers te vertrou en te bemagtig, en hulle te inspireer tot die hoe kwaliteitsideale wat deur almal gedeel word?

2. Is dit moontlik om die ‘werksmag’ in die onderwys op hierdie manier te motiveer, en nie deur toesighouding en beheer nie?

3. Is dit vir die meerderheid skoolhoofde moontlik om hulle filosofie en praktyk van die outokratische benadering, gebaseer op Taylorisme, te verander na die nuwe leierskapstyl wat deur Totale Gehaltebeheer gepropageer word?

4. Sal skoolhoofde wat hulle personeelede as ondergeskiktes beskou ooit in staat wees om hulle werklik as spanlede wat by die besluitnemings- en probleemoplossingsprosesse betrokke moet wees, te sien?

Die bevindige van hierdie studie dui daarop dat daar in die twee skole ‘n betekenisvolle gebrek aan die volgende basiese konsepte noodsaaklik vir die bevordering van Totale Gehaltebeheer is: doeltreffende leierskapeienskappe, spanontwikkeling, die skepping van ‘n positiewe skoolklimaat, motivering en oop kommunikasiekanale.

Die navorsingstudie het tot die volgende gevolgtrekkings wat onontbeerlik vir Totale Gehaltebeheer is, gekom:
1. Totstandkoming van leierskapienskappe.
2. Ontwikkeling van spanwerk.

Die volgende is die aanbevelings verteenwoordig die belangrikste bevindinge van die studie:

1. Die totstandkoming van doeltreffende leierskap.
2. Die ontwikkeling van doeltreffende spanne.
3. Die bestuur van kultuurverandering.
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ORIENTATION

1.1 INTRODUCTION

Why seek to develop school leadership? Apart from the advantages that accrue to one's career from the demonstrated ability to persuade others to work towards intended results, what does the practice of continuous small acts of leadership do for the development of one's character and accomplishment of organisational aims (Caroselli, 1990:199)?

How do we persuade others? Do we persuade by resorting to Taylor's scientific management (Sergiovanni and Starratt, 1993:12) where control, accountability and efficiency are emphasised within the atmosphere of clear-cut manager-subordinate relationship, where the recipe is to identify the best way, develop a work system based on the research of, communicate expectations to workers, train workers in the system, monitor and evaluate to ensure compliance? Or as Kok, Smith and Swart (1992:9) put it, through an invitational stance of the school leader, where intentionality, respect, trust and optimism are the basic qualities of the school leader? The invitational stance which is based on the assumptions that all persons are valuable, able and responsible and ought to be treated accordingly, that education is a co-operative process which cannot succeed without the participation of all concerned parties, that the process is just as important as the end product, that all persons have relatively untapped potential in all facets of living given the right condition, and that potentials can best be realised through places, policy, procedures and programmes which are specifically designed to invite development and by people who intentionally behave invitationally, both personally and professionally, towards others (1992:2). What are these small acts of leadership? These are some of the questions which come to mind after analysing Caroselli's statement above as far as educational leadership is concerned.

Total Quality Management represents a line of thinking which resembles the ideas of many writers on business and educational management, since the start of the eighties. On the one hand writers like Sergiovanni and Starratt (1993:287) see schools as non-linear and loosely-coupled organisations, where employees should be bounded by a common vision and shared set of values, where collegiality and enablement could become the main motivational factor in committing members of the organisation to a common cause. On the other hand, Blanchard, Zigarmi and Zigarmi (1987:75) summarise four leadership styles which are appropriate for different development levels based on competence and commitment of the employee-teacher as changing from directing to coaching to supporting to delegating as performance improves.

In organisations which are moulded according to the Taylor model (Sergiovanni and Starratt, 1993:12) leadership is through issuing commands, enforcing compliance and controlling the activities of employees. The philosophy of Taylorism, is still in place in many schools today. The hierarchical nature of this form of organisation, implies that the teacher's priority is to please the superiors first at the expense of the customer- the student.
Due to apartheid practices in African education, school management was not regarded as very important. Consequently school managers in the DET schools had very little training in school management. Therefore areas such as Kagiso faced similar problems of education under development. The ANC (1994: 64) is of the opinion that the democratic government must restructure the education and training system to meet the needs of all. Community participation in education should be fostered to enhance a culture of teaching and learning. It was indicated in the World Bank Policy Study (1990: 39) that if primary schooling is of good quality, it would play a great role in determining the quality of all higher levels of education.

Caroselli (1990: 199) contends that where effective leadership prevails, expert power is experienced by the leader, in knowing that his words, actions, and attitudes were able to invite others to work as a team, focused towards attainment of a specific mission, which was initially described by both the leader and teachers. Caroselli implies that the leader's language means honestly leading others to implement changes designed to ultimately better the organisation.

This research study endeavours to identify leadership qualities that are required to transform ordinary schools into total quality learning schools. Schools which are able to meet the ANC's (1994: 60) mission of providing equal education to all irrespective of race, colour, sex, class, language, age, religion, geographical location, political or other opinion. Schools which, Sashkin and Kiser (1993: 39) recommend should continuously address the development of knowledge and skills that can be used to produce high-quality goods and services in such a way as to enable the country to develop its own culture, society and economy.

The following discussions will attempt to ask the relevant questions which need to be answered in this study.

1.2. STATEMENT OF THE PROBLEM

McFarlane (1994: 4) in his paper which was presented to the International Conference On TQM In Changing Educational Society asked the following questions concerning TQM in education:

1. Can school principals and other authorities risk the TQM approach of trusting and empowering their employees, and infuse them with the high ideals of quality shared by all?
2. Is it possible to motivate the "work force" in education in this way and not through supervision and control?
3. Is it possible for the majority of principals to change their philosophy and practice from the autocratic approach based on Taylorism to the new leadership style advocated by TQM?
4. Will principals who have viewed their staff members as subordinates, ever be able to really meet with them as teammates who need to be involved in the decision-making and problem-solving processes?
These are some of the questions which lead to the assumption that there is a lack of continuous improvement in some of the primary schools in Kagiso, as a result of ineffective leadership qualities of some school principals.

1.3. THE PURPOSE STATEMENT

The questions and assumptions raised above justify the purpose or aim of this study; as an attempt to:

1. Identify effective leadership qualities which bring forth continuous "yearning for learning and personal growth" of both teacher and learner (Bonstingl;1992a:31)
2. Examine leadership qualities that enhance total quality leadership in at least two primary schools in the Kagiso township.

Creswell (1994 : 59) suggests that a purpose statement should develop or discover new knowledge about a concept. At this stage in the study, the theme of Total Quality Management will be defined tentatively from both Bonstingl (1992a : 31) and West Burnham's (1992 : 15) definitions as "A process of involving every stake holder through teamwork, in an attempt to empower and utilise the untapped potentials and abilities of others, to attain the school's vision, mission, goals, and principles through determined standards, methods, and requirements, and creating an environment that fosters continuous improvement, meaningful changes and personal satisfaction.

Embodied in this tentative definition derived from Bonstingl (1992a :31) and West-Burnham (1992 :15) are the six basic concepts necessary for total quality management to flourish. These are:

1. Development of teamwork.
2. Empowerment through leadership.
3. Climate creation.
4. Continuous improvement.
5. Meaningful change.
6. Personal satisfaction.

1.4. SIGNIFICANCE OF THE STUDY

A study of school leadership which enhances Total Quality Management is significant for several reasons. First, Sallis (1993 : 89) points out that dynamic leadership can create commitment to drive the strategy for continuous improvement for learning and teaching for both teachers and students. Second, leadership according to Kouzes and Posner (1987 : xii) envisions and empowers people by expanding their authority. Finally, Murgatroyd and Morgan (1992 : 45-46) proffer the notion that leadership should assure customer driven quality where
the needs of both the teachers and students come first and are met for continuous improvement to occur.

The significance of this study also lies in the fact that it attempts to examine learning and teaching in the schools under study by developing new knowledge about effective leadership qualities such as:

1. Creating a positive school climate.
2. Creative and open communication channels.
3. Empowering others by removing leadership styles that are germane to “Taylor’s scientific management based on command, control and compliance” (Bonstingl;1992a:27).
4. Developing vehicles for teamwork.
5. Envisioning and energising others.
6. Organising and motivation.
7. Giving feedback.
8. Managing change.

1.5. METHOD OF RESEARCH

Data for this study will be collected through a literature search and case study method.

1.5.1 Literature study

The literature study attempts to discuss the main concepts of school leadership and total quality management. The study aims at providing in depth understanding of the topic under study, with a view to expose the problems experienced by the teachers and pupils as a result of lack of effective leadership qualities.

The literature study will cover a wide spectrum of primary and secondary resources i.e. books, journals, reports, documents, dissertations. The literature study makes one aware of what has been done in other areas. It will provide the framework of this study. It will promote critical thinking and avails insight to various approaches, perspectives, and methods for examining school leadership and TQM. Creswell (1994: 20-21) argues that the purpose of a literature study is to relate a research study to a larger, ongoing dialogue in the literature about a topic, filling gaps and extending prior studies. For the purpose of this study, literature study will be related to school leadership in selected Kagiso primary schools.

1.5.2 Case Study

Initially, this study will confine itself to interviewing and observing school principals and teachers in primary schools in Kagiso. This study will not be generalisable to all primary schools but to only the two identified by the researcher. The data will be collected first, by
administering a questionnaire with three types of responses i.e. non-scaled responses, scaled responses and open-ended responses. Second, by conducting unstructured, open-ended interviews and taking interview notes.

1.6. CLARIFICATION OF CONCEPTS

Sallis (1993: 21) supports the idea that it is necessary to have a clear understanding of concepts as they imply different things in different contexts to different people. He warns that "Otherwise there is a danger that words become mere catch phrases, words with high moral tone but little practical value".

1.6.1. Leadership

Kouzes and Posner (1987: 8-13) contend that leadership is an observable, learnable set of practices. Practices which challenges the process, inspires a shared vision, enables others to act, models the way and encourages the heart. Kouzes and Posner also maintain that leadership is not something mystical and ethereal that cannot be understood by ordinary people. Leadership can be learned. While Caroselli (1990: 94) states that leadership is about challenging the prevailing wisdom; the capacity to influence and organise meaning for the members of the organisation.

An operational definition for this study will be derived from Bonstingl (1992a: 4) where he states that successful leadership in Total Quality Management is shown by growth and development of people through encouragement, empowerment and enabling rather than temporary acquisition of artificial symbols of short-term gain through command, control and compliance.

1.6.2. Total Quality Management

Total Quality Management is described by Bonstingl (1992a: 30-31) as a new way of thinking and living that pervades all aspects of life, which requires efforts by the entire team, working towards common objectives. While Sallis (1993: 25) defines Total Quality Management as that which best satisfies and exceeds customer’s needs and wants. West-Burnham (1992: 15) on the other hand sees Total Quality Management as that which involves suppliers and customers, aiming for continuous improvement, concerned with products and processes, responsible for all workers and delivering through teamwork.

As indicated above, the operational definition of TQM to be used in this study is derived from Bonstingl (1992a: 30-31) as a new way of thinking and living in an organisation that pervades all aspects of life, which requires efforts by the entire team, working towards common objectives.
1.6.3 Effective

The term effective is defined by The Readers' Digest Great Encyclopaedic Dictionary (1976: 287) as having an effect, that is actually brought to bear on an object, becoming operative, powerful and striking. Collins dictionary of the English language (1982: 467) defines effective as productive of or capable of producing results, in effect, operative, producing a striking impression. The two definitions share the concept of 'striking', while Tulloch (1993: 469) defines effective as having a definite or desired effect, powerful in effect, impressive, actually usable, realisable or fit for work or service.

School management according to Fuller (1990) cited by Dimmock (1993: 24-34) ranks as one of the more important aspects of school effectiveness because it permeates all facets of school life. School effectiveness depends on five factors which boosts achievement. They are:

1. Overall school expenditures.
2. Specific material inputs.
3. Teacher quality.
4. Teaching practices and classroom organisation.
5. School management.

Brown (1990) cited by Dimmock (1993: 3) gives a description of effective school based management focussing on six features as:

1. Autonomy, flexibility and responsiveness.
2. Planning by the principal and school community.
3. Adoption of new roles by the principal.
4. A participatory school environment.
5. Collaboration and collegiality among staff.
6. A heightened sense of personal efficacy for principals and teachers.

These six features which define effectiveness have an impact on teaching, learning and curriculum, and will be adopted for this study.

1.6.4 Limitation of the study

This study is limited to Kagiso township which is a poorly provided black community in the outskirts of Krugersdorp town. The township has a population of about 139000 at a growth rate of 3% per annum (Estimated, unconfirmed statistics from Kagiso local council). Phendle (1991: 9) indicates that, like most black townships in South Africa, Kagiso is experiencing under provision of basic needs like housing, electricity, proper sewage systems, infrequent waste removals, community based centres like clinics, libraries, sporting facilities, parks and others.
There are 16 primary schools with 16 principals, 307 teachers and 13147 pupils in the Kagiso township (Enrolment Statistics, Kagiso Circuit; Gauteng Education March 1995).

1.7. CONCLUSION

The ANC (1994: 60) proposes that the educational challenge of the new South Africa is to achieve higher levels of learning for all children. To attain this goal, school leaders should ensure effective teaching. It is acknowledged that no one particular set of leadership qualities is effective in every imaginable situation. One fundamental issue that runs through all this research is the degree in which leaders can create positive climates that foster continuous improvement, communication, and develop teamwork. School leaders who envision and energise others, empower, organise and motivate, and manage the meaning of change. The above activities can initiate, nurture and maintain changes that bring forth growth and development of both the teacher and learner on a continuous basis.

While much of the study is focused on TQM, which embodies development of teams, empowerment through leadership, and continuous improvement, researchers have to begin to investigate a new concept of TQE, that is, Total Quality Education that emphasises instructional leadership or strategies for practising management by walking around (MBWA) (Sagor & Barnett; 1994: viii) to break barriers between teachers and administration.

Chapter two will engage in an extensive discussion of literature review on Total Quality Management and effective school leadership. The main focus will be on Deming, Juran and Crosby’s contributions to the approach of TQM. Eight effective leadership qualities which are essential for total quality education will be broadly discussed.
CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

The purpose of this chapter is to examine the concepts of leadership in general and total quality management in particular in their broad perspectives. The study will develop a conceptual framework to examine the applicability of TQM in selected Kagiso primary schools.

2.2 LEADERSHIP

"Without appropriate leadership no quality programme will work only dynamic leadership can create the commitment to drive the strategy. Equally, leadership will serve as the most graphic example of what adopting a quality approach actually means in practice. The message is clear - if there is not total involvement by leadership in quality, if it is not an obsession then forget it! It will not work and may well be counterproductive" (Sallis;1993:89).

The implications of the above statement are that, to be able to understand how TQM derives its meaning from appropriate leadership, the study should strive to focus on the role analysis and clarification of concepts which assure effective leadership in the context of TQM. For total quality management to take form, appropriate leadership is the quest. Leadership which is characterised by total commitment and nothing else.

Kouzes and Posner (1987:277) and Caroselli (1990:5) support the notion that leaders are not born, but made. Leadership for Kouzes and Posner is a set of learnable competencies. The notion that leaders are born, not made has faded since social scientists believed that specific traits are common to all leaders. In essence, leadership is not inherited, but is acquired through knowledge, skills, training and practice. Caroselli’s (1990:4) arguments are based on language; words used to clarify thoughts, define intentions and to acquire knowledge. Thus, she adopts a perspective that people are challenged to reach greater heights by mere words used to motivate, communicate and appraise them. Put differently, Caroselli (1990:4) proposes that the language used by the leader is the language of empowerment. Leaders have specific ways of talking to their subordinates. Their choice of words, facial expression, body language, gestures and actions convey significant messages to their subordinates.

Krug (1993:232) proffers a view that essential functions of an effective leader is the clarity of effectiveness with which an instructional leader defines and communicates the mission of the school; manages curriculum and instruction; supervises teaching; monitors student's progress and creates a conducive climate in which learning is valued, for improved student achievement. Accordingly, the main qualities of leadership which emerges from the above statement are the ability of the leader to define, communicate, manage, supervise, monitor, and
Parker (1993: 230) on the other hand claims that leadership is multidimensional and is concerned with underlining values, goals, beliefs and decision making that interact to influence leadership practice and behaviour. More than ever school leadership is a linchpin in a complex process that involves developing strategies to facilitate learning, create an environment that fosters motivation to learn and shaping the way students come to view learning. The focus is on the development of strategies which enhance leading and creating an environment for development. But, Aguayo (1990: 177) also stresses the role of leadership that requires knowledge, recognises individual’s skills, talents and abilities, improves the system in which individuals work, create interest, challenge joy in work and consider action to take to foster improvement. In this respect, basic characteristics of leadership emerge as the possession of knowledge and the ability to recognise other’s skills, create a good working climate and manage change. (Van der Westhuizen;1991:188).

At the same time, Bonstingl (1992a: 4) and West-Burnham (1992: 100 and 177) agree that quality management requires explicit leadership but further propose that successful leadership results in growth and development of people. People who are empowered and challenged to continuously improve.

Accordingly, leadership involves getting people do things which need to be done. Krug (1993: 232) asserts that working through people involves communication, team building, and motivational skills, among other capacities. The heart of the matter lies in the thought behind that action of the leader, rather than in the actions themselves.

A number of leadership qualities discussed by other researchers can be used. But, eight qualities derived from Caroselli’s (1990: 6-23) work are employed. These eight qualities are creation of a positive school climate, creative and open communication channels, empowerment of teachers, developing vehicles of teamwork, envisioning and energising, organising and motivating, giving feedback and managing change. These eight qualities are involved for the following reasons:

1. These qualities describe most essential activities of school leaders. (See Kouzes and Posner’s(1987: 29-276) research on best leadership cases.) They discovered five fundamental practices and ten behaviours or commitments which characterise effective leadership.
2. These qualities serve as a basis for staff development. Little (1989) and Sparks and Loucks-Horsley (1990) cited by Fullan (1992: 97) maintain that staff development is broadly conceived to include any activity or process intended to improve skills, attitudes, understandings or performance in present or future roles.
3. These qualities promote norms of collegiality. Little (1987) and Rosenholtz (1989) cited by Fullan (1992: 108) suggest that schools improve when they have a shared purpose,
Figure 2.1 Fishbone or Ishikawa diagram of Effective School Leadership adapted from Grobler (1994: 12).
2.3.1 Creation of a positive school climate

Grobler (1993b: 5) argues that the spirit or climate of the school depends on the personality of the school leader. The leader unifies teachers, creates supportive climate in an appreciative, supportive and considerate manner. Favourable climate results in better teacher-learner achievement.

According to Smith (1992: 29) a conducive climate results when people feel valuable, where their abilities and initiatives are recognised, where achievement is rewarded. People need to feel safe in orderly environments. The school does not belong to the leader, but to all stakeholders. The leader encourages participation in decision making. In one statement, the climate of the school can be regarded as the feeling that teachers, pupils, parents and the community have about their school. Furthermore, Smith (1992: 30) suggests that the objective of the leader is to make the above condition realisable through her beliefs, attitudes to life and service, ability to motivate, coordinate, communicate, evaluate, delegate, and act correctly to invite participation. The leader's empathetic approach to her colleagues, her positive expectations and cooperation in various organisational processes contributes towards the creation of a supportive climate.

Krug (1993: 241) points out that school leaders play a primary role in defining reinforcement systems, creating excitement and communicate a message to students that learning has values outside the classroom. Krug (1993: 241) sustains that students that receive education in supportive schools perceive the outside world in a positive manner. Climate is not only important for the school to survive, but is also the life line of the customers of education, the learner, for his survival outside the classroom. In this respect, other forms of qualities of effective leadership may be realised, such as creative communication.

2.3.2 Creative and open communication channels

Caroselli (1990: 17) focusses on the language used by the leader. She indicates that the leader's words are structured to help the audience conceptualise, to force them think new thoughts or to pursue new challenges. The above condition may be realised when a supportive climate has been created, which leads to effective communication. For effective communication, healthy relationships should be developed within mutual trust.

Kok et al. (1992: 34) contends that communication is, sharing of acquired knowledge, culture and experience. Smith (1992: 21) expands this idea by indicating that good relationships and mutual trust are dependent on a supportive climate in the school, as a result thereof, communication is intrapersonal and inter-personal since it involves people. Fourie (1975), Verster (1976) and Greyling cited by Smith (1992: 21) argue that communication depends on the individual's frame of reference such as, abilities, motivation, attitudes, beliefs, values, experience, biographical characteristics, emotional state, intentions and aspirations. The
above frame of reference is represented on a communication model adapted from Smith (1992) in figure 2.2, p 12b

This communication model suggests that influencing is reciprocal. Smith (1992:23) puts it clearly that just as the sender's perception of the receiver is influenced by the school climate and the group climate, so does perception in its turn influence the climate and the school.

Grobler (1993b:9-10) asserts that communication involves people and should be based on trust, respect, optimism and intentionality which are the tenets of invitational management. The above statement does not necessarily mean that creative communication lies on these traits. It is a matter of acquiring basic skills essential for effective communication. Communication for effective leaders is based on integrity, honesty and credibility. The business of leadership is the business founded on the ability to make others do what one believes to be true, one's missions, visions commitments and so on.

West-Burnham (1992:108-110) describes activities of creative communication as; sensitive listening which is reinforced by attentive body posture, nods and smiles, positive sounds and reinforcing hand gestures. Communication is improving personal relationships and enhancing mutual esteem.

Greyling (1984) cited by Smith (1992:23) regards non-verbal actions as forms of communication. The body language is one of the fundamental components of communication. The tone of the voice indicates emotions, fears, needs, drives, urges and motives. Physical appearance and facial expression betrays the leader's state of mind. Communication requires personal space which is affected by various situations.

Effective communication founded on the above conditions will, among other things, give rise to empowerment of followers. One of the conditions which results in empowerment through communication is by letting everyone in the school know what is going on. Blanchard et. al. (1987:82-84) support this statement by indicating that what is important is not what the leader does to the teachers, but what she does with them. Empowerment is a life long commitment if effective teaching and learning is the vision. Bonstingl (1992a:17) supports this notion with the argument that empowerment is, having self-confidence, satisfaction experienced from realising one's abilities to the fullest, growing as a person and becoming a self-fulfilled person. According to the Government Gazette (1995:15) life long empowerment results in successful modern economies and societies which require the elimination of hierarchies in the way in which learning is organised and certified.

2.3.3 Empowerment of Teacher

Hersey and Blanchard (1982:26) define power as the ability to influence other people. Grobler (1993a:4) proposes that leadership as a process of influencing subordinates, is a
Figure 22: COMMUNICATION MODEL (adapted from Smith, 1992)
function of the leader's source of power and the degree of acceptance that occurs as a result of the subordinates' interest and needs. Grobler also contends that greater satisfaction and performance occurs when the teachers perceive that the leader's power stems from expertise. Dissatisfaction occurs when the power is conceived as being coercive. Bonstingl (1992a:27) warns that TQM should avoid Taylor's scientific management which emphasises productivity and non-human relation. Grobler (1993a:1-2) offers examples of forms of power such as legitimate power, reward power, coercive power, personal power, referent power, and expertise power. These influence behaviour, performance, task completion, job satisfaction, absenteeism, and turnover among other things.

Empowerment is seen as the real power, which stems from the bottom of the organisation. One way of empowering teachers as proposed by Kok et al. (1992:1-10) is through the invitational management of the principal. The second way offered by Midgley and Woods (1993:246) is by reducing bureaucracy and giving teachers more responsibilities, by asking them to use judgment and decision to enhance teaching and improve quality. On the other hand Ishikawa (1988) cited by Bonstingl (1992a:17) conceives empowerment as the satisfaction acquired by using one's own brains, working voluntarily and in this way contributing to the society. Empowerment is letting others realise their untapped potentials, allowing them to flourish and grow, to release their capacity to infinite improvement.

Frey (1993:80) suggests that empowering others entails removing strict job descriptions, encouraging flexibility of work force, removing fear, anger and uncertainty. Some of the characteristics which enable empowerment are, shared decision making, taking responsibility, changing old working habits-which failed to produce effective teaching and learning, thinking differently about oneself and the organisation, having common interests, and sharing of power and information, training and coaching people. Frey (1993:88) indicates that, for the leader, empowerment involves an attentive and dedicated listener who gives advice, allows others to plan, organise, control and evaluate their own work. A leader who recognises achievement and gives people permission to fail. An interesting point is highlighted by Midgley and Woods (1993:246), who argue that teachers as professionals, want their experience and expertise to be valued and used as they are in a position to make informed decision and provide crucial insight into the teaching and learning process. A related consideration is made by Thurston, Clift and Schacht (1993:261) who propose that leadership should be broadly distributed throughout the staff as it does not solely rest in a particular person or group of individuals. Therefore, empowering teachers means, sharing decision making, giving teachers authority which is equal to the responsibility, developing staff, motivating, giving feedback, and so on.

Sergiovanni and Starratt (1993:56) define empowerment as a moral activity of the school leader. Empowerment should not be perceived as 'power over' but as power to be and power to do. Power may be turned over to other people, but it always belongs to the giver. Sergiovanni and Starratt (1993:56) believe that the real power is the power to be yourself, to be true to your best self, rather than to the self that is fearful, jealous, or spiteful. Sergiovanni
and Starratt (1993: 59) suggest that while no one can give a person the power to be herself or himself, it is possible to limit or enlarge that power, especially when one is perceived to have 'power over' that person. School leaders, by creating a trusting and supportive relationship with teachers, can enlarge the relational space which teachers need to be more fully themselves.

Sergiovanni and Starratt (1993: 59) insist that such a process of empowerment involves mutual respect, dialogue, and invitation. It implies recognition that each person enjoys talents, competencies, and potentials which are being exercised in responsible and creative ways for the benefit of the learners. In these empowering relationships, both teachers and the school leader invite one another to exercise their power to be themselves in specific relationships of teacher and school leader.

Finally, the foregoing discussions have attempted to indicate the interrelationship of the components discussed thus far. The next component will also endeavour to highlight this significant character- that of inter-dependence.

2.3.4 Developing vehicles for teamwork

Bonstingl (1992a: 5) affirms that there is a synergy when everybody is feeding on another's enthusiasm and dedication. Bonstingl (1992a: 5) believes that if all the system's parts are working together successfully, we do well. In other words, the total sum of all the parts is greater than the whole. It is the duty of the leader to develop teams, team spirit and constantly support all the members to work together focussed on the same goal. This personal dedication to mutual and continuous improvement for oneself and those whose lives you touch is called Kaizen by the Japanese. Teacher and learners work together as groups, for cooperation rather than competition.

Caroselli (1990: 4-60) shows that leaders use language to lead. Communication and empowerment, as discussed in the foregoing paragraphs serve as vehicles for teamwork. Open communication channels promote group problem solving. Empowered teams are able to share opinions because their positive inputs are considered. Leaders encourage and nurture the team to realise their abilities and potentials.

Antonioni (1994: 3) suggests five roles for leaders to engage in if they want to develop teams.
1. Internal consultant: The leader identifies problems with the team and discusses them. Together they find solutions, which are agreed upon by all.
2. Visionary: The leader explains visionary directions and strategic plans. What is expected of every member is made clear.
3. Experimenter: The leader helps the team to design work process improvement projects. She comes up with suggestions which are open for approval by all to implement change.
4. Coach: The leader is able to provide constructive feedback after observation. Performance
and behaviour of the team is rewarded.

5. Educator: The leader facilitates team discussions, helps them explore the interrelationships of different work processes and discusses ideas and communicates to the senior management.

In the works of Bonstingl (1992a: 17) and Sashkin and Kiser (1993: 5), the Japanese's Quality Circles are discussed. In this model the workers are all involved in the improvement process, by meeting as groups to improve their work and environment. Their work ethic is based on the fact that giving one's best is honourable and graceful.

Basically, what is important is the ability to work together as teams, where the vision is realised jointly. Missions, visions, goals and objective are realised only when joint efforts are made. The leader's responsibility is to create a conducive climate for visions to be realised. Envisioning becomes an easier task when such a condition has been created.

2.3.5 Envisioning and energising

Krug (1993: 241) reflects that what distinguishes effective schools and their leaders is an active commitment to achieving their educational mission. Here, the argument is based on the active commitment of the leader to realise the educational mission. The leader as argued in the foregoing paragraphs, shares the belief, visions, missions, goals, aims, and objectives of the organisation with her colleagues in the sense that they are more than subordinates, since they also share decision making, participate in planning, organising, controlling, and evaluating their own work, and create the effective school climate. In other words, teachers are empowered to be shareholders of the organisation.

When the above condition has been laid, it is the duty of the leader to envision and energise the teachers. The responsibility of creating a dream which is realisable rests on the leader's shoulders. As Caroselli (1990: 15) puts it clearly, the leader creates something out of nothing, inspires her followers to share her vision of what might be. In the same light, the leader's dream becomes a reality through the follower's potentials, abilities, skills, energies, experiences and commitments, which are channelled through the created climate, open communication, empowerment and teamwork. Leaders manage to create understanding of purpose by creating a vision.

Visions may be realised when followers are energised. Caroselli (1990: 6) asserts that, when the leader's enthusiasm is apparent, it brings a strong sense of purpose. The focus is on the leader to make the dream come true through her total commitment to carry out the mission.
2.3.6 Organising and motivating

Van der Westhuizen (1991: 163) maintains that one of the leader's management tasks is to organise. Organising among other things is concerned with grouping tasks, allocating duties, responsibilities, and authority; determining relationships for promotion of collaboration by means of co-ordination; and carrying out the planning process. According to Marx (1981) cited by Van der Westhuizen (1991: 163) the following are the advantages of good organising:

1. It promotes team spirit and group morale.
2. Activities are clearly described and a person therefore knows what she and others should do.
3. It prevents overlapping of activities.
4. It facilitates internal communication.
5. Guiding is easier.
6. There is a system for getting work done.
7. Achieving goals is improved because an easily controlled structure has been created.

Caroselli (1990: 12) makes an interesting remark that there are five P's for success which leaders should be mindful of: Proper Planning Prevents Poor Performance. If organising is one of the significant tasks of the leader, it stands to reason that more efforts should be put to proper planning to avoid wasting time. Planning the whole structure, timetables, schedules, drawing of action plans, and so forth. The task of delegating duties is done in a responsible manner. Tasks are delegated not dumped, where followers are given the authority which equals the responsibility. The activities of the followers are coordinated effectively to eliminate the unnecessary, vague actions and behaviour of the followers. Properly organised people, places, programmes, projects, policies, procedures, and processes prevent poor performance, especially when they people are motivated. Motivation is the heart of leadership. Building others takes more than enthusiasm. It means interest, commitment and sacrifices of one’s time. Van der Westhuizen (1991: 194) defines motivation simply as, a spark which ignites and influences human action.

Maslow, cited by Van der Westhuizen (1991: 196) advances the view that people have needs which are not only compelling but which vary with intensity and priority, and which need to be fulfilled. For instance, physiological and security needs are easily fulfilled than the need for love and belongingness, the need for esteem or appreciation and self-respect, and self-realisation or refined “higher” needs. The following is a diagram of Maslow’s pyramid of needs adapted from Hjelle and Ziegler (1976:256).
Van der Westhuizen (1991: 196) indicates that the lower two levels of needs do not feature strongly in the daily activities of the principal. The leader’s focus should be mainly on the three highest levels of needs for development of staff. Maslow alleges that to motivate is to love, is to create friendship, a sense of belongingness, affiliation and acceptance of people as they are. To motivate is to encourage self-respect, support, empower, to build confidence of others. Self-realisation is everyone’s ideal. The pyramid or hierarchy of need is further expanded by McGregor’s (1960) Theory X and Theory Y cited by Sergiovanni and Starratt (1993: 15) which refer to motivation of teachers. Sergiovanni and Starratt affirm that fundamental to McGregor’s Theory X is a philosophy of direction and control of the teacher’s activities. Sergiovanni and Starratt (1993: 15) present the assumptions about people associated with the Theory X as follows:

1. Average people are by nature indolent – they work as little as possible.
2. They lack ambition, dislike responsibility, prefer to be led.
3. They are inherently self-centred, indifferent to organisational needs.
4. They are by nature resistant to change.
5. They are gullible, not very bright, ready dupes of the charlatan and demagogue.

Sergiovanni and Starratt claim that some characteristics of the Theory X about teachers are indeed true. Contrary to the Theory X, Sergiovanni and Starratt (1993: 16) summarise McGregor’s (1960) Theory Y as the following assumptions about people:
1. Management is responsible for organising the elements of productive enterprise money, materials, equipment, people—in the interest of economic (educational) ends.

2. People are not by nature passive or resistant to organisational needs. They have become so as a result of experience in organisations.

3. The motivation, the potential for development, the capacity for assuming responsibility, the readiness to direct behaviours towards organisational goals are all present in people; management does not put them there. It is a responsibility of management to make it possible for people to recognise and develop these human characteristics for themselves.

4. The essential task of management is to arrange organisational conditions and methods of operation so that people can achieve their own goals best by directing their own efforts towards organisational objectives.

Sergiovanni and Starratt conclude that basic to the Theory Y is a focus on creating happy teachers as a means to gain productive cooperation. The new managerial emphasis would be on creating the conditions of successful work as a means of increasing one's satisfaction and self-esteem. The above sentiments are echoed by Herzberg (1966), cited by Van der Westhuizen (1991: 200) as motivators or intrinsic factors. Herzberg's (1966) two factor theory, cited by Van der Westhuizen (1991: 199-200), implies that people are either motivated by factors which are intrinsic in character and which deal with the basic nature of the work itself or factors which are situated outside the work and which are extrinsic. Herzberg asserts that these intrinsic factors which are also referred to as motivators are responsible for job satisfaction. These factors include, creating opportunities for promotion, in-service growth, self-realisation, achievement possibilities and recognition which the teacher receives. Herzberg as cited by Van der Westhuizen (1991: 200) describes extrinsic motivators as care factors, hygiene factors or demotivators. He maintains that these factors include professional aspects such as, salary, supervision, policy, administration, fringe benefits and so on. These factors do not have a compelling motivational value but tend to relate to militating against work dissatisfaction.

Herzberg (1966) cited by Sergiovanni and Starratt (1993: 16) suggest that the teacher’s growth depends on the achievement of tasks that have meaning for her. In other words, growth is dependent on motivators, since motivators are task factors which provide psychological stimulation that activates the teacher towards her self-realisation needs.

2.3.7 Giving feedback

The leader who considers giving feedback as an important function enjoys success. Caroselli (1990: 16) avers that feedback enables followers to identify their own strengths and weaknesses. Skills on feedback lead teachers into talking about positive achievements and fears are alleviated. Feedback should be objective rather than subjective for it to be effective and successful.
Caroselli (1990:16) notes that it is not enough for the leader to have a vision, but must also follow through on the vision to ensure it gestates and is born. Followers should be kept informed about events. The leader makes time to gain valuable insight and information about the activities of the followers, whilst on the same time, contributing knowledge, skills, and energies to individuals and teams. Smith (1992:23) endorses that insight and information is gained through informed discussions, interviews, meetings, seminars and workshops, which are directed to improve the teacher and learner, on a continuous basis. Kok et. al. (1992:41) contend that feedback strengthens effective methods and teaching practices which already exist. Feedback provides guidance to the teacher towards improving skills. It also provides guidance in self-evaluation and self-improvement of individual teachers.

2.3.8 Managing change

Caroselli (1990:23) warns that change provokes fear, anger, denial, resistance and uncertainty in people. Change should not be enforced on people. Caroselli (1990:23) advises that encouraging and comforting words should be used to begin the process of change. Fears are allayed when explanations are given before introducing change. Changes consolidate or challenge prevailing wisdom, hence the resistance. West-Burnham (1992:115) believes that the leader has to be committed to change, to be exited by it and to welcome it and at the same time create the environment that allows objectives to be met and to be completed.

Fullan (1991:31) proffers a view that changes may come about because it is imposed on us (by natural events or deliberate reform) or because we voluntarily participate in or even initiate change when we find dissatisfaction, inconsistency, or intolerability in our current situation. Which ever way, change results in emotional challenges. It should be made as smooth a transaction as possible. Fullan (1991:31) notes that as much as principals are faced by many constrains, they can rise above the occasion and direct their commitment to innovations. Sacrificing time and energies, familiarising themselves with topics or areas concerned.

Leithwood and Jantzi (1990) cited by Fullan (1991:32), compared effective with ineffective principals and came up with the following six broad strategies. Effective principal took action that -

1. Strengthened or improved the school’s culture.
2. Use a variety of bureaucratic mechanism to stimulate and reinforce cultural change.
3. Fostered staff development.
4. Engaged in direct and frequent communication about cultural norm, values and belief.
5. Share power and responsibility with others.
6. Used symbols to express cultural values.

Sergiovanni and Starratt (1993:22) propose that change does not come about easily and that
it is very difficult to mandate from top down or from outside. Change that counts, is typically that which alters basic issues of schooling such as goals, values, beliefs, working arrangements, and the distribution of power and authority. Sergiovanni and Starratt (1993: 23) contend that the kind of power proposed requires more than creation of supportive school culture but demands more changes on authority base for the school leader.

Leadership in the context of change is about facilitating learning, allowing people to change rather than react to change. West-Burnham (1993: 115) reminds leaders that managers in the schools are already experts in managing change, they manage the most complex transitional process of all, the education of children. Leadership is about personal change, professional growth and organisational improvement. The leader should create the environment which enhances continuous improvement, drive out fear by improving communication, give people responsibilities with equal authority for accountability. The leader’s commitment is mirrored by her followers.

Finally, the study has developed essentially the same line of thinking, focussing mainly on qualities of leadership as Caldwell and Spinks (1988: 31) who presented their findings on characteristics of highly effective school leaders with, great emphasis on school leadership and participative decision-making aspects.

This discussion will be incomplete if the cyclic nature of the qualities discussed is not highlighted. The implication of this statement is that these qualities enjoy an inter-dependency which is undeniable. The eight groups, functions, roles or characteristics, as one might choose to call them, are inter-linked and work hand in hand with each other. Effective leadership depends on these premises, i.e. from creation of climate to managing of change. The proposed cycle may be represented on a continuous model. It is proposed further that effective leadership may not be achieved if one or more links are broken. This is not to suggest that this model is the only ideal situation, as indicated in various sections of this work, different scholars on leadership focus and emphasise different components. But the basic qualities which are discussed in this work constantly emerge in these various studies. The following is a diagrammatic representation of the proposed continuous model of qualities for effective leaders adapted from Grobler (1994: 2).
2.4 TOTAL QUALITY MANAGEMENT

Total Quality Management may be perceived through:


The list is infinite since different scholars describe or define Total Quality Management differently.

Basically, the above approaches work from the same set of premises reinforced by Deming’s...
fourteen points. These perceptions reflect an integral set of fundamental tenets. Deming's fourteen points are consistently engaged by majority of scholars of TQM. In fact, he is referred to as the father of TQM. The fundamental difference lies on the focus and emphasis made about these points in different contexts.

The purpose of this section is to examine TQM. To obtain an in depth understanding of TQM, the following sub-topics are broadly discussed.

1. The industrial origins of Quality movement.
2. The contributions of Deming, Juran, and Crosby.
3. The general view of TQM, with specific reference to education.

2.4.1 The industrial origins of the quality movement

The study of TQM as a discipline can be traced back at least to the period just after the second world war in Japan. The pioneers of TQM, who inspired it and sustained it were among others, Deming and Juran. It is believed that the ideas of these pioneers were initially ignored by Americans in the 1950's and 60's when businesses were booming and Americans could sell everything in a world hungry for manufactured goods; Sallis (1993:16), West-Burnham (1992:14) and Bonstingl (1992a:12).

The Japanese were concerned with the reconstruction of their war-torn industry as a result of American bombing. The Japanese wanted to learn the lessons of quality control from other industrialised nations. According to Sallis (1993:16) the Japanese put the ideas of Deming and Juran in their industries, the ideas of finding out first what the customer wanted and then designed methods and standards of production. Bonstingl (1992a:5) describes this notion of culture as Kaizen - that is, personal dedication to mutual improvement. The focus of Kaizen is on ensuring one's growth by helping others to grow, by helping others to improve themselves little day by day. Bonstingl (1992a:17) indicates that the Japanese's belief in "work ethic of give one's best is honourable and graceful". The crux of their culture is sharing of work, working as teams for continuous improvement.

Sallis (1993:17) contends that the essential features of excellent companies lie on the fact that excellent relationships with customers are fundamental. Being 'close to the customer' and with an obsession with quality are crucial notions. Sallis (1993:17) points out that Japan's success and power is based to a considerable extent on taking the quality message to heart, by planning long-term and putting the emphasis on designing quality into their product and employee attitudes and relationships. In a related consideration, Sashkin and Kiser's (1993:27) definition of control for the Japanese is, therefore, a system of means to economically produce goods or service which satisfy customer's requirements.
2.4.2 The contributions of Deming, Juran, and Crosby

This section is not offering comparative review, but only highlighting the key components of each scholar. Sallis (1993:45) indicates that Deming, Juran and Crosby are important writers on quality in manufacturing industries. Even if their approaches have limitations and drawbacks, they also illuminate and provide direction to education. There is much to be learned from them and be readily adapted to education.

DEMING

The America, W Edwards Deming (1986) cited by West-Burnham (1992:18) began formulating his ideas in the 1930's while working on methods of removing variability and waste from industrial processes. Sallis (1993:46) notes that Deming saw the problem of quality lying primarily on management. Deming argued that 85 per cent of production faults are the responsibility of management not employees. Inspection is costly and ineffective. His focus was mainly on precision, performance and customer’s requirements, unlike most productions which put emphasis on profit; not caring whether the customers are satisfied or not. As a statistician, his concern was on the statistical methods designed to reduce variation.

Deming has synthesised his view on quality management into fourteen points. For the purpose of this study, the fourteen points will not be discussed in detail, as they dominate most of the works of TQM by various authors. The fourteen point’s sequence is basically the same, with the difference resting on simplification of some meaning of the points. Bonstingl (1992d:1-5); and Sashkin and Kiser (1993:29-33) also cite Deming’s work. But for the purpose of this study West-Burnham (1992:18)’s version will be adopted.

DEMING’S FOURTEEN POINTS FOR MANAGEMENT

The following represents West-Burnham’s (1992:18) interpretation of The fourteen Points developed by Dr. W. Edwards Deming.

1. Create constancy of purpose for continual improvement of products and service.
2. Adopt the new philosophy and abandon traditional ways of working.
3. Move from inspection to building quality into every product and process.
4. Stop awarding contracts on the basis of lowest bid - specify and buy quality.
5. Engage in a process of continually improving every aspect of company activity.
6. Use work based training techniques.
7. The emphasis for leaders and managers must be on quality, not quantity.
8. Drive out fear by improving communication.
10. Eliminate slogans of exhortations.
11. Eliminate arbitrary numerical targets.
12. Allow for pride of workmanship by locating responsibility with the workers.
14. Create a management structure and culture that will drive the preceding 13 points.

Deming’s quality is determined by customers, but just as important, intersection between pleasure and production is essential. The best part of many people’s lives is when they are engaged in their daily work. In addition, Schmoker and Wilson (1993:390) suggest that joy at work should be seen as “at work as at play”.

**JURAN**

According to West-Burnham (1992:18) Joseph Juran is recognised as the co-founder of quality management. His emphasis is on leadership and teamwork. His principles lie on the notion of reducing the cost of quality and increasing conformance. West-Burnham (1992:18) states that Juran identified three steps to quality improvement. These are:

1. Structural annual improvement plans.
2. Training for the whole organisation.
3. Quality directed leadership.

According to Juran (1988) cited by West-Burnham (1992:18) improvement is enhanced by proper planning on a long term basis, employees should be empowered through training, giving them skills and knowledge. Leadership which motivates, coaches, and encourages is significant. Juran also proposed ten steps to quality management (West-Burnham; 1992:18). His ten points are concerned with the following:

1. Create awareness of the need and opportunity for improvement.
2. Set explicit goals for improvement.
3. Create an organisational structure to drive the improvement process.
4. Provide appropriate training.
5. Adopt a project approach to problem solving.
6. Identify and report progress.
7. Recognise and reinforce success.
8. Communicate results.
10. Build an annual improvement cycle into all company processes.

Sallis (1993:52) relates that Juran, like Deming believes that the most quality problems can be traced back to management decision. Since eighty five per cent of an organisation’s quality problems are the result of poorly designed processes, putting the system right can often mean putting the quality right. Juran’s focus is also on teamwork. He is concerned with an
integrative, collaborative position of human relations and task. He maintains that human needs should not be compromised at the expense of task needs. The two aspects should be integrated.

CROSBY

Caroselli (1991:13) indicates that Crosby is identified as a leader in the quality revolution. He has been the quality advocate for nearly forty years and has taught thousands of people through his teaching, speaking and writing that "Quality means conformance to requirements". West-Burnham (1992:8) proffers the notion that Crosby (1979) is best known for his Four Absolutes of Quality Management.

1. The definition - Quality is conformance to customer requirement - not intrinsic goodness.
2. The system - Prevent, not detection.
3. The standard - Zero defects.
4. The measurement - The price of non-conformance.

According to Sallis (1993:53) Crosby's contribution on quality is the idea that quality is free. Quality is efficient and does not waste. His second idea is the notion that errors, failures, waste, and delay can be totally eliminated if the institution has the will. Prevention is better than detection because it does not waste time. This is the controversial notion of zero defects. Sallis (1993:53) claims that unlike Deming and Juran, Crosby does not believe in statistically acceptable levels of quality. For Crosby there is only one standard, and that is perfection and zero defects or prevention model with a philosophy of delivering error free work. Sallis (1993:53) suggests that both Crosby's and Juran's ideas are very appealing to education.

These absolutes have been adopted by many companies and cited by various scholars and writers like West-Burnham (1992:8), Dale and Cooper (1992:5-7) Sallis (1993:25), Murgatroyd and Morgan (1992:45-46), and Crosby (1979:17-22). In this respect, quality can be defined as the best way to satisfy the needs of customers and wants. It does so by preventing defects before they occur not by curing them.

Crosby's other great contribution towards quality is his Improvement Programme based on fourteen steps which can be followed as a plan of action to attain quality. These are adapted from Sallis (1993:53-57) as follows:

1. Management Commitment: The quality initiative must be sanctioned and led by senior management.
2. Quality Improvement Team: Sets and directs the programme which will be implemented across the organisation.
3. Quality Measurement: It is important to be able to measure the current and potential nonconformance in such a manner that it permits objective evaluation and corrective action.
4. The Cost of Quality: The cost of quality consists of having to do things again, inspection, testing, scrapping and so forth.

5. Quality Awareness: Information about the quality programme needs to be communicated.

6. Corrective Action: Supervisors need to work with staff to eliminate poor quality.

7. Zero Defects Planning: Zero defects programme to be introduced and be led by the Quality Improvement Team.

8. Supervisor Training: Formal training for managers and middle-managers to enable them to understand their role in improvement process.

9. Zero Defects Day: The day to highlight and celebrate the work being carried out on quality and to emphasise the management's commitment to it.

10. Goal Setting: The goals which teams set must be specific and measurable.

11. Error-Cause Removal: By designing a standard form to communicate difficulties with implementation to the management.

12. Recognition: Recognition of staff's achievement and contribution is more important than the money they work for.

13. Quality Councils: To monitor the effectiveness of the programme and to ensure that the improvement process continues.

14. Do It Over Again: The quality programme never ends. Once goals are reached the programme needs to start over again.

Like Juran, Crosby has a humanistic, person-oriented approach. He believes that people should be satisfied in their work environment for better performance and quality improvement. Quality transformation begins with communication between leaders and followers, having common understanding, with clear requirement of performance standards. Leaders should educate people to be defect-free.

Quality should be a frequent spoken term. Caroselli (1991: 11) suggests that if the leader always assumes that people are vitally interested in the quality improvement process then they will fulfil her convictions. Crosby (1979) cited by Caroselli (1991: 32) believes in people being fanatics about their work and about satisfying the customer. Fanatics who, he claims, "leave footprints instead of just dust". This fantastic fanaticity, adopted from Caroselli (1991: 32) may be represented as follows:

F First, decide you want zero-defect strategy.
A Announce a clear, specific quality policy.
N Next, display management commitment through action.
A Assure that every one is educated so they can perform.
T Then eliminate opportunities to compromise conformance.
I Insist that every supplier do the same.
C Convince every one that they are dependent on each other.

26
Sallis (1993:17) notes that the contributions made by Deming, Juran and Crosby, are a need for a change of work culture for total quality to succeed. On the other hand, West-Burnham (1992:19) moves that the three ‘gurus’ may be credited with creation of the vocabulary of total quality management.

It is appreciated that most of the vocabulary propagating TQM are direct contributions of Deming, Juran, and Crosby. Most of this vocabulary will be discussed in the general view of TQM. Another noted factor is that as much as their innovative ideas were focussed mainly on the business world, they played a role in the gestation of quality movements in education. Their ideas were adopted in social service systems like schools as well.

2.5. THE GENERAL VIEW OF TOTAL QUALITY MANAGEMENT IN EDUCATION

The significant vocabulary which distinguishes TQM emerges in Murgatroyd and Morgan’s (1992:45-46) definition of total quality management as quality assurance, contract conformance and customer driven quality.

Quality assurance refers to the determination of standards, appropriate methods and quality requirements by an expert body, accompanied by a process of inspection or evaluation that examines the extent to which practice meets these standards. Quality assurance in schools is reflected through; teacher evaluation methodologies, inspection of schools, examinations system and curriculum standards set by government which specify expectations of government.

Contract conformance in education is defined in terms of meeting or exceeding contract requirements like meeting deadlines of submission of homework and assignments by learners or performance of assigned duties and tasks by teachers.

Finally, Murgatroyd and Morgan (1992:46-50) contends that customer-driven education can be seen through the activities of pupils, parents and teachers in a school, where they indicate what they want to be done to make changes in order to improve the school. For effectiveness, the stake holders’ ideas, concerns and suggestions should be seen being implemented on a regular basis.

Murgatroyd and Morgan (1992:48) suggest that leaders or principals should improve communication, remove obstacles to improvement, and empower teachers, learners and parents. Power should rest on the hands of teachers and students, who can deliver quality improvement directly. In other words, power is bottom-up, not top-down.

The following definitions of Total Quality Management are concerned with underline customer satisfaction, teamwork, tools, training, quality standards, culture, and relationship between
people. These reflect the vocabulary employed by Deming, Juran, and Crosby. The difference lies in fashioning the reader’s interpretation of TQM. Caroselli (1991: 7) notes that no matter what particular phrases are associated with a particular figurehead, the common emphasis on high-quality products and service transcends the diversity. West-Burnham (1992: 15) defines total quality management as a process involving suppliers and customers aiming for continuous improvement, concerning products and processes, responsibility with all workers and delivering through teamwork.

Total Quality Management for Sashkin and Kiser (1993: 39) means that the organisation’s culture is defined by and supports the constant attainment of customer satisfaction through an integrated system of tools, techniques and training. This involves the continuous improvement of organisational processes, resulting in high quality products and service.

Lessem (1991: 5 and 10) sees Total Quality Management representing a successful marriage between products and people, and also as tough minded thinking and tender-hearted feeling. The quality that creates the world emerges as a relationship between people and their experience. In other words, you are a participant, with other people and things in both “inner-directed” learning and also in “outer-directed” innovation.

Sallis (1993: 25) defines quality as that which best satisfies and exceeds customers needs and wants. It is the customers who make the judgment on quality, which they do by reference to the best comparable performer based on Quality standards. Standards that are product and service standards; and customer standards.

Product and service standards imply conformance to specification, fitness for purpose or use, zero defect and right first time, every time. Customer standards refer to customer satisfaction, exceeding customer expectations and delighting the customer.

Jablonski (1994: 41) perceives TQM as a cooperative form of doing business that relies on the talents and capabilities of both labour and management to continually improve quality and productivity using teams. His definition strives to focus on;

1. Participative management.
2. Continuous process of improvement.
3. The use of teams.

Participative management is fundamentally grounded on leadership. What comes up from Jablonski’s arguments is a highlight of qualities of effective leadership. Arming people with skills and support to better understand how they do business and identifying opportunities for improvement is empowering them.
Basically Jablonski's (1994: 43) frame of reference supports the arguments developed in this study, about the eight qualities of effective leadership, which are: creating a positive school climate, creative and open communication channels, empowering teachers, developing vehicles for teamwork, envisioning and energising, organising and motivation, giving feedback, and managing change.

Continuous process of improvement for Jablonski (1994: 43), is accepting small incremental gains for the long-term focus. Teams involve both the supplier of service and material and the customers. People are empowered to recognise opportunities for improvement, participate in decision making or problem solving in the day to day work to improve their work environment.

Bonstingl (1992a: 30-31) defines Total Quality Management as a new way of thinking and living that pervades all aspects of life. When fully implemented, it becomes the heart and soul of the organisation's way of operating - accepted as the way things are done around here by everyone who influences and is influenced by the organisation's system. It requires efforts by the entire team, working together towards common objectives based upon an accepted vision and mission and using quantitative and qualitative data to measure how well the system is meeting the needs of all stakeholders inside and outside the organisation.

Bonstingl (1992a: 28) argues that it is important to empower everyone, especially the teachers and students to continuously improve their work. To be empowered to put forth their best efforts and understand the processes, systems and opportunities for continual growth and improvement. As a process that involves leadership, it takes a dedication to the process of continuous improvement, for oneself and for others in the system. Bonstingl (1992d: 5) makes the case that the benefits of TQM are tangible. People feel better about themselves and their efforts on the job. Relationships among them are more honest and open, and productivity goes up, as work improves continuously. Changes in the organisation give rise to opportunities for personal and professional growth, along with pride and joy that come with getting better and better everyday, and helping others to do the same.

Bonstingl (1992d: 5-8) makes the case that Total Quality Education is based on Four Pillars of Quality. These are:

1. The organisation must focus first and foremost on its suppliers and customers.

In education, the first customers are the students and their parents. The students are the teacher's customers, where the teachers and the school become the suppliers of service through effective learning tools, environments, and systems. The second or secondary customers are the teachers themselves. They accept service from the students through written homework, assignments, projects and others. Bonstingl (1992a: 34) argues that in education everyone is both a customer and supplier, and therefore chains and networks of partnership and mutual support (externally and internally) must be built to
2. Everyone in the organisation must be dedicated to continuous improvement, personally and collectively.

Basically what is required is the total commitment of everyone in the organisation. Empowerment is essential. Encouraging educators to realise their untapped potentials and to help students to realise theirs too.

3. The organisation must be viewed as a system, and the work people do within the system must be seen as an ongoing process.

Bonstingl’s contribution is that quality products come from quality processes. For successful schools of quality, strong linkages with stakeholders should be built, recognising them as essential contributors to school’s ongoing improvement processes. The emphasis should not be placed on the end results only (acquisition of ‘A’ grades) but also on the creation of a climate which is positive and conducive to learning, growth and personal development.

4. The success of Total Quality Management is the responsibility of top management.

Based on Deming’s 14 Points, quality cannot be delegated, but rests on top management. Leadership which drives out fear, removes barriers to joy and pride of workmanship, builds teamwork, creates culture of mutual support for continuous improvement is envisaged. Communication channels should be open, where the leader’s stance is based on trust and honesty.

From the perspectives of the foregoing scholars, TQM borrows its foundations from the tenets of Deming, Juran and Crosby. In their quest for explanation, what seems to emerge is the emphasis on the following fifteen points. These are:

1. Customer focus.
2. Personal dedication to mutual improvement-continuous improvement.
4. Deming’s Fourteen Points.
5. Cultural change.
6. Climate creation.
7. Commitment.
8. Empowerment-Participative.
10. Quality assurance.
13. Working towards vision.
15. Most important, leadership.

Caroselli (1991:23) concludes this study by indicating that leadership can be learned, quality is common sense, a striving towards perfection that will leave one convinced there is no other way to approach one's work.

2.6 A SYNTHESIS

The first mission of optimising the entire learning system by developing knowledge about qualities of effective leadership has been hopefully achieved. A number of qualities are brought to study and what seems to emerge is a cyclic nature of these qualities; which are highly interdependent and presuppose each other. It is shown that for effective leadership these qualities are essential.

The second mission is to synthesise and translate school leadership and total quality management, which creates an environment that fosters motivation to learn, teach and to challenge both the teacher and the learner to consider activities that will ensure continuous improvement.

School leadership for total quality management, requires a supportive climate. Total quality management is personal dedication to mutual improvement, which may be realised given the conducive and positive school environment, based on trust and respect of human dignity.

School leadership which enhance continuous growth insists on open communication channels to enhance sharing of work, to build and empower teamwork. Communication which focusses on achieving the same mission, developing each other, personally and professionally. Leadership should give feedback on constant and continuous basis, feedback which is non-judgmental and non-subjective.

Total quality management focusses mainly on the customer, the learner, as the significant component. Schools are in the business of shaping, moulding building and developing young minds of the learner. As a significant task, TQM strives to prevent rather than detect defects. School leaders cannot afford to make mistakes, as they are dealing with human minds. Unlike in the factories, products which fail to conform to the required standards are discarded. Defects in education are irreversible.

Empowerment is the heart of total quality management. Empowerment is also the heart of leadership. Ownership of visions, missions, goals and objectives by all is essential. Teachers are empowered when they are given permission to make decisions which affect them and their
work. Permission to use their experiences, skills and knowledge to bring forth improvement in the school. Empowerment to make changes that affect them in the day to day running of the school.

School leadership is concerned with teamwork. Accordingly, the object of TQM is developing effective teams. Teams which are motivated, recognised for a job well done, praised for achieving positive outcomes, and rewarded, to encourage them to strive harder and harder to attain school goals.

School leaders are supposed to be dreamers and visionaries. They believe in the `new' and `innovative'. Visions are created, which deserve personal dedication to mutual improvement. When barriers between departments and people are removed, teachers tend to work together for the benefit of each other. Developing one's character, improving one's abilities and expanding one's interest emphasises total commitment.

Organising and planning are significant tasks of the school leader for managing change. Change should be seen as a friend not an enemy. The school leader who is transparent, who invites others through her invitational stance, where trust, respect, optimism and intention are her norms and values, promotes and drives change. Change should happen by plan, not by accident. School leaders are agents of change. TQM emphasises change of culture and structure, as people become better and better everyday. School leaders should initiate change and not delegate it.

Total Quality management was initially defined as a process of involving every stakeholder through teamwork in an attempt to empower and utilise untapped potentials, and abilities of others; to attain visions, missions, goals and principles through determined standards, methods, requirements and creating an environment that fosters continuous improvement, meaningful change and personal satisfaction.

After a consideration of the literature on Total Quality Management, what appears to dominate the study is more than the six tentatively proposed basic concepts. It appears that TQM lends its essence in its role of cultural change. An environment which is receptive to, and reflective of the quality philosophy should be developed. It is a fundamental belief that social factors that are natural and cultural, influence the education systems. It goes without saying that these factors influence the school leader as well. The continuous aspect of TQM is captured in the efforts of the leader who is realistic about her milieu, her cultural paradigm in which she was born, raised, lives and works in.

It cannot be denied that every school leader dreams and visualises, a situation or school, where continuous improvement of teaching, learning, growth and development exits. This dream and vision is determined by what people in the school believe in. Their norms, values, attitudes and spirit serve as a foundation for their culture. The culture of working together, building each
other, supporting each other and facing the challenges and fears of uncertainty together. School leaders, teachers, learners, parents and the community at large should learn from the Japanese national culture of Kaizen - the belief of working together, sharing the little things together, caring and making time to be there for each other. A culture based on commitment by all, working to the best of one’s ability, exerting efforts, energies, skills and knowledge to foster change in whatever little thing they do.

2.7 CONCLUSION

The literature study attempts to relate concepts which assure effective leadership in the context of TQM. The crux of TQM is strong and purposeful leadership. Leadership which is committed to continuous improvement. The literature study shows that there are other means of persuading teachers beside leadership styles which are germane to Taylor’s scientific management theory of resorting to command, control and compliance.

School principals in Kagiso schools can learn from lessons of TQM from other schools of quality. It cannot be denied that the route to total quality will be tedious and long, given the historical under provision and under development of Kagiso schools and the community at large as a result of the apartheid policies of the past. Quality should begin with committed leadership for the whole community to feed on. The quality message must reach people’s hearts and minds.

Chapter three describes the methodology of the case study, sampling procedures are indicated, and the concepts of validity and reliability are justified. The reliability of the study lies on the fact that multiple sources of evidence (triangulation) were used.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This is a case study of TQM in two primary schools in Kagiso. A qualitative research method will be used to collect data. Locke et. al. (1987) cited by Creswell (1994:161) suggest that a qualitative paradigm intends to understand a particular social situation, event, role, group or interaction. Creswell (1994:161) cites Miles and Huberman in affirming that the qualitative research paradigm is largely an investigative process where research gradually makes sense of social phenomenon by contrasting, comparing, replicating, cataloguing and classifying the object of study.

A Case study can be adequately done using a qualitative research paradigm. Anderson (1990:158) asserts that a case study deals with contemporary events. If the ANC's (1994:60) educational challenge of achieving higher levels of learning for all children is to be realised, consequently a fundamental need for an examination of school management is essential. TQM is one aspect of school management that will need to be examined in detail. An examination of TQM in the two primary schools in Kagiso will endeavour to identify leadership which enhances continuous improvement to raise levels of learning for all.

3.2 CASE STUDY METHOD

Yin's (1981) technical definition of a case study as cited in Yin (1989:23) as an empirical inquiry that investigates a contemporary phenomenon within its real life context when the boundaries between phenomenon and context are not clearly evident and in which multiple sources of evidence are used. This research study is therefore a case study of two primary schools in Kagiso in which the researcher intends to investigate the applicability of TQM in the two selected primary schools.

Yin (1989:25) annotates that a case study has at least four applications. A case study may give explanations to the causal links in real life. Contemporary phenomenon that are too complex for the survey or experimental strategies may be given meaning through the use of case study strategy. Second, a case study method is able to describe or even predict the contemporary phenomenon in the real life context in which an intervention has occurred. Third, a case study illustrates the intervention itself. Finally, the case study may be used to explore those situations in which the intervention being evaluated has no clear, single set of outcomes.

Yin (1989:20) reflects that a case study attempts to answer the “How” and “Why” questions about contemporary sets of events, which the investigator has little or no control. A case study
The following are four main traditional prejudices against the case study strategy as conceded by Yin (1989:21):

1. Case studies lack rigour. They are sloppy and allow equivocal evidence or biased views to influence direction of findings and conclusions.
2. They provide very little basis for scientific generalisation. For example, from a single case to a larger population or universe, but they are generalisable to theoretical propositions.
3. Case studies are time consuming and result in immense, unreadable documents.
4. Good case studies are very difficult to do. Skills for doing good case studies have not been defined yet.

A case study method will be used in this study since it has proved to be the most effective method of getting explanations of the 'how and why' questions available so far. The aim of this study is to examine the applicability of TQM in two primary schools in Kagiso, not to generalise the findings to all schools in Kagiso. Therefore, a case study method will suffice to achieve the aim indicated. Efforts will be made to translate the findings as accurately as possible.

A Case study method is also defined by Hammersley (1992:185) as a strategy that involves the investigation of a relatively small number of naturally occurring (rather than research-created) cases. This case study is focussed on two primary schools in Kagiso to attempt to examine leadership qualities that enhance total quality management.

Hammersley (1992:186) suggests that the strength of a case study involves buying greater details and likely accuracy of information about particular cases at the cost of being less able to make generalisation to larger population cases. The importance of this study lies on providing interpretations on TQM and school leadership, rather than to be generalisable to all sixteen primary schools in Kagiso.

The researcher's perception of TQM has been shaped by literature on TQM derived from various scholars. Certain biases may come from the researcher's experience as a primary school principal in the same area and setting as the sample. The literature review may also bring certain biases to this study as they mainly reflect perceptions of scholars from more developed countries like America and Britain, given the general understanding of Black education in South Africa. Every effort will be made to ensure objectivity in this study and the applicability of American and European concepts.

TQM as defined by both Bonstingl (1992a:31) and West-Burnham (1992:15) reflects a process of involving every stakeholder through teamwork, in an attempt to empower and utilise the untapped potentials and abilities of others, to attain the school's vision, missions, goals and principles through determined standards, methods, and requirement that fosters continuous improvement, meaningful changes and personal satisfaction: This definition focuses on the
following six basic concepts fundamental for TQM:

1. Development of teamwork.
2. Empowerment through leadership.
3. Creation of a positive climate.
4. Continuous improvement.
5. Meaningful change.
6. Personal satisfaction.

This case study endeavours to examine these six basic concepts of TQM in two primary schools in Kagiso.

Development of teamwork is essential in Kagiso primary schools. Bonstingl (1992a: 5) proffers the notion that when people work together successfully they do well. Antonioni (1994: 3) on the other hand suggests that leaders should consult, envision, experiment, coach and educate if they want to develop teams.

Initially, empowerment was perceived as a function of the leader, where the leader turned power over to her subordinates. Sergiovanni and Starratt (1993: 36) conceive empowerment as the power to be and power to do, not as the power over. The power is within oneself. The case study will strive to examine self empowerment in principals and teachers in the two primary schools in Kagiso.

Grobler (1993b: 5) notes that the spirit or climate of the school depends on the personality of the school leader. Smith (1992: 30) on the other hand proffers that the leader's positive expectations and cooperation in various organisational processes contributes towards the creation of a supportive climate. The case study will examine the role played by schools in creating positive climates in primary schools in Kagiso.

Continuous improvement is seen as the ultimate goal of TQM. Bonstingl (1992a: 28) contends that the significance of continuous improvement lies on the basis of empowering teachers and learners to continuously improve their work. Bonstingl (1992a: 34) notes that continuous improvement also reflects the commitment levels of all stakeholders. It is through these sentiments that the case study seeks to identify continuous improvement in primary schools in Kagiso.

Meaningful change according to Fullan (1991: 31) should not come about because it is imposed on teachers. It should be as a result of a smooth transaction grounded on the leader's efforts in strengthening the school culture which lays the foundation of reinforced cultural change. Fullan (1991: 32) affirms that meaningful change is as a result of staff development, direct and frequent communication about cultural norms, values and beliefs.
Such cultural and meaningful changes in primary schools in Kagiso may be influenced by the natural and cultural aspects of the environment. Stone (1981: 60-72) and Idenburg (1971) both support the idea that each educational system is shaped and determined by factors within its milieu. Factors such as climate, demography, cultural historical, language, economy, religion, politics, ethical, aesthetic and psychic aspects. This case study’s efforts are to examine the aspects which influence meaningful change, for TQM to take form in primary schools in Kagiso.

Personal dedication is as a result of intrinsically motivated teachers. Sergiovanni and Starratt (1993: 16) establish that Herzburg’s Theory Y (1966) is a function of the leader’s efforts to create happy teachers as a means of productive cooperation.

School leaders should create conditions to increase teacher’s satisfaction and self-esteem. The case study will venture to find out if school leaders in Kagiso primary schools mirror the above sentiments.

Sallis (1993: 25) and Sashkin and Kiser (1993: 39) motivate that TQM emphasises customer driven quality. The focus is on what the customer needs and wants. The case study will seek to ascertain if educational customers which are both the teachers and the learners' wants and needs are met in primary schools in Kagiso. The case study will also strive to respond to the four questions raised in the statement of the problem in chapter one.

Ultimately the concept of Total Quality Education will be tested by the case study methodology as well. According to Sagor and Barnett (1994: viii) TQE is a concept that emphasises instructional leadership. Instructional leadership is better understood by Krug (1993: 242) as an approach to action rather than as a specific set of practices. Practices that includes

1. Defining and communicating a mission.
3. Supervising teaching.
5. Promoting an effective instructional climate.

As indicated by Locke et al (1987) cited by Creswell (1994: 161) the intent of a qualitative research study is to understand a particular social situation, event, role, group, or interaction. Scholars assert that a qualitative research design can be distinguished from quantitative research methodology by the following six characteristics assumed by Merriam (1988) cited by Creswell (1994: 145):

1. A qualitative research design is concerned primarily with process, rather than outcomes or products.
2. Qualitative research designs are interested in meaning - how people make sense of their
lives, experience, and their structures of the world.

3. The qualitative research design is the primary instrument for data collection and analysis. Data are mediated through this human instrument, rather than through inventories, questionnaires, or machines.

4. A Qualitative research design involves fieldwork. The researcher physically goes to the people, setting, site, or institution to observe or record behaviour in its natural setting.

5. A Qualitative research design is descriptive in that the researcher is interested in process, meaning, and understanding gained through words or pictures.

6. The process of qualitative research design is inductive in that the researcher builds abstractions, concepts, hypotheses, and theories from details.

The problem is well suited to a qualitative design because the concept of TQM is new to the primary school principals in Kagiso and there seem to be no previous research done on the theory. A need exists to examine and describe the applicability of TQM in these two schools.

3.3 SAMPLE

3.3.1 Sampling procedures

Sampling procedures are defined by Krathwohl (1993:123) as ways of selecting a small number of units from a population to enable researchers to make reliable inference about the nature of that population. Two primary schools in Kagiso are studied as samples of this case study.

Kagiso township has a population of approximately 139000 people with at least 13147 school going children. The sixteen primary schools in Kagiso have a total of sixteen principals and 307 teachers.

Babbie (1992:198) defines a sample frame as the actual list of sampling units from which the sample is selected. This case study’s sample frame is derived from two primary schools, whose principals are at least sixty years old with more than twenty years of experience as school leaders. Since the researcher has access to these two primary schools in Kagiso, a single-stage sampling procedure will be used. This study will also use stratified sampling method. Babbie (1992:216) maintains that stratified sampling method organises the population into homogeneous subsets and selects the appropriate number of elements from each. It is for this reason that a stratified sampling method is used.

The sample frames are derived from variables such as gender, age, qualification and teaching experience. A male and a female school principal with at least twenty years of experience as school leaders, who are sixty years old will be selected. Four male and female teachers with at least five years of teaching experience and a basic primary qualification will be selected from each of the two primary schools. The two principals and the sixteen teachers will be requested
to complete a questionnaire on TQM.

The two primary school principals and four male and female teachers with at least ten years of teaching experience will be interviewed face-to-face for at least two hours. Their responses will be recorded in writing on paper and then written up in full afterwards.

3.3.2 Validity

Anderson (1990: 163) approaches validity as a construct derived from a given case but which has potential generalisability to other situations and settings. The external validity of this study is not to generalise findings, but to form a specific interpretation of events in the two selected primary schools in Kagiso. Accurate information from the data given by the samples will be recorded and presented.

3.3.3 Reliability

The study is focussed on two primary schools in Kagiso. The researcher is interested in examining the applicability of TQM in these two schools. The researcher may bring certain biases into the study, due to the fact that she is also a school principal in one of the primary schools in Kagiso. She has a close contact with the two primary school principals in meetings and other gatherings. The two primary school principals were selected on the basis of their extensive experience as school leaders.

Reliability of this study lies on the focus given to the case study method, sample frames and sample procedures and the multiple methods of data collection which includes questionnaires and interview guides and context in which data will be gathered. A clear and accurate picture will be presented and derived from presentation of findings, an analysis of data and detailed discussions. These data are accurate responses from the two school principals and sixteen teachers with more than ten years of teaching experience and a basic primary teaching qualification. Given the same conditions as the above, this case study might be replicated in another setting.

3.4 QUESTIONNAIRE

Anderson (1990: 207) upholds that a well contracted questionnaire permits the collection of reliable and reasonable valid data relatively simply, cheaply and in a short space of time. Questions in this case study are going to be based on the initial six problem areas identified in the tentative definition of TQM.

These concepts will enable the researcher to generate a number of sub-questions which will be addressed as questionnaire questions. According to Babbie (1992: 147) these concepts can determine the extent to which respondents hold a particular attitude or perspective. Two
questionnaires will be designed for the two principals and sixteen teachers in the two primary schools in Kagiso. The first two sections are mainly involved with the six main problem areas. The last section is on demographic information which is concerned with seeking information such as gender, age, qualification and teaching experience.

There are basically three types of responses, i.e., a scaled response, which requires the respondent to record her response to a given statement by selecting four alternatives (Likert scale), open-ended response which requires the respondent to elaborate, list, and rank characteristics on a scale of one to five, in degrees of importance and state comments and non-scaled responses which requires the respondent to fill in information about herself. Appendix I, p 74 and Appendix II, p 78 provide the sample questionnaires.

3.5 INTERVIEW GUIDES

Hitchcock and Hughes (1989: 80-81) endorse that interviews may be influenced by both the interviewer and interviewee’s values, attitudes, political affiliations and opinions. Hitchcock and Hughes (1989: 86-87) assume that unlike structured and semi-structured interviews, unstructured interviews allow for the following:

1. Introduction of new materials not thought of before hand, but arose only during the course of interview.
2. Provide greater and freer flow of information between research and subject.
3. Provide opportunity to clarify points and raise fresh questions.

With the above observations in mind, this case study will use unstructured interviews to help throw light on a number of aspects of TQM experienced by primary school principals and teachers in the two selected primary schools.

The two primary school principals and eight teachers, both males and females with at least ten years of teaching experience will be interviewed for at least two hours each.

Twelve interview guide questions will be derived from the six main problem areas initially identified in the study (Appendix III, p 82).

3.6 CONCLUSION

This chapter suggested the significance of the case study, its methods and procedure. The case study examined six main problem areas of TQM in two primary schools in Kagiso. A stratified sampling method will be used to ensure the proper representation of stratification variables like gender, age, qualifications and teaching experience.
The sample of sixteen male and female teachers were identified as the first set of samples for this study. Teachers who are qualified to teach, with at least five years of teaching experience. The second samples were derived from two primary school principals of sixty years old with more than twenty years of experience as school leaders.

The reliability of this study lies on the fact that multiple sources of evidence (triangulation) were used. That is the data was collected by twenty questions asked in the questionnaire, and twelve questions guided the interview.

Chapter four presents findings of the case study. The data collected from two selected primary schools in Kagiso is presented in tabular form.
CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 INTRODUCTION

Views presented in this study are provided by two school principals and sixteen primary school teachers from the two selected primary schools in Kagiso.

4.2 TEACHERS' QUESTIONNAIRE

The first data was collected from the sixteen primary school teachers in Kagiso. The researcher was interested in finding out what the sixteen teachers from the two selected primary schools understand about TQM. The questions in section A were categorised into six basic concepts which are fundamental for TQM to develop in schools. These are:

1. Development of teamwork.
2. Empowerment through leadership.
3. Creation of a positive school climate.
4. Personal satisfaction.
5. Meaningful change.
6. Continuous improvement.

The responses were analysed in Table 4.1, p 43, which indicates the teachers' responses on the six fundamental concepts of TQM.

4.2.1 Development of teamwork

All sixteen primary school teachers in Kagiso supported the concept of working together with the school principal as teams. This statement is indicated in Table 4.1, p 43, which represents the six concepts of TQM. Teamwork is possible when the school principal motivates and coaches teachers. The sixteen teachers agree with this statement, Table 4.1, p 43. Teachers agree that they meet on a constant basis to plan, discuss and evaluate their own work. The statement is supported by all sixteen teachers in Table 4.1, p 43. Eleven teachers disagree with the view that teachers are seen as subordinates not as equals of the school principal while five agree as indicated in Table 4.1, p 43. Therefore, for TQM to develop, teamwork is essential. The concept is basically supported by at least ninety two percent of the total response in this category.
Table 4.1: Indicates the Number and Percentage of Respondents for Section A on Six Fundamental Concepts for TQM

<table>
<thead>
<tr>
<th>1. DEVELOPMENT OF TEAMS</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Principal and teachers are teams.</td>
<td>14 87.5 2 12.5</td>
<td>0 0</td>
<td>0 0</td>
<td></td>
</tr>
<tr>
<td>2. Principal motivates and coaches.</td>
<td>11 68.7 5 31.3</td>
<td>0 0</td>
<td>0 0</td>
<td></td>
</tr>
<tr>
<td>3. Teachers meet constantly.</td>
<td>10 62.5 5 31.3</td>
<td>1 6.2</td>
<td>0 0</td>
<td></td>
</tr>
<tr>
<td>4. Teachers are subordinates.</td>
<td>1 6.2 4 25</td>
<td>5 31.3</td>
<td>6 37.5</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>36 56.3 16 25</td>
<td>6 9.4</td>
<td>6 9.4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. EMPOWERMENT</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Principal consults teachers before making informative decisions.</td>
<td>9 56.2 5 31.3</td>
<td>2 12.5</td>
<td>0 0</td>
<td></td>
</tr>
<tr>
<td>2. Teachers initiate new ideas.</td>
<td>6 37.5 8 50</td>
<td>2 12.5</td>
<td>0 0</td>
<td></td>
</tr>
<tr>
<td>3. Power is shared by all.</td>
<td>8 50 7 43.8</td>
<td>0 0</td>
<td>1 6.2</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>23 47.9 20 41.7</td>
<td>4 12.5</td>
<td>1 3.1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. CREATION OF CLIMATE</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Principals create climate of trust and respect.</td>
<td>11 68.8 0 0</td>
<td>4 25</td>
<td>1 6.2</td>
<td></td>
</tr>
<tr>
<td>2. Climate is created by the leader.</td>
<td>2 12.5 1 6.2</td>
<td>8 50</td>
<td>5 31.3</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>13 40.6 1 3.1</td>
<td>12 37.5</td>
<td>6 18.6</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. PERSONAL SATISFACTION</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Salary increases satisfaction.</td>
<td>4 25 7 43.8</td>
<td>4 25</td>
<td>1 6.2</td>
<td></td>
</tr>
<tr>
<td>2. Satisfaction is increased by promotion and in-service training.</td>
<td>5 31.3 6 37.5</td>
<td>3 18.7</td>
<td>2 12.5</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>9 28.1 13 40.6</td>
<td>7 21.9</td>
<td>3 9.4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. MEANINGFUL CHANGE</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explanations provided before new programmes.</td>
<td>7 43.8 6 37.5</td>
<td>2 12.5</td>
<td>1 6.2</td>
<td></td>
</tr>
<tr>
<td>2. Teachers are forced to accept changes.</td>
<td>1 6.2 0 0</td>
<td>5 31.3</td>
<td>10 62.5</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>8 25 6 18.6</td>
<td>7 21.9</td>
<td>11 34.4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. CONTINUOUS IMPROVEMENT</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Duties are clearly described.</td>
<td>7 43.8 6 37.5</td>
<td>2 12.5</td>
<td>1 6.2</td>
<td></td>
</tr>
<tr>
<td>2. Constant improvement is possible.</td>
<td>4 25 9 56.3</td>
<td>2 12.5</td>
<td>1 6.2</td>
<td></td>
</tr>
<tr>
<td>3. Principal provides feedback.</td>
<td>5 31.3 8 50</td>
<td>1 6.2</td>
<td>2 12.5</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>16 33.3 23 47.9</td>
<td>5 10.4</td>
<td>4 8.3</td>
<td></td>
</tr>
</tbody>
</table>

4.2.2 Empowerment through leadership

Teachers' perception on school principals consulting them before informative decisions are made suggest that empowerment is possible. The statement is supported by at least fourteen teachers, while only two teachers disagree with it as indicated in Table 4.1, p 43. The view of fourteen teachers is that they are given opportunities to initiate new ideas, while two disagree with the view in Table 4.1, p 43. There is a belief that power is not vested on the leader alone.
but is shared by all. This statement is supported by at least fifteen teachers while only one disagrees with it. One may suggest that teachers are empowered by their leaders and the statement is supported by at least ninety percent of the total responses in this category as indicated in Table 4.1, p 43.

4.2.3 Creation of a positive school climate

Table 4.1, p 43, also gives the sample of teachers’ view on the creation of a positive school climate based on trust and respect of teachers by the principal. Eleven teachers agree that the principal helps to create such a climate while five disagree. Thirteen teachers disagree with the notion that the principal is solely responsible for creating a positive school climate, while three agree with the notion. About seventy five percent of the total responses in this category support the statement that it is essential to create a positive school climate for TQM to develop.

4.2.4 Personal satisfaction

Teachers’ view on personal satisfaction suggests that satisfaction is derived from competitive salaries. Table 4.1, p 43, indicates that eleven teachers agree that personal satisfaction is a function of high salary structures. Five teachers disagree with this statement. Eleven teachers indicate that personal satisfaction is also derived from promotion and in-service training, while five teachers dispute the statement as indicated in Table 4.1, p 43. It is apparent that personal satisfaction in teaching is influenced by both monetary value and personal development. This statement is supported by at least sixty nine percent of the total responses on this category.

4.2.5 Meaningful change

Table 4.1 also provides information about meaningful change. The response indicates that out of sixteen teachers, thirteen teachers agree that change is attained smoothly because the principal provides full explanations before new programmes are introduced, and three teachers dispute the statement. Again, fifteen teachers disagree with the statement that teachers are forced to accept new projects without a consideration of their inputs, while only one teacher agrees with the statement as reflected in Table 4.1 of the six concepts of TQM. At least eighty eight percent of the total response in this category supports the statement that TQM is based on meaningful change which takes place when the leader is committed to it.

4.2.6 Continuous improvement

Table 4.1, p 43, provides information about continuous improvement of learning and teaching. Thirteen teachers agree that duties are clearly described and they know what should be done, improvement is on a constant basis, and that the school leader gives feedback on a frequent basis on performance of teachers, while only three teachers disagree as represented in Table 4.1 (a-c), p 43. Therefore, eighty one percent support the statement that continuous
improvement is primary for the development of TQM in schools.

4.2.7 Arguments supporting the possibility of TQM developing in the two selected primary schools in Kagiso

Table 4.2, p 46, indicates the results of the analysis of the open-ended question in Section B, on the possibility of TQM developing in the two selected primary schools in Kagiso. All sixteen teachers affirmed the statement and also elaborated further. Six major areas have been identified from the respondents’ contributions i.e. developing teamwork, creation of a positive school climate, leadership qualities, empowerment of teachers, improvement in general and motivation with twelve, six, five, four, three and two responses respectively.

The views presented are mainly provided by the sixteen teachers from the two selected primary schools in Kagiso. Few responses are contributed by the two school principals, appearing as the last item in basically all the six concepts presented.

The most frequently cited concept is development of teamwork in these two primary schools i.e. twelve responses. These teachers’ arguments are that TQM based on six fundamental concepts as indicated in Table 4.1, p 43, will ensure involvement of everyone in decision making, collective work, sharing of views and cooperation. The possibility of a positive school climate through TQM receives six responses. Views presented are that TQM creates relaxed working minds, harmony, which in turn promotes motivation and the smooth running of the school.

Five responses indicate that TQM will improve leadership qualities as represented in Table 4.2, p 46. It is indicated that school leaders may become more flexible, more effective and honest. Empowerment of teachers received four responses with the emphasis on the encouragement of participative decision making. Table 4.2, p 46, also provides information about improvement in general. Teachers cited that TQM will assist with maintenance of hard work, where teachers sacrifice their skills and experiences for the benefit of all, especially the learners. Motivation receives the least number of responses i.e two in Table 4.2, p 46. Motivation may be ensured through the six basic concepts of TQM.

4.2.8 Problems identified by teachers which may prevent the development of TQM in primary schools in Kagiso

Table 4.3, p 48, indicates the results of the analysis of the open-ended question on problems identified by teachers and principals which may prevent the development of TQM in Kagiso schools. Six major problem areas have been identified in order of frequency i.e. lack of leadership qualities, lack of teamwork, lack of motivation, lack of communication, lack of resources and lack of positive school climate. It is apparent when reviewing Table 4.3, p 48,
Table 4.2: Indicates Arguments Supporting the Possibility of TQM Developing in the two Selected Primary Schools in Kagiso in order of merit in Section B

<table>
<thead>
<tr>
<th>Number of Responses</th>
<th>1. DEVELOPMENT OF TEAMWORK</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. TQM will improve teams. 4</td>
</tr>
<tr>
<td></td>
<td>2. Sharing of views will be possible. 4</td>
</tr>
<tr>
<td></td>
<td>3. Joint decision making will prevail. 4</td>
</tr>
<tr>
<td></td>
<td>4. TQM will ensure the involvement of everyone. 1</td>
</tr>
<tr>
<td></td>
<td>5. TQM embraces principles of collectivity. 1</td>
</tr>
<tr>
<td></td>
<td>6. TQM involves cooperation. 1</td>
</tr>
<tr>
<td></td>
<td>7. TQM develops teams which enhance interpersonal relationships and partnerships in school management. 1</td>
</tr>
<tr>
<td></td>
<td>TOTAL 16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2. CREATION OF A POSITIVE CLIMATE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. TQM will improve climate leading to a relaxed working mind. 3</td>
</tr>
<tr>
<td></td>
<td>2. It will create harmony in the school. 1</td>
</tr>
<tr>
<td></td>
<td>3. The school will run smoother. 1</td>
</tr>
<tr>
<td></td>
<td>4. The prevailing climate will enhance motivation of teachers. 1</td>
</tr>
<tr>
<td></td>
<td>TOTAL 6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>3. LEADERSHIP QUALITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Effectiveness may improve if leadership is based on TQM. 2</td>
</tr>
<tr>
<td></td>
<td>2. TQM will improve flexibility of the school leader. 1</td>
</tr>
<tr>
<td></td>
<td>3. TQM may maintain honesty in leaders. 1</td>
</tr>
<tr>
<td></td>
<td>4. Proper planning, guidance and control will improve. 1</td>
</tr>
<tr>
<td></td>
<td>TOTAL 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>4. EMPOWERMENT OF OTHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. TQM will encourage participative decision making. 4</td>
</tr>
<tr>
<td></td>
<td>TOTAL 4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>5. IMPROVEMENT IN GENERAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. TQM will improve the performance of the entire staff. 1</td>
</tr>
<tr>
<td></td>
<td>2. It will ensure hard work with sacrifices for the benefit of all especially learners. 1</td>
</tr>
<tr>
<td></td>
<td>3. TQM will make certain that teachers satisfy learners first before they satisfy their leaders. 1</td>
</tr>
<tr>
<td></td>
<td>TOTAL 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>6. MOTIVATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. TQM will sustain motivation. 1</td>
</tr>
<tr>
<td></td>
<td>2. Motivation will develop satisfaction. 1</td>
</tr>
<tr>
<td></td>
<td>TOTAL 2</td>
</tr>
</tbody>
</table>
that lack of leadership qualities received the greatest attention from the participants.

Responses as indicated in Table 4.3, p 48, reflect the sixteen teachers' views on main problems which they perceive to prevent TQM to develop in their schools. Contributions from the two principals concentrated on the last six items (i.e. 3-8) of motivation and all the items on lack of resources.

The problem of lack of leadership qualities received greatest attention with twenty nine contributions from all the sixteen teachers. Table 4.3, p 48, indicates problems identified by teachers which may prevent TQM in the schools, ranging from lack of transparency and favouritism, ignorance and lack of knowledge, a leader who dictates terms without consulting teachers, the leader who is autocratic, to the leader that abuses power.

Lack of team work as a problem received the second most responses. Table 4.3, p 48, indicates teachers' perceptions about the climate in their schools. Problems like lack of joint decision making opportunities, where teachers' views are not considered and lack of cooperation between them and the principals were cited i.e. eighteen responses as indicated in Table 4.3, p 48.

It is surprising that only three responses were received from the teachers on lack of motivation in school as reflected in Table 4.3, p 48. Teachers also indicated that school leaders fail to acknowledge and appreciate their efforts.

Communication was also considered as a problem since it received eight responses from all the teachers. Problems cited were lack of communication between school leaders and teachers and poor relationships between teachers and parents. One response was received from a teacher on overcrowding in classrooms and one response on lack of positive school climate. Table 4.3, p 48, clearly indicates these six major problem areas which may prevent TQM to develop in Kagiso primary schools.

4.2.9 Five characteristics of principals preferred by teachers in order of importance

Teachers were requested to rate five principals' characteristics which they prefer in order of importance in Table 4.4, p 50. The response indicates that, from the five characteristics presented, the most preferred are the school leader who encourages open channels of communication and motivates teachers and the school leader who creates a positive school climate. On the one hand, encouragement of open channels of communication and motivation were rated as the most preferred principals' characteristics with a total of eight responses which is fifty percent and creation of a positive school climate taking second place with thirty one percent. On the other hand, creation of a positive school climate was rated first in the second and third place with forty four and twenty five percent respectively as indicated in Table 4.4.
Table 4.3: Indicates Problems Identified by Teachers and Principals which may Prevent the development of TQM in the two selected Primary Schools in order of Seriousness in Section B

<table>
<thead>
<tr>
<th>Number of Responses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. LEADERSHIP QUALITIES</strong></td>
<td></td>
</tr>
<tr>
<td>1. The leader who engages in favouritism and lacks transparency.</td>
<td>7</td>
</tr>
<tr>
<td>2. The leader who is ignorant and uninformative.</td>
<td>3</td>
</tr>
<tr>
<td>3. Lack of knowledge and skills.</td>
<td>3</td>
</tr>
<tr>
<td>4. The leader who dictates terms and sets ultimatums.</td>
<td>3</td>
</tr>
<tr>
<td>5. Lack of delegation by the school leader.</td>
<td>3</td>
</tr>
<tr>
<td>6. Autocratic leadership style.</td>
<td>2</td>
</tr>
<tr>
<td>7. Incompetent leader.</td>
<td>1</td>
</tr>
<tr>
<td>8. Lack of follow up by the leader.</td>
<td>1</td>
</tr>
<tr>
<td>9. Bureaucratic class visits.</td>
<td>1</td>
</tr>
<tr>
<td>10. Poor planning by the leader.</td>
<td>1</td>
</tr>
<tr>
<td>11. Inferior qualifications of the school leader.</td>
<td>1</td>
</tr>
<tr>
<td>12. The leader who does not respect teachers as human beings.</td>
<td>1</td>
</tr>
<tr>
<td>13. The leader who fails to consult teachers before making significant decisions.</td>
<td>1</td>
</tr>
<tr>
<td>14. Abuse of power by the school leader.</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>29</strong></td>
</tr>
<tr>
<td><strong>2. TEAMWORK</strong></td>
<td></td>
</tr>
<tr>
<td>1. Lack of teamwork.</td>
<td>6</td>
</tr>
<tr>
<td>2. Teachers' views not considered.</td>
<td>4</td>
</tr>
<tr>
<td>3. Opportunity for joint decision making denied.</td>
<td>4</td>
</tr>
<tr>
<td>4. Lack of cooperation between teachers and the leader.</td>
<td>3</td>
</tr>
<tr>
<td>5. Lack of one spirit.</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>18</strong></td>
</tr>
<tr>
<td><strong>3. MOTIVATION</strong></td>
<td></td>
</tr>
<tr>
<td>1. The leader fails to motivate teachers.</td>
<td>2</td>
</tr>
<tr>
<td>2. The school leader does not acknowledge and appreciate other's efforts.</td>
<td>1</td>
</tr>
<tr>
<td>3. Low salary structures.</td>
<td>1</td>
</tr>
<tr>
<td>4. Appraisal systems which are ineffective.</td>
<td>1</td>
</tr>
<tr>
<td>5. Lack of follow up from officials.</td>
<td>1</td>
</tr>
<tr>
<td>6. Teachers not dedicated to their duties.</td>
<td>1</td>
</tr>
<tr>
<td>7. Teachers who are dishonest.</td>
<td>1</td>
</tr>
<tr>
<td>8. Lack of commitment from teachers in general.</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>
Table 4.3 (Continued...)

<table>
<thead>
<tr>
<th>4. COMMUNICATION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lack of communication between teachers and the principal.</td>
<td>6</td>
</tr>
<tr>
<td>2. Poor teacher-parent relationship.</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>8</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. RESOURCES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lack or insufficient resources.</td>
<td>2</td>
</tr>
<tr>
<td>2. Overcrowding in classrooms.</td>
<td>1</td>
</tr>
<tr>
<td>3. High pupil-teacher ratios.</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>4</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. CLIMATE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lack of positive school climate.</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1</strong></td>
</tr>
</tbody>
</table>

The school leader who manages meaningful change was rated first by only two teachers and also appears to be the least important characteristic of the school leader. Empowerment of teachers enjoys the second place in the second rank with four responses. Empowerment of teachers together with development of teams and creation of a positive school climate receive four responses each in the third rank.

In short, Table 4.4, p 50, indicates that the leader’s most preferred characteristic is the ability to create a positive school climate, with sixteen responses from the first to the third ranks. Followed by the ability to encourage open channels of communication and motivation in the second place with ten responses. The third place is shared by the principal’s ability to develop teams and empowerment of teachers with eight responses each. Table 4.4, p 50, indicates that the least preferred characteristic is the ability to manage meaningful change by the school leader.

4.2.10 Comments about leadership qualities which may strengthen TQM in schools

Appendix IV, p 83 reflects comments about leadership qualities which may strengthen TQM in schools. The responses from the sixteen teachers and two principals were categorised into six concepts namely, leadership qualities, motivation, teamwork, creation of a positive school climate, communication and empowerment. Also in this section, principals’ responses are minimal and appear in leadership qualities items fourteen to twenty and only one comment on communication.

Comments on leadership qualities received greatest attention from the respondents i.e. eighteen comments as indicated in appendix IV, p 83. These comments suggest that principals should be knowledgeable, strong and firm, competent, remove autocratic styles of leading which deny...
Table 4.4: Indicates Five Preferred Characteristics of the School Principal in order of Importance in section B

<table>
<thead>
<tr>
<th>School leaders who</th>
<th>RANKED</th>
<th>AS NUMBER:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ONE</td>
<td>TWO</td>
</tr>
<tr>
<td>1. Develops teams.</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>6.2</td>
</tr>
<tr>
<td>2. Empowers teachers.</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3. Creates positive school climate</td>
<td>5</td>
<td>31.3</td>
</tr>
<tr>
<td>4. Communicates and motivates.</td>
<td>8</td>
<td>50</td>
</tr>
<tr>
<td>5. Manages change.</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>16</td>
<td>100</td>
</tr>
</tbody>
</table>

teachers the opportunity to participate in decision making, avoid discrimination and unfair treatment, and emphasis to be on quality not quantity.

Motivation and development of teamwork enjoy seven and six responses respectively. Comments ranged from leaders who develop others to leaders who show appreciation of work well done by the teachers in the motivation concept. Leaders who cooperate with teachers and encourage teamwork, where teachers are involved in joint planning of activities is the teachers’ ideal. These responses are reflected in Appendix IV, p 83.

The concepts creation of a positive school climate, communication and empowerment received the same amount of responses, that is four each. Comments spread from the leader who shows love and concern towards others, creates peaceful environments; the leader who encourages open discussion, gives feedback; to the leader who shares information and empowers others.

4.2.11 Demographical information of the sample teachers

Questions in Section C required scaled responses and were analysed in terms of the responses in Appendix V, p 84 which represents demographical information about the school teachers and the school principals. The questions required the samples’ gender, qualifications, ages and teaching experience.

It is clear that all sixteen respondents or samples i.e. six males and ten females are qualified teachers, where six teachers obtained a Primary Teachers’ Certificate (PTC) and ten teachers with a teaching diploma as reflected in Appendix V, p 84. Three teachers are between twenty five and thirty five, five teachers are between thirty six and forty five, seven teachers are between forty six and fifty five and one teacher is between fifty six and sixty five years of age. Appendix V, p 84, also indicates that the samples’ teaching experience ranges from three teachers with teaching experience between five to ten years and seven teachers with teaching experience between twenty-six years to thirty years.
4.3 TEACHERS' INTERVIEW GUIDES

Eight teachers, that is four male and four female were interviewed for approximately two hours each. Twelve questions in Appendix III, p 82, were used to guide the researcher.

4.3.1 Team building

In the concept of team building respondents indicated that they barely understand what TQM means. They all had a basic understanding of what teamwork entails. Contributions ranged from collective work where the leader does not see herself as the beginning or the end, but as part of a team sharing ideas, anger, fear, to resolution of conflicts as a team.

4.3.2 Empowerment through leadership

The response from the teachers expresses that the concept empowerment is not very familiar to most of them. To others, empowerment is setting others free to do what they are able to do. To realise their abilities when situations are created and responsibilities given. To others, empowerment means giving people necessary tools that are useful in their work situation. Tools like textbooks, equipment and basic resources. Examples which empower others were cited as the opportunity given to the teacher to voice her opinion, giving others information and sharing of ideas. Empowerment is basically perceived as power from someone rather than power from within. On the question of whether teachers are equal to their leaders the majority feel that the leader is the authority and therefore not equal to them in terms of power.

4.3.3 Creation of a positive school climate

Six teachers agree that it is the responsibility of every member to create a healthy and positive school climate. It is not the sole responsibility of the leader. Creation of a positive climate is perceived as a way to build the school's identity and promote growth. All sixteen teachers agree that everyone has to be totally committed to create a conducive school climate where learning and teaching of better quality occurs.

4.3.4 Personal satisfaction in teaching

On the question of what contributes to teachers' satisfaction, responses varied from hard work from individuals, good relationships with the school leader, lesson well handled, fair and sincere leader, to satisfaction derived from high performance of individual teachers. On the question of salary being a motivating factor, the majority of teachers indicated that salary is secondary to their internal satisfaction, although it should at least meet their basic needs.
4.3.5 Meaningful change

The question ‘How should change come about’ was asked. The respondents show that their leader should first consult them whenever there is a new programme to be introduced. Teachers need to be part of the decision-making body for change to be appreciated and supported. Change should be introduced in stages and information to be shared by all the members. The sixteen respondents also indicated that there is definitely a need for change in their schools. The area which was strongly emphasised was the need for effective leadership qualities from school leaders, creation of conducive school climates and development of teamwork.

4.3.6 Continuous improvement

Continuous improvement was understood as a process which never reached its end. Teachers confirmed that there is never a time when they say that they have attained their best and feel that there is not need to go on achieving. Continuous improvement is nonstatic. The belief is that continuous improvement is sustainable where effective leadership is available and teamwork is emphasised. On the question of their understanding of Total Quality Education (TQE) or Instructional leadership, the response was that it was the very first time to hear such a concept. One teacher suggested that TQE means developing total potentials of the child.

4.4 PRINCIPALS' QUESTIONNAIRE

Section A of the questionnaire required the two principals to respond to the six basic concepts of TQM, that is, development of teamwork, empowerment through leadership, creation of a positive school climate, personal satisfaction, meaningful change and continuous improvement. The responses were analysed as indicated in Table 4.5, p 53, which represents the school principals' responses on the six fundamental concepts of TQM.

4.4.1 Development of teamwork

Table 4.5, p 53, indicates the two primary school principals' responses on the issue of developing teamwork. The two principals strongly agree on the first three items, that the leader should work together with teachers to improve their performance and environment, that teamwork is encouraged to realise teachers' potentials and that teachers meet on a constant basis to plan, discuss and evaluate their work. The response of the last item on developing teams is the same, while the difference lies on the fact that one principal strongly agrees and the other one agrees on the issue of teachers seen as equals not subordinates who help build effective teams.
### Table 4.5: Indicate the Number and Percentage of Principals’ Response for Section A on Six Basic Concepts of TQM

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>DEVELOPMENT OF TEAMS</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>1.</td>
<td>Principal and teachers are teams.</td>
<td>2</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2.</td>
<td>Teamwork encouraged by leader.</td>
<td>2</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3.</td>
<td>Teachers meet constantly to plan.</td>
<td>2</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4.</td>
<td>Teachers seen as equals.</td>
<td>1</td>
<td>50</td>
<td>1</td>
<td>50</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>7</td>
<td>87.5</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>2.</td>
<td>EMPOWERMENT OF OTHERS</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>1.</td>
<td>Strict job descriptions are removed.</td>
<td>1</td>
<td>50</td>
<td>1</td>
<td>50</td>
</tr>
<tr>
<td>2.</td>
<td>Power is distributed and shared.</td>
<td>1</td>
<td>50</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>3.</td>
<td>Leader makes decisions for all.</td>
<td>2</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>4</td>
<td>66.7</td>
<td>2</td>
<td>33.3</td>
</tr>
<tr>
<td>3.</td>
<td>CREATION OF CLIMATE</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>1.</td>
<td>It is the responsibility of all.</td>
<td>1</td>
<td>50</td>
<td>1</td>
<td>50</td>
</tr>
<tr>
<td>2.</td>
<td>Leader creates climate of trust and respect.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>3</td>
<td>75</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>4.</td>
<td>PERSONAL SATISFACTION</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>1.</td>
<td>Salary increases satisfaction.</td>
<td>2</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2.</td>
<td>Development and promotion increase personal satisfaction.</td>
<td>1</td>
<td>50</td>
<td>1</td>
<td>50</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>3</td>
<td>75</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>5.</td>
<td>MEANINGFUL CHANGE</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>1.</td>
<td>Teachers resist change.</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>50</td>
</tr>
<tr>
<td>2.</td>
<td>Effective change requires total commitment of the leader.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>2</td>
<td>50</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6.</td>
<td>CONTINUOUS IMPROVEMENT</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>1.</td>
<td>Duties are clearly defined.</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>100</td>
</tr>
<tr>
<td>2.</td>
<td>Improvement is constant.</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>100</td>
</tr>
<tr>
<td>3.</td>
<td>Leader provides feedback.</td>
<td>1</td>
<td>50</td>
<td>1</td>
<td>50</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>1</td>
<td>16.7</td>
<td>5</td>
<td>83.3</td>
</tr>
</tbody>
</table>

4.4.2 Empowerment through leadership

The two school primary principals agree that they empower teachers by removing strict job descriptions, fear, anger and uncertainty. They also agree that power is distributed and shared by all. Teachers are given responsibilities with equal authority. Informative decisions are made by school principals on behalf of all the teachers for effective teaching to occur as presented in Table 4.5, p 53.

53
4.4.3 Creation of a positive school climate

The two school principals confirm that a positive school climate is the responsibility of both the teachers and the leader. The school leader is responsible for bringing the element of trust and respect into the school to enhance a positive climate. Table 4.5, p 53, reflects that both school principals agree with the two statements.

4.4.4 Personal satisfaction

Table 4.5, p 53, indicates that the two primary school principals strongly agree that teachers' personal satisfaction is derived from both competitive salary and opportunities for promotion and in-service training.

4.4.5 Meaningful change

Table 4.5, p 53, reflects different views on the issue that teachers are resistant to change even when they are consulted. One response confirms the statement, while the other disagrees with it. The two school principals strongly agree that effective change requires the total commitment of the school leader.

4.4.6 Continuous improvement

It is indicated in Table 4.5, p 53, that the two school principals strongly agree that duties are clearly defined and teachers know what is expected of them, and that improvement is on a constant basis. The response of the last question reflects that the two principals agree that they provide feedback on a frequent basis, although the difference lies on the emphasis of strongly agree and agree.

4.4.7 Arguments supporting the possibility of TQM developing in primary schools

Table 4.2, p 46, also indicates arguments from the two principals concerning the possibility of TQM developing in their schools. It is clear that principals' contributions are very few, appearing as indicated, as the last items in the five concepts except empowerment.

The principals' perception is that TQM will develop effective teams which enhance interpersonal relationships and partnerships in the school. TQM will improve the school climate which will enhance motivation of teachers. Table 4.2, p 46, also reflects that TQM will improve leadership qualities like the ability to plan, to give guidance and to control effectively. TQM will make certain that teachers satisfy learners first before they satisfy their leaders. The last contribution made by the principals was that TQM will develop motivation which will influence teachers' satisfaction.
4.4.8 Problems identified by principals which may prevent the development of TQM in the two schools

Table 4.3, p 48, indicates that out of the six main problem areas, principals identified two areas only, that is, lack of motivation and lack of resources. Six comments were made on lack of motivation.

Principals reflect that low salaries contribute to lack of motivation of teachers. Appraisal systems are ineffective as a result of lack of follow up from senior officials, for example, the school principal is requested to merit teachers on the basis of their performance. This request is carried year after year without any teachers getting merited. Table 4.3, p 46, indicates that teachers are not dedicated to their duties. There is a general lack of commitment from teachers.

Another problem identified by school principals is lack of educational resources in their schools. Overcrowding in classrooms was also cited. The issue of high pupil-teacher ratios is seen as one of the problems which may prevent TQM to develop in primary schools in Kagiso.

4.4.9 Five characteristics of the principal preferred in order of importance

Table 4.6, p 56, which represents the five preferred characteristic of the school principal, indicates the response of the two school principals on the issue of principals' characteristics preferred. Creation of a positive school climate was ranked first together with development of teams. Open channels of communication and motivation was ranked second together with creation of a positive school climate. Empowerment and management of change enjoy a third rank. The fourth rank is open channels of communication and motivation together with empowerment of teachers. The last rank is occupied by development of teams and management of change.

Table 4.6, p 56, reflects that creation of a positive school climate is at least preferred more as it was ranked in the first and second places. The least preferred characteristics are development of teams and management of change.

4.4.10 Comments about leadership qualities which may strengthen TQM in schools

Items fourteen to twenty in Appendix IV, p 83, indicates the two principals' responses on the question of leadership qualities which may strengthen TQM in schools. As reflected in this table, the two school principals' emphasis is mainly on one concept out of six mentioned by the sixteen teachers.

The principals' response reflects that the school leader should be a good organiser and a good planner. Other qualities mentioned are, providing positive and negative feedback on a frequent
Table 4.6 : Indicates Five Preferred Principal’s Characteristics Ranked in order of Importance

<table>
<thead>
<tr>
<th>SCHOOL LEADER WHO</th>
<th>RANKED AS NUMBER</th>
<th>ONE</th>
<th>TWO</th>
<th>THREE</th>
<th>FOUR</th>
<th>FIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develops teams.</td>
<td>N %</td>
<td>1 50</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1 50</td>
</tr>
<tr>
<td>2. Empowers teachers.</td>
<td>N %</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1 50</td>
<td>1 50</td>
</tr>
<tr>
<td>3. Creates positive climates.</td>
<td>N %</td>
<td>1 50</td>
<td>1 50</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4. Communicates and motivates.</td>
<td>N %</td>
<td>0</td>
<td>0</td>
<td>1 50</td>
<td>0</td>
<td>1 50</td>
</tr>
<tr>
<td>5. Manages change.</td>
<td>N %</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1 50</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>2 100</td>
<td>2 100</td>
<td>2 100</td>
<td>2 100</td>
<td>2 100</td>
</tr>
</tbody>
</table>

basis, giving guidance to teachers, leadership based on openness, the leader who follows correct official channels and total dedication of the school leader. The last contribution indicated is the ability to create open channels of communication.

4.4.11 Demographical information of the school principals

Appendix V, p 84, also indicates more information about the two selected school principals.

One male and one female school principal between sixty years of age are also part of this study’s sample. The two school principals are qualified. The male principal has a diploma while the female principal has a PTC. Their teaching experience is between twenty six and thirty years.

4.5 PRINCIPAL’S INTERVIEW GUIDES

4.5.1 Team building

The first question in Appendix III, p 82, was whether the two school principals had any idea of what TQM is all about. Both indicated that it was their very first time to hear the term, let alone its meaning. Their understanding of teamwork includes issues like people working together to attain the same objectives, working in harmony in totality. Team work could be improved by good interpersonal relationship, creation of open channels of communication.

4.5.2 Empowerment through leadership

Empowerment is understood as letting others share information and knowledge which the leader has and accepting other people’s ideas. School principals believe that empowerment of others is through informative meetings, conferences, and developing others’ abilities. School principals reflect that power is within an individual. It is up to the individual to study further to improve herself and her everyday activities. It only needs to be developed. One principal
regards teachers as subordinates, while the other sees them as equals.

4.5.3 Creation of a positive school climate

The school principals agree that it is the duty of the school leader to create conducive school climates for effective learning and teaching to occur. The climate also depends on the leader’s leadership style. The two principals contend that creation of a positive school climate is essential for the smooth running and promotion of motivation which will improve the culture of teaching and learning. Teachers and leaders according to the two school principals can help create conducive climates by showing respect towards each other, by being honest, increasing cooperation, dedicated and by being transparent.

4.5.4 Personal satisfaction in teaching

Satisfaction for school principals is derived from high performance of teachers, willingness to work for the benefit of all, working as teams, and attainment of better results at the end of the year. Salary is secondary to their satisfaction but should be seen as a basic need to meet their physiological needs.

4.5.5 Meaningful change

Both school principals agree that for change to be smooth and effective, teachers need to be consulted and informed. Change should be introduced in stages. School leaders must provide resource for new programmes. The two samples reflect that change is inevitable. There is a need for change of attitudes, methods of teaching, upgrading of qualifications, resources and leadership styles.

4.5.6 Continuous improvement

Continuous improvement is seen as growing day by day, never coming to an end. The courage to start all over again and again. The term TQE is not clear to both school principals.

4.6 CONCLUSION

Data were collected and organised into categories which were predicted from the theoretical framework. Tables of information were compiled and classified according to their properties. The findings seem to support the main concepts under discussion in the statement of the problem.

Concepts which seem to dominate the study are lack of effective leadership, the need to develop effective teams, motivation and open channels of communication and the need for creation of a positive school climate. These concepts will be discussed in detail in chapter five.
Conclusions and recommendations will be made in this chapter. The chapter will also conclude this research study.
CHAPTER FIVE

DISCUSSIONS, ANALYSIS AND RECOMMENDATIONS

5.1 INTRODUCTION

Yin (1989) cited by Creswell (1994: 156) discusses the mode of data analysis as the search for "patterns" by comparing results with patterns predicted from theory or literature. On the other hand, Schatzman and Strauss (1990) cited by Creswell (1994: 156) contend that qualitative data analysis primarily entails classifying things, persons, and events and properties which characterise them.

This study attempts to examine the applicability of TQM in two primary schools in Kagiso and compare it with the literature identified on effective leadership and total quality management.

The collected information from the two school principals and the sixteen teachers will be sorted into categories similar to those derived in the literature reviewed, and will be used repeatedly. This data will be presented in descriptive and narrative form and a table of information will be used to show the relationship among the categories.

Four questions were raised in chapter one of this study. The questions are:

1. Can school principals and other authorities risk the TQM approach of trusting and empowering their employees, and infuse them with the high ideals of quality shared by all?
2. Is it possible to motivate the "work force" in education in this way and not through supervision and control?
3. Is it possible for the majority of principals to change their philosophy and practice from an autocratic approach based on Taylorism to the new leadership style advocated by TQM?
4. Will principals who have viewed their staff members as subordinates ever able to meet with them as teammates who need to be involved in the decision-making and problem-solving processes?

First, effective leadership qualities were identified through a thorough review of relevant literature. Second, leadership qualities were examined through a case study of two primary schools. Sixteen teachers and two school principals were the study's sample.

The findings will be analysed and discussed in relation to the literature reviewed and the theoretical framework developed, in an attempt to examine the applicability of TQM in the two selected primary schools in Kagiso.

Finally, conclusions will be made and recommendations will be suggested.
5.2 RESPONDING TO THE QUESTIONS

5.2.1 Can school principals and other authorities risk the TQM approach of trusting and empowering their employees, and infuse them with high ideals of quality shared by all

TQM’s definition is derived from both Bonstingl (1992: 31) and West-Burnham (1992: 15) as a process of involving every stakeholder through teamwork, in an attempt to empower and utilise the untapped potentials and abilities of others, to attain the school’s vision, mission, goals, and principles through determined standards, methods, and requirements and creating an environment that fosters continuous improvement, meaningful changes and personal satisfaction.

Embraced in the definition are the six concepts basic for total quality management to strive. These are;

1. Development of teamwork.
2. Empowerment through leadership.
3. Creating a positive school climate.
4. Personal satisfaction.
5. Meaningful change.
6. Continuous improvement.

First, the literature on TQM indicates that development of teams is crucial for TQM to flourish. West-Burnham (1992: 5) contends that teamwork is when all teachers are responsible for delivering quality teaching. On the other hand Jablonski (1994: 41) indicates that productivity is possible using teams. Teams should be rewarded for duties well done. Bonstingl (1992a: 30-31) sustains that TQM requires efforts by the entire team, working towards common objectives based upon an accepted vision and mission.

The findings from the sixteen teachers seem to suggest that teams are developed in their schools. The statement is supported eighty one percent in Table 4.1, p 43. It is surprising though, that Table 4.2, p 46, reflects the need of development of teamwork while Table 4.3, p 48, also suggests that there is a great lack of teamwork in the two primary schools.

Suggestions like TQM will improve teams, sharing of views and joint decision-making are made as indicated in Table 4.2, p 46, while comments like lack of cooperation between the school principals and teachers, teachers’ views not considered and lack of teamwork dominate the arguments as indicated in Table 4.3, p 48. Interview responses also support the contention that there is a major lack of teamwork in these two primary schools. Statements like lack of collective work, sharing of ideas, where the leader is neither the beginning nor the end fully support the assumption that there is no teamwork in these schools.

Principals seem to oppose the teachers’ view that there is a lack of teamwork in the two schools
as reflected in Table 4.5, p 53. According to the principals’ response, there seem to be no need for development of teamwork since no other comment was made on teams. The interview response also supports the above assumption.

School leadership is concerned with developing effective teams by motivating them and while recognising duties well performed. Teamwork is basically the efforts of the school leader more than the individual teacher’s.

Second, TQM requires empowerment of teachers by the school leader. Deming (1986) cited by West-Burnham (1992: 18) suggests that empowerment allows for pride of workmanship by locating responsibility with the workers. Juran (1988) cited by West-Burnham asserts that training and providing skills and knowledge is a form of empowerment. While Crosby (1979) as cited by West-Burnham (1992: 18) remarks that leaders should educate people to be defect free, by giving them performance standards and clear requirements. Jablonski (1994: 41) states that empowerment is also through provision of skills and support. School leaders who identify opportunities for improvement empowers their teachers. Empowerment allows for participative decision making and problem solving.

The findings on empowerment seem to suggest that both the teachers and the principals have a little understanding of what empowerment is, how others are empowered and whether people can empower themselves. Table 4.1, p 43, poses a contradiction of views in this section too. Ninety percent support the notion that school principals empower teachers by consulting them before significant decisions are made. The contradiction appears as indicated in Table 4.2, p 46, Table 4.4, p 50 and Appendix IV, p 83. It is reflected that actions of the school principals do not actually empower teachers. For instance, empowerment is the least ranked, with five responses ranking it as least preferred important characteristic of the school principal. Interview guides confirm the assumption that teachers do not have a clear understanding of the concept of empowerment. Comments like empowerment is concerned with giving teachers more power, textbooks and resources were made.

Surprisingly, Table 4.5, p 53, indicates that school principals actually empower their teachers by removing strict job descriptions, fear, anger and uncertainty. Empowerment of teachers appears once in the third and fourth rank as reflected in Table 4.6, p 56. The interview responses indicates that principals engage in actions that empower teachers and that power is shared by all. But they still retain some of the power since they do not see themselves equal to their teachers in terms of power and authority vested on them. This seems to suggest that empowerment is not perceived as significant by both teachers and the principals or else they both do not understand the actual meaning or function of empowerment.

Empowerment is the heart of TQM and leadership, ownership of missions, visions, goals and objectives by all is fundamental for TQM to take form. Teachers should be given permission to make decisions, use their experiences, skills and knowledge to bring forth improvement.
Empowerment should not be perceived as power over but as power to be and power to do. Power is not always from someone else, true power is from within. To have power is to be true to oneself.

Third, climate creation is another basic concept fundamental for TQM to develop. Deming (1986) cited by West-Burnham (1992: 18) suggests that the school leader must drive out fear by improving communication which in turn creates a positive school climate. Juran’s (1988) cited by West-Burnham (1992: 18) contribution is that the leader must create awareness of the need and opportunity for improvement, in this way a healthy climate is possible to develop. Jablonski (1994: 41) perceives improvement of the environment as a base for climate creation for continuous improvement to be possible. Bonstingl (1992d: 5-8) maintains that open communication channels based on trust and honesty of the leader are significant for effectiveness in the school, where the leader communicates results and reports on progress on a constant basis.

The finding of this case study indicates that there is a belief that TQM may improve creation of positive school climates. The statement is supported by fifty six percent as indicated in Table 4.1, p 43. Table 4.2, p 46, indicates that six comments are made which reflect the need of positive school climate. Table 4.4, p 50, indicates the real need for positive school climate. The concept is ranked highest from the first to the third rank with sixteen responses. Communication serves to create a climate of trust and respect. The statement is supported by Table 4.3, p 48. Eight responses are made on lack of communication between the school principals and the teachers and poor teacher-parent relationships. Principals’ focus on creation of climate is not as strong as expected since only one comment was made about positive climate which may enhance teacher motivation as indicated in Table 4.2, p 46. Table 4.5, p 53, indicates that principals agree that climate creation is the responsibility of all and that they create positive school climate based on trust and respect of the teacher as an individual. Interview responses indicate that teachers and principals see creation of a positive school climate as a responsibility of all. School leadership for TQM requires supportive climate and personal dedication to mutual improvement. A conducive positive school climate should be based on trust and respect of each other, as a result of the efforts of the school principal in creating it. School leadership insists on open channels of communication which enhance sharing of work, give feedback which is non judgmental for continuous improvement.

Fourth, personal satisfaction is a concept of TQM which cannot be ignored if effective teaching and learning is expected. West-Burnham (1992: 18) cites Deming, Juran and Crosby in asserting that school leaders should remove barriers to workmanship which prevent personal satisfaction, encourage education and self-development of teachers, provide appropriate training to improve work and that, satisfied people perform well and improve quality. Bonstingl (1992a: 30-31) contends that TQM makes people feel better about themselves and their efforts on the job, which results in production going up. Ishikawa (1988) cited by Bonstingl (1992a: 17) suggests that the secret of success in an organisation and in life is not
found solely in the amount of money one earns, but also in the satisfaction of doing one's work well, in happiness coming from cooperation with others and from being recognised by others and utilising one's ability to the fullest.

The findings of this case study seem to suggest that personal satisfaction is a result of both salary, promotion and in-service training. The statement is supported by both teachers and school principals, as indicated in Tables 4.1, p 43 and 4.5, p 53 which reflects the six concepts of TQM. Interview responses reflect that as much as the salary is basic, true personal satisfaction in teaching is derived from performance, positive school climates, healthy relationships between teachers and the school principal, recognition of a job well done and ideas taken into consideration.

The focus should be on satisfying customers in education which are basically the leaners, parents and teachers. School leaders should ensure that conducive climates are created for personal satisfaction in teaching and learning to occur. Motivation plays an important role in ensuring satisfaction of teachers and learners. Motivation also includes coaching and supporting others in order to develop them. School leaders should strive to recognise teachers' efforts and be able to appreciate duty well performed.

Fifth, management of change is as important as the four preceding concepts of TQM. The literature reflects that change is irrevocable. West-Burnham (1992:18) cites Deming (1986) arguing that leaders should adopt new leadership paradigm and abandon traditional ways of working. From the same work of West-Burnham, Juran notes that it is important to change the work culture for continuous improvement. West-Burnham contends that leaders have to be committed to change, welcome it and create an environment that allows objectives to be met and completed. Sergiovanni and Starratt (1993:22) on the other hand attest that change that counts alters basic issues such as goals, values, beliefs, working arrangements and distribution of power and authority of the leader. School leaders should create supportive school climates, which drive out fear by improving communication. Caroselli (1990:23) maintains that change should not be forced on teachers. Fears are allayed when explanations are given before introducing change.

The findings of this study on the concept of change suggests that the concept is not viewed as significant at all. Although Tables 4.1, p 43 and 4.5, p 53 indicate that both teachers and school principals agree that explanations are given before a new project is introduced and that teachers are not forced to accept changes and that they do not resist it, it is apparent that the concept was least mentioned in other sections of the questionnaires and was least ranked with the highest response of six as the last preferred characteristic of the school leader in Table 4.4, p 50. Interview responses indicate that there is a need for change in the two primary schools. Change in attitudes which retard progress. Teachers emphasised change in management styles and the school leaders' qualities, where teachers are consulted before decisions which affect them and their working environments are made.
School leaders should be dreamers and be able to create visions which are realised when personal dedication to mutual improvement is involved. By removing barriers which prevent development of change such as traditional structures, procedures, old methods of doing things and bureaucratic styles, leaders may be in positions to improve teachers' abilities and expand their interest. Change should not happen by accident, but by plan. Emphasis should be on change in school culture and structure to improve continuous learning and teaching. Leadership is about facilitating learning. Allowing people to change rather than to react to change. Leadership is about personal change, changing inherent attitudes based on Taylor's scientific management which professes command, compliance and control for effective teaching and learning to occur.

Finally, the literature on continuous improvement represents a view that continuous improvement is possible when leaders create constancy of purpose for their products and service. Deming (1986) cited by West-Burnham (1992: 18) suggests that school leaders should engage in a process of continually improving every aspect of the school's activity.

On the one hand, the findings of the case study on continuous improvement seem to express the idea that teachers and principals in the two primary schools in Kagiso confirm that continuous improvement is ideal and is possible in their schools. Tables 4.1, p 43 and 4.5, p 53, indicate that duties are clearly described and teachers know what is expected of them and that school principals provide feedback on a constant basis. On the other hand, interview responses suggest that there is lack of continuous improvement because teachers do not own projects and most activities in their schools, since the school principals seem to be both the player and the referee at the same time. Inputs from teachers are not considered and effective teams are not developed. Principals' main focus is on the availability of resource such as textbooks, equipment and stationary to enhance continuous improvement. Their approach should be more humanistic rather than structural.

Continuous improvement is influenced by proper planning and organising done by the school leader. The school leader should be totally committed to her duties. It is the function of the school leader to envision and energise teachers to achieve educational goals. The school leader should share belief, visions, missions, aims and objectives with her colleagues in the sense that they are more than subordinates. Good organising promotes team spirit and group morale. There is a system for getting work done and achievement of goals.

Consequently, school leaders cannot afford to risk the TQM approach if the six basic concepts discussed are involved in their day to day management. Empowerment of teachers is possible when decisions are shared by all. Teamwork is essential for TQM to exist. For school leaders in the two primary schools, the applicability of TQM may take a long time to be realised given their traditional ways of leadership advocating Taylor's scientific management based on command, compliance and control. School leaders could learn new leadership approaches advocated by TQM, since leadership is based on learnable traits.
5.2.2 Is it possible to motivate the “workforce” in education in this way and not through supervision and control

Van der Westhuizen (1991: 194) perceives motivation as the spark which ignites and influence human action. Maslow cited by Van der Westhuizen (1991: 194) asserts that physiological and security needs are easily fulfilled than higher refined needs. Needs which directly concern the school leader are needs which include love, creation of friendship, sense of belongingness, affiliation and acceptance.

Sergiovanni and Starratt (1993: 16) cite McGregor’s (1960) theory Y which attests that leadership is responsible for organising elements of productive enterprise, money, materials and equipment. Leadership to be responsible to create possibilities for people to recognise and develop their human characteristics for themselves. School leaders should increase teachers’ satisfaction and self-esteem by creating conditions of successful work.

Herzberg’s (1966) two factor theories of motivation cited by Van der Westhuizen (1991: 200) are concerned with intrinsic and extrinsic factors. Extrinsic factors are involved with professional aspects such as salary, supervision, policy, administration, fringe benefits and so on. These are hygienic in nature and are referred to as demotivators because they offer temporary satisfaction. True motivation is attained through intrinsic factors which are responsible for job satisfaction. These include creation of opportunity for promotion, in-service growth, self-realisation, achievement possibilities and recognition of teachers’ performance and achievements.

The findings of this case study on the concept of motivation seem to suggest that school principals fail to motivate teachers effectively. Table 4.3, p 48, indicates comments made by teachers which show lack of motivation. Teachers claim that school leaders do not acknowledge and appreciate their efforts. Low salary structures are also mentioned as factors which contribute to teachers’ motivational level. Table 4.4, p 50, contends that teachers prefer school principals who encourage open communication channels and who motivate them. The statement is supported by eight responses which ranked the characteristic as number one. Principals mainly concentrate on comments that show that teachers are not dedicated to their duties and lack total commitment in general. School principals’ concerns are mainly on provisioning of physical resources than to motivate teachers through intrinsic factors. The interview response clarifies the above statement on extrinsic factors by indicating that teachers and principals see salary as a basic need to meet their physiological needs not as a source of self-realisation needs.

Motivation should be seen as the crux of TQM. When teachers are motivated by factors which promote growth and development, material factors are disregarded. Motivation of teachers may enhance all other concepts which are fundamental for TQM to flourish.
In addition to comments made in question one, it is possible to motivate teachers through the TQM approach, by creating possibilities for teachers to be recognised and develop their human characteristics themselves. Motivators that are intrinsic rather than extrinsic are of more value to influencing self-esteem.

5.2.3 Is it possible for the majority of principals to change their philosophy and practice from the autocratic approach based on Taylorism to the new style advocated by TQM

The literature review indicates that leadership is not inherited but learned. Kouzes and Posner (1987:277) proffer that leadership is a set of learnable competencies acquired through knowledge, skills training and practice. Caroselli (1990:5) indicates that effective leadership communicates missions and manages curriculum. Caroselli's statement is supported by Parker (1993:232) expressing that school leadership is a process that involves developing strategies to facilitate learning, creates an environment that fosters motivation and learning and shaping the way learners come to view learning. Jablonski (1994:41) contends that participative management is fundamentally grounded on leadership. Simply put, leadership involves getting people to do things which need to be done.

The finding of this case study reflects a lack of effective leadership qualities, especially from the teachers' viewpoint. Table 4.2, p 46, reflects comments made about the possibility of TQM developing in the two schools. According to these sixteen teachers, TQM may improve leadership and the flexibility of the school leaders. Table 4.3, p 46, asserts twenty nine comments made about leadership qualities expected from the school principals which may enhance the development of TQM in schools. The school leader who is competent, informative, who delegates, who does not dictate terms. Leadership qualities that are preferred are those which empower teachers. The school principal who consults teachers before making decisions is preferred. Appendix IV, p 83, also supports these statements about preferred leadership qualities.

Principals' contributions are mainly of administrative nature and management of curriculum. The school principals indicate the need to develop the ability to plan, organise, guide and control more than developing teachers. As indicated, the principals' stance is more on task related matters than people's satisfaction.

Basic qualities of school leadership emerge as the possession of knowledge and the ability to recognise teachers' skills. The ability to create a good working climate based on openness, trust and respect. School leadership should not be based on theoretical issues but should be as practical as possible. Effective qualities of leadership can be shaped and learned as they are not inherent.

Given the abundance of advice offered by teachers, there is a possibility of school principals changing their inherent autocratic styles based on Taylor's scientific management which
advocates command, compliance and control and employ the invitational style based on the principal’s stance of respect, trust, optimism and intentionality. It is possible for the two Kagiso primary school principals to learn qualities and leadership styles advocated by TQM. Leadership styles that create positive school climates. Leadership styles that open channels of communication, that empower teachers by motivating them to realise their potentialities, skills and abilities. The new leadership styles that envision, energise, plan, guide and manage meaningful change. Most important, leadership which encourages teamwork and a conducive team spirit.

5.2.4 Will principals who have viewed their staff members as subordinates, ever be able to really meet them as teammates who need to be involved in the decision-making and problem-solving processes

In addition to the literature reviewed in question one on the concept of teamwork, Bonstingl (1992a: 5) argues that if all systems’ parts are working together successfully, we do well. The total sum of all the parts is greater than the whole. It is the duty of the school principal to develop teams, team spirit and constant support, coaching all members to work together focussed on the same goal. Teachers and learners should work together as groups, for cooperation rather than competition. Sashkin and Kiser (1993: 5) compare teamwork to Japanese’s Quality Circles, where all the workers are involved in the improvement process, by meeting as groups to improve their work and environment. Quality Circles which are based on the work ethic of giving one’s best is seen as honourable and graceful. Caroselli (1990: 4-60) sustains that open communication promotes group problem solving. Empowered teams are able to share opinions, as a result of their inputs being considered.

Issues like lack of cooperation between the school leaders and teachers, views not considered, lack of collective work and sharing of ideas were discussed. These findings seem to suggest that there is a fundamental lack of interpersonal relationships and partnership in management. School leaders fail to reward competitive performance. There is a basic need for creation of opportunities for joint decision-making and problem-solving. Teamwork requires a supportive school climate. A positive school climate created by the school leader to invite teachers. A conducive school climate founded on trust and respect of individual rights and decisions is preferred. When supportive school climate prevails, teams are encouraged and motivated to work harder to attain the school missions and goals. Team spirit enhances continuous improvement in teaching and learning.

As discussed in the previous section on development of teams, the ability to work together as teams, where visions are realised jointly is paramount. The school leader is solely responsible to see to it that a conducive climate prevails, where participative decision making is promoted.

As argued in question three above, leaders are not born, but made. School principals can really meet with their teachers as teammates if the objective is to bring about continuous improvement.
of teaching and learning. School principals only need to see teachers as colleagues, sharing decisions-making and problem-solving processes with them on an equal basis. Leaders should cooperate with teachers and create climates which are conducive for improvement. For education to be more effective in the new South Africa, it is significant for school leaders to remove barriers that prevent joy of workmanship, and infuse the TQM approach based on teamwork and cultural change.

5.3 CONCLUSIONS

The findings of this case study of two primary schools in Kagiso seem to suggest that there is a significant need for crafting leadership qualities, development of teamwork and meaningful management of change.

5.3.1 Crafting leadership qualities

The findings suggest that leadership in the two primary schools is ineffective. Most comments made seem to rotate around issues of leadership such as, lack of transparency and biasedness; autocratic leadership style employed; incompetency; lack of respect of individual’s dignity; abuse of power; inability to motivate teachers; and many more as indicated in the Table 4.3, p 48, and Appendix IV, p 83.

5.3.2 Development of teamwork

The findings seem to suggest that there is a need for development of teamwork in the two primary schools in Kagiso. Comments which support this statement range from lack of opportunities for joint decision making processes; lack of cooperation between the school principals and teachers; lack of team spirit; teachers’ contributions and views not considered by the school leader; and many others as indicated in the Tables 4.2, p 46; 4.3, p 48 and Appendix IV, p 83.

5.3.3 Management of meaningful change

The findings of this case study also seem to suggest that change is not considered as a concept of importance. Change was ranked last as the most least preferred characteristic of the school leader. Even the school leaders themselves missed the significance of this concept. It is surprising that the sample ignored this paramount concept which influence the school culture and continuous improvement of teaching and learning.
5.4 RECOMMENDATIONS

This study would be incomplete if a discussion of recommendations is not endeavoured.

5.4.1 Crafting effective leadership qualities

Principals are faced with many constrains which include dissatisfaction with policy and administration, lack of achievement, sacrifice in personal life, lack of growth opportunities, lack of recognition and too little responsibility, relations with subordinates and lack of support from superiors. Principals need autonomy and support from their superiors. Principals need to establish their unique, individual nature, and should therefore not receive general treatment.

Effective leadership qualities could be crafted by employing Leithwood and Jantzi’s six broad strategies. School leaders could be more effective if they:

1. Strengthen the school’s (improvement) culture.
2. Use a variety of bureaucratic mechanism to stimulate and reinforce cultural change.
3. Foster staff development.
4. Engaged in direct and frequent communication about cultural norms, values and belief.
5. Share power and responsibility with others.
6. Used symbols to express cultural values.

Effective leadership qualities include the ability to communicate mission statements, shared visions, goals and objectives. The ability to improve the work environment to enhance continuous improvement, where the climate is positive and conducive for effective teaching and learning. The school leader need to change her leadership style from autocratic, authoritarian approach to democratic, participative leadership style based on transparency.

Communication strategies should be used as tools to attract and invite teacher to come forward and share decision-making and problem-solving processes. The school leader’s stance should be based on openness, trust, respect and sincerity in order to be able to invite her staff members. People feel good when they are appreciated and developed personally and professionally. The school leader should strive to motivated her staff members and create opportunities for self-development.

5.4.2 Development of effective teams.

If the teacher-principal relationship can be characterised as helpful, supportive, trusting, revealing of craft knowledge, so too will others. To the extend that teacher-principal interactions are suspicious, guarded, distant, adversarial, acrimonious, or judgmental, we are
likely to see these traits pervade the school. Five roles which are essential for effective team development were suggested by Antonioni and are recommended for this study. These are:

1. Internal consultant: The leader identifies problems with the team and discusses them. Together they find solutions, which are agreed upon by all.
2. Visionary: The school leader explains visionary directions and strategic plans. What is expected from every member is made clear.
3. Experimenter: The school leader helps the team to design work process improvement project. She comes up with suggestions which are open for approval by all to implement change.
4. Coach: The school leader is able to provide constructive feedback after observation. Performance and behaviour of the team is rewarded.
5. Educator: The school leader facilitates team discussions, helps them explore the interrelationships of different work process and discuss ideas and communicate to the senior management.

The relationship between the teacher and the school principal seem to have an extraordinary amplifying effect. It models what all the relationships will be in that school. If they are based on trust and respect where individual’s opinion is considered, continuous improvement will take place in the two primary schools in Kagiso.

The school leader unifies teachers, creates supportive climates in appreciative, supportive and considerate manner. Favourable climate results in better teacher-learner achievement. Climate is not only important for the school to survive, but it is also the life line of the customer of education, the learner. School leader’s empathetic approach to her colleagues, her positive expectations and cooperation in all the school activities and processes, contributes towards the creation of supportive climate which is a basis for developing effective teams. The school leader should encourage participation in decision-making and problem-solving processes. The school does not belong to the school principal but to all the stakeholders.

5.4.3 Management of cultural change.

Serious reform is not implementing single innovations. It is changing the culture and the structure of the school. The school principal as the leader of the organisation is crucial. As long as there are school principals, if the school principal does not lead change in the culture of the school, or if she leaves it to others, it normally will not get done. That is, improvement will not happen. It is only reform efforts that zero-in on changes in teaching and learning, and the surrounding conditions that support such developments in a sustained way that are likely to fuel and refuel the moral purpose of teaching. There are no resounding successes for change, but lessons could be learned from examples of partial successful schools.

School principals should be active and support innovations. Active involvement means
personal and direct involvement. Acquiring and developing expertise in the area of change, familiarising oneself with the topic or area in question is significant. School principals should sacrifice their time to be involved in meetings, keeping informed and being knowledgeable about what the teachers or specific teams are doing. Fullan (1991:153) warns that if the school principal detaches herself from it and says, “go ahead fellows” and which is what happen often, then change will not happen effectively. Thus the school principals must be totally committed to change. Change may not be delegated. It requires all the principal’s efforts.

5.5. CONCLUSION

The literature review endeavoured to identify leadership qualities which bring forth continuous yearning for learning and personal growth of both teachers and learners. Concepts which assure effective leadership in the context of TQM were related. The crux of TQM is strong and purposeful leadership. Leadership which is committed to change of cultural norms, values and belief. Leadership which is not germane to Taylor’s scientific management theory which advocates command, compliance and control. Leadership which develops teams and empowers teachers.

Krug (1993:242) asserts that countless demands are placed on the school principal. This means that many of the school principal’s activities are brief, diverse, and fragmented. Thus when school principals seek to become effective leaders of instruction, their belief about what they are doing is the only source of continuity within the various events, activities, stresses and rewards that mark their days.

It is easy to dismiss leadership when things are going smooth. Krug (1993:243-4) points out that too often school principals are thrust into this role without adequate training and without adequate explanation as to why their role should change from manager to instructional leader. Therefore, it is imperative that school principals are educated and prepared for the responsibilities in front of them. School leaders who are committed to manage change and bring about continuous improvement, by involving every stakeholder to explore their skills, abilities, and knowledge.

While much of the study concentrated on identifying concept of leadership that enhance total quality management and examining TQM in the two primary schools in Kagiso, researchers have to begin to investigate the possibility of development of TQE which professes instructional leadership. Sagor and Barnett (1994:viii) contends that instructional leadership is concerned with strategies for practising management by walking about to break barriers between the school principal and the teachers. Krug (1993:241) supports the above perception by indicating that for instructional leadership to occur, the school principal should engage in five major roles. These are:
1. Defining and communicating a mission.
3. Supervising teaching.
4. Monitoring students' progress.
5. Promoting an effective instructional climate.

Instructional leadership is better understood as an approach to action rather than as a specific set of practices. These are some of the ideas that other researchers may find interesting and take further, with a specific reference to previously underdeveloped schools under the then apartheid era.
APPENDICES

LETTER TO RESPONDENTS

This questionnaire is about school leadership and TQM in primary schools in Kagiso. The researcher requests your assistance in completing it as FULLY and HONESTLY as possible. The findings will be used to recommend measures to be utilised for effective teaching and learning in primary schools in Kagiso.

It is important that you say what you really believe, not what you think should be said. You do not need to sign your name as your answers will be treated with the utmost confidentiality.

For further information on the findings of the study, you can contact the researcher at the following:

TEL NO: 410-6181 / 410-6331 (W)
         410-3647 (H)

THANK YOU FOR YOUR COOPERATION

S.T. PHENDLA
Appendix I : Indicates Teachers’ Questionnaire

SECTION A

This section is about six concepts fundamental for TQM in schools. That is, Development of teamwork, Empowering through leadership, Creation of a positive school climate, Personal satisfaction, Meaningful change and Continuous improvement.

Besides each of the statements presented below, please indicate whether you Strongly Agree (SA), Agree (A), Disagree (D), or Strongly Disagree (SD) by circling the appropriate symbol.

<table>
<thead>
<tr>
<th>1. Development of teamwork</th>
<th>PLEASE CIRCLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The school principal and teachers work together as teams to improve their work and environment.</td>
<td>(SA) (A) (D) (SD)</td>
</tr>
<tr>
<td>b. It is essential for the principal to motivate and coach teachers in order to promote teamwork.</td>
<td>(SA) (A) (D) (SD)</td>
</tr>
<tr>
<td>c. Teachers meet on a constant basis to plan, discuss and evaluate their work.</td>
<td>(SA) (A) (D) (SD)</td>
</tr>
<tr>
<td>d. The school principal sees teachers as subordinates not equals.</td>
<td>(SA) (A) (D) (SD)</td>
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</tbody>
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<table>
<thead>
<tr>
<th>2. Empowerment through leadership</th>
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</thead>
<tbody>
<tr>
<td>a. The school principal consults teachers before making informative decisions.</td>
<td>(SA) (A) (D) (SD)</td>
</tr>
<tr>
<td>b. Teachers are given the opportunity to initiate new ideas.</td>
<td>(SA) (A) (D) (SD)</td>
</tr>
<tr>
<td>c. Power is not vested on the school principal only, but is shared by all.</td>
<td>(SA) (A) (D) (SD)</td>
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<table>
<thead>
<tr>
<th>3. Creation of a positive school climate</th>
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</tr>
</thead>
<tbody>
<tr>
<td>a. The principal helps to create a climate based on trust and respect of teacher’s individual personality.</td>
<td>(SA) (A) (D) (SD)</td>
</tr>
<tr>
<td>b. Creation of a positive school climate is the sole responsibility of the school leader.</td>
<td>(SA) (A) (D) (SD)</td>
</tr>
</tbody>
</table>
4. Personal satisfaction
   a. The teacher's satisfaction is derived from competitive salary structures.  
      (SA) (A) (D) (SD)
   b. Personal satisfaction is derived from promotion and in-service training.  
      (SA) (A) (D) (SD)

5. Meaningful change
   a. Change is smooth because the school principal provides full explanations before new programmes are introduced.  
      (SA) (A) (D) (SD)
   b. Teachers are forced to accept new projects without a consideration of their inputs.  
      (SA) (A) (D) (SD)

6. Continuous improvement
   a. Duties are clearly described, teachers know what should be done.  
      (SA) (A) (D) (SD)
   b. Improvement is on a constant basis.  
      (SA) (A) (D) (SD)
   c. The school leader gives feedback on a frequent basis on the performance of teachers.  
      (SA) (A) (D) (SD)

SECTION B

The following section requires you to give your full attention in elaborating, listing ranking and stating your responses.

1. If TQM is based on the six basic concepts above, do you think it is possible for it to develop at your school? Please elaborate.

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2. In your opinion, what are the main problems which you think may prevent the development of TQM in your school? Please list them.

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3. Please rank in order of importance the following characteristics of the school principal that you prefer. That is, place 1 besides the characteristic you consider most important, a 2 beside the next most important and so forth, until you have ranked all five characteristics.

School leaders who develops teams.
School leaders who empowers teachers.
School leaders who creates positive school climates.
School leaders who encourages open channels of communication and motivates teachers.
School leaders who manages meaningful change.

4. What other comments do you have about leadership which you feel strengthens TQM? Please state.

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SECTION C

This section requires information about yourself. Please answer all questions by circling the appropriate number where applicable.

1. What is your gender?
   Male 1
   Female 2

2. What qualifications do you have? __________________

3. How old are you? _____ years.

4. How long have you been teaching? _____ years.

THANK YOU FOR YOUR COOPERATION
Appendix II : Indicates the Principals’ Questionnaire

SECTION A

This section is about six basic concepts fundamental for TQM in school. That is, Development of teamwork, Empowering teachers through leadership, Creation of a positive school climate, Personal satisfaction, Meaningful change, and Continuous improvement.

Besides each of the statements presented below, please indicate whether you Strongly Agree (SA), Agree (A), Disagree (D) or Strongly Disagree (SD), by circling the appropriate symbol.

1. Development of teamwork

Please circle.

a. The school principal together with teachers work as teams to improve their performance and environment

   (SA) (A) (D) (SD)

b. Teamwork is encouraged to untap teachers’ potentials.

   (SA) (A) (D) (SD)

c. Teachers meet on a constant basis to discuss, plan and organise their work.

   (SA) (A) (D) (SD)

d. Teachers are seen as equals not subordinates, who help build effective teams.

   (SA) (A) (D) (SD)

2. Empowerment through leadership

a. The school leader empowers teachers by removing strict job descriptions, fear, anger and uncertainty

   (SA) (A) (D) (SD)

b. Power is distributed and shared among teachers by giving them responsibilities with equal authority.

   (SA) (A) (D) (SD)

c. School leaders make informative decisions for everyone, for effective teaching to occur.

   (SA) (A) (D) (SD)
3. **Creation of a positive school climate**
   
a. Creation of school climate is the responsibility of the principal and teachers.  
   (SA) (A) (D) (SD)

b. The school principal helps create a climate of trust and respect.  
   (SA) (A) (D) (SD)

4. **Personal Satisfaction**
   
a. Teachers should receive high salaries to increase their personal satisfaction.  
   (SA) (A) (D) (SD)

b. Personal satisfaction can be attained from promotions and in-service training.  
   (SA) (A) (D) (SD)

5. **Meaningful change**
   
a. Teachers are resistant to change even when they are consulted.  
   (SA) (A) (D) (SD)

b. Effective change requires the total commitment of the leader.  
   (SA) (A) (D) (SD)

6. **Continuous improvement**
   
a. Duties are clearly defined and teachers know what is expected of them.  
   (SA) (A) (D) (SD)

b. Improvement on a constant basis is possible.  
   (SA) (A) (D) (SD)

c. The school leader provides feedback on a frequent basis.  
   (SA) (A) (D) (SD)
SECTION B

The following section requires you to give your full attention in elaborating, listing, ranking and stating your responses.

1. If TQM is based on the six basic concepts above, do you think it is possible for it to develop at your school? Please elaborate.

2. In your opinion, what are the main problems which may prevent the development of TQM in your school? Please list them.

3. Please rank in order of importance the following characteristics of the school leader that you prefer. That is, place 1 beside the characteristic you consider most important, a 2 beside the next most important and so forth, until you have ranked all five characteristics.

   School leader who develops teams.       ______  
   School leader who empowers teachers.    ______  
   School leader who creates positive climates.    ______  
   School leader who encourages open channels of communication and motivates.  ______  
   School leader manages meaningful change.  ______  

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4. What other comments do you have about leadership which you feel promotes TQM?
Please state in full.

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SECTION C

This section requires information about yourself. Please answer all questions by circling the appropriate number where applicable.

1. What is your gender?
   Male 1
   Female 2

2. What qualifications do you have? ________________________.

3. How old are you? _____ years.

4. How long have you been a school leader? _____ years.

THANK YOU FOR YOUR COOPERATION
Appendix III: Indicates Interview Guides for both Teachers and School Principals

INTERVIEW GUIDES

1. Team building

- Do you have any idea of what TQM is?
- What do you understand by teamwork?

2. Empowerment through leadership

- What do you understand by the concept empowering others?
- Can you give examples of actions that empower others?
- Do you think people are empowered or do they have to empower themselves?
- Do you see yourself as equal to your teachers (school leader)?

3. Creation of a positive school climate

- In your opinion, who is responsible for creating a positive school climate?
- Why is it important to create a conducive school climate?
- What can teachers and school leaders do to help create such a climate?

4. Personal satisfaction in teaching

- What contributes to your satisfaction in teaching? As a team member and as a leader.

5. Meaningful change

- How should change come about?
- Do you think there is a need for change in your school? In which areas?

6. Continuous improvement

- What do you understand by this statement?
- How can you sustain continuous improvement in your school?
- Do you have any idea of what TQE or Instructional leadership means?
Appendix IV: Indicates Comments about Leadership which may Strengthen TQM in Schools in Section B

<table>
<thead>
<tr>
<th>Number of Responses</th>
<th>25</th>
</tr>
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</table>

### 1. LEADERSHIP QUALITIES

1. The leader must be fully equipped with knowledge. 2
2. Avoid biasedness. 2
3. The leader must be strong and firm. 2
4. She must be transparent. 2
5. The school leader must keep abreast of current information and skills. 2
6. The leader must be competent. 1
7. Polite attitudes are essential qualities of the leader. 1
8. The leader must be honest and faithful. 1
9. Discrimination to be avoided at all cost. 1
10. Democratic leadership preferred over autocratic one. 1
11. Emphasis placed on quality rather than quantity. 1
12. Encourage participative leadership rather than one man show. 1
13. The leader should show trust and respect for individual personality. 1
14. The leader should be a good planner and organiser. 1
15. Feedback to be given frequently, after completion of a task. 1
16. The leader should be able to control all the school’s activities effectively. 1
17. Guidance is essential for effective leadership to occur. 1
18. Leadership to be based on openness and freedom. 1
19. Dedication to be the leader’s goal. 1
20. The school leader to follow correct official procedures. 1

### 2. MOTIVATION

1. The leader should develop others. 3
2. She must motivate her teachers. 2
3. Leaders must show love and appreciation for work well done. 2

### 3. TEAMWORK

1. School leaders should cooperate with teachers. 2
2. Joint planning of activities like fund raising is essential. 1
3. Teamwork to be encouraged. 1
4. Leaders to be involved in their community’s well being. 1
5. School leaders to know and have an understanding of her environment. 1

TOTAL 7
Appendix IV (CONTINUED...)

<table>
<thead>
<tr>
<th>4. CREATION OF A POSITIVE SCHOOL CLIMATE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The school leader to show love and concern towards teachers in order to create a climate of trust and sincerity.</td>
<td>1</td>
</tr>
<tr>
<td>2. Leaders to have patience.</td>
<td>1</td>
</tr>
<tr>
<td>3. Creation of a peaceful climate is the responsibility of the school leader.</td>
<td>1</td>
</tr>
<tr>
<td>4. Leaders to be approachable to create a sense of belongingness to the staff.</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. COMMUNICATION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The school leader who encourages open discussions and communication.</td>
<td>2</td>
</tr>
<tr>
<td>2. The school leader that gives feedback through sound and open communication channels.</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
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</table>

<table>
<thead>
<tr>
<th>6. EMPOWERMENT OF TEACHERS</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1. The leader has to share power and information with teachers.</td>
<td>3</td>
</tr>
<tr>
<td>2. Empowerment of teachers is significant.</td>
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<tr>
<td>TOTAL</td>
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</table>

Appendix V: Indicates the Number and Percentage of respondents for Section C

<table>
<thead>
<tr>
<th>1. GENDER</th>
<th>No of Male</th>
<th>No of females</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>7</td>
<td>11</td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>Number of Participants</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td></td>
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<td>100</td>
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<table>
<thead>
<tr>
<th>2. QUALIFICATIONS</th>
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</thead>
<tbody>
<tr>
<td>a. No of teachers with PTC.</td>
<td>7</td>
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<tr>
<td>b. No of teachers with diploma.</td>
<td>11</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. AGES BETWEEN:</th>
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</thead>
<tbody>
<tr>
<td>25-35</td>
<td>3</td>
</tr>
<tr>
<td>36-45</td>
<td>5</td>
</tr>
<tr>
<td>46-55</td>
<td>7</td>
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<tr>
<td>56-65</td>
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<table>
<thead>
<tr>
<th>4. TEACHING EXPERIENCE</th>
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<tbody>
<tr>
<td>5-10</td>
<td>3</td>
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<tr>
<td>11-15</td>
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<td>16-20</td>
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<td>21-30</td>
<td>9</td>
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BIBLIOGRAPHY


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