

# **Leadership and organisational structure as requisite for Total Quality Management to improve academic quality in schools in Zimbabwe**

**R Chingara**

 **[Orcid.org/0000-0002-8421-0317](https://orcid.org/0000-0002-8421-0317)**

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Promoter: Prof J Heystek

Graduation: May 2019

Student Number: 25466968

# DECLARATION

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I the undersigned, hereby declare that the work contained in this dissertation / thesis is my own original work and that I have not previously in its entirety or in part submitted it at any university for a degree.



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## DEDICATION

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Dedicated to all members of my family: my father, Luke; mother, Abina; wife, Chengetai; daughter, Chiedza; sons, Kelvin and Shingai; brother, Munya; and sisters, Steadfaith, Josphine, Rose, Sibon and Angela.

# ABSTRACT

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The influence of leadership and structure in the implementation of Total Quality Management (TQM) has not received much attention in the leadership literature. The potential for integrating the leadership and structure literature with the TQM literature is great and is likely to be beneficial for both theory and practice. This study sought to theorise about the possible implementation of TQM, based on the use of leadership and organisational structure, to improve academic quality in schools in Zimbabwe.

The study assumed subjectivist ontology and presented an interpretative epistemology. It employed a qualitative research design, and specifically, case study methodology. Participants were sampled through purposeful sampling. Data were collected through semi-structured interviews. These semi-structured interviews were audio recorded and the recorded interviews were transcribed. Data were analysed through ATLAS.ti (a qualitative data analysis software program). Codes were identified and organised into categories and themes, which were interpreted.

In this study, it was found that agency and structure are directly linked to organisational structure and leadership in schools. The aforesaid are reflected through academic performance, expressed and measured as pass rate. It was found that trust and relationships with stakeholders were a prerequisite for academic quality improvement. Agency and structure were found to be potentially requisite if the leadership in schools were to implement all fourteen principles of TQM to improve academic quality.

Findings also indicated that policies, work overload, mobility of teachers, resources and resistance to change were the factors that had the potential to derail the implementation of TQM so as to improve academic quality in schools. It was also found that a bureaucratic organisational structure was acceptable in schools; however, there were suggestions to change the terminology, policies and procedures, the level of centralisation of decision-making and the communication methods used in the schools.

The researcher concluded that the leadership that uses its agency and structure to implement the principles of TQM, has the potential to improve academic quality in their schools. This is even more so given that agency and structure have been found to be directly linked to organisational structure and leadership through academic performance (academic quality). The researcher also concluded that the leadership that understands the organisational structure of their schools has the potential to influence academic quality improvement, since it is cognisant of its responsibilities.

It was concluded that the leadership that uses its agency to make the bureaucratic organisational structures in their schools enabling, has the potential to implement the principles of TQM to improve academic quality. Trust and relations with stakeholders are thus a prerequisite in this process.

It was further concluded that an agency-driven leadership, with structure playing a secondary role, influence academic quality improvement in schools positively. Agency and structure are therefore requisite if the leadership in schools are to implement all fourteen principles of TQM.

Finally, the study concluded that time, policy issues, work overload, mobility of teachers, inadequate resources and negative attitude to change are some of the factors that may promote or inhibit the leadership as key to the implementation of TQM to improve academic quality in schools. Although a bureaucratic organisational structure has been found acceptable in the schools, it is concluded that the terminology, policies, procedures and centralisation and communication methods in schools should be changed to implement the principles of TQM to improve academic quality.

**Keywords:** leadership, organisational structure, Total Quality Management (TQM), academic quality, school, agency and structure

# OPSOMMING

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Die invloed van leierskap en struktuur in die implementering van Algehele Gehaltebestuur (AGB) (“*Total Quality Management*”) is relatief min aangeraak in die leierskapliteratuur. Die potensiaal om leierskap- en struktuurliteratuur met AGB-literatuur te integreer is groot en is waarskynlik ten voordeel vir beide teorie en praktyk. In hierdie studie is ’n poging aangewend om te teoretiseer oor die moontlike implementering van AGB, gebaseer op die gebruik van leierskap en organisatoriese struktuur, om akademiese gehalte in Zimbabwe te verbeter.

Die studie het ’n subjektivistiese ontologie aangeneem en ’n interpretatiewe epistemologie aangebied. ’n Kwalitatiewe navorsingsontwerp, en spesifiek ’n gevallestudiemetodologie, is in hierdie studie gebruik. Doelgerigte steekproefneming is gebruik om deelnemers te selekteer. Data is deur middel van semi-gestruktureerde onderhoude ingesamel. ’n Klankopname is gemaak van die semi-gestruktureerde onderhoude, waarna dit getranskribeer is. Data is geanaliseer met behulp van ATLAS.ti (’n kwalitatiewe data-analise sagtewareprogram). Kodes is geïdentifiseer waarna dit in kategorieë en temas verdeel en geïnterpreteer is.

In hierdie studie is daar bevind dat agentskap (“*agency*”) en struktuur (“*structure*”) direk verband hou met organisatoriese struktuur en leierskap in skole. Voorgenoemde word gereflekteer deur akademiese prestasie, wat as slaagsyfer weergegee en gemeet word. Daar is bevind dat vertroue en verhoudinge met belanghebbendes in skole ’n voorvereiste is vir akademiese gehalteverbetering. Daar is bevind dat agentskap en struktuur moontlik ’n voorvereiste sou wees indien die skool-leierskorps al veertien beginsels van AGB sou implementeer ten einde akademiese gehalte te verbeter.

Bevindinge het getoon dat beleide, werksoorlading, beweeglikheid van onderwysers, hulpbronne en weerstand jeens verandering faktore is wat die potensiaal het om die implementering van AGB ten einde akademiese gehalte in skole te verbeter, te ontspoor. Daar is bevind dat ’n burokratiese organisatoriese struktuur in skole aanvaarbaar was, maar aanbevelings is gemaak om verandering aan te bring aan terminologie, beleide en prosedures, die vlak van sentralisering van besluitneming en die kommunikasiemetodes wat in skole gebruik word.

Die navorser het tot die gevolgtrekking gekom dat die leierskorps wat hul agentskap en struktuur gebruik om die beginsels van AGB te implementeer, die potensiaal het om akademiese gehalte in hul skole te verbeter. Dit is des te meer dat agentskap en struktuur direk gekoppel is aan organisatoriese struktuur en leierskap deur akademiese prestasie (akademiese gehalte). Die navorser het ook tot gevolgtrekking gekom dat die leierkorps wat hul organisatoriese struktuur

verstaan, die potensiaal het om akademiese gehalteverbetering te beïnvloed, aangesien hulle bewus is van hul verantwoordelikhede.

'n Verdere gevolgtrekking is dat die leierskorps wat hul agentskap gebruik om die burokratiese organisatoriese struktuur in hulle skole toe te laat, die potensiaal het om AGB-beginsels te implementeer ten einde akademiese gehalte te verbeter. Vertroue en verhoudinge met belanghebbendes is dus voorvereistes in hierdie proses.

Nog 'n gevolgtrekking is dat 'n agentskappedrewe leierskorps, met struktuur wat 'n sekondêre rol speel, akademiese prestasieverbetering in hul skole positief beïnvloed. Agentskap en struktuur is dus 'n vereiste as die skool-leierskorps al veertien beginsels van AGB gaan implementeer.

Ten laaste is die gevolgtrekking gemaak dat tyd, beleidsaangeleenthede, werksoorlading, beweeglikheid van onderwysers, onvoldoende hulpbronne en negatiewe ingesteldheid jeens verandering van die faktore is wat die leierskorps kan bevorder of inhibeer as sleutel tot die implementering van AGB ten einde akademiese gehalte in skole te verbeter. Hoewel die burokratiese organisasiestruktuur in die skole aanvaarbaar is, word daar tot die gevolgtrekking gekom dat daar veranderinge aangebring moet word in die terminologie, beleide, prosedures en sentralisering en kommunikasiemetodes in skole om AGB-beginsels te implementeer ten einde akademiese gehalte te verbeter.

**Sleutelwoorde:** leierskorps, organisatoriese struktuur, Algehele Gehaltebestuur (AGB), akademiese gehalte, skool, agentskap en struktuur

# LIST OF ACRONYMS AND ABBREVIATIONS

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A-Level	Advanced Level (Form 6)
DoE	Department of Education
HoD	Head of Department
IACBE	International Assembly for Collegiate Business Education
ISO	International Standards Organisation
MBNQA	Malcolm Baldrige National Quality Award
O-Level	Ordinary Level (Form 4)
SGB	School governing body
SPC	Statistical Process Control
SQP	strategic quality planning
TQM	Total Quality Management
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations International Children's Education Fund
ZIMSEC	Zimbabwe Schools Examinations Council
ZIMSTAT	Zimbabwe National Statistics Agency

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# CHAPTER 1

## ORIENTATION

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### 1.1 INTRODUCTION

The philosophy of Total Quality Management (TQM) and its importance to school reform has generated a lot of interest and discussion in various organisations and nations in the last ten years of the 20<sup>th</sup> century (Garcia & Lorente, 2014). Although it has been found to be useful in enhancing performance (Bostingl, 2001; Mosadeghrad, 2014; Sallis, 2002; Weller & McElwee, 1997), its implementation in practice has been met with difficulties. Several studies on TQM improving performance have reported a 20% to 30% improvement due to implementation (Mosadeghrad, 2014), whilst others have reported a 60% to 90% failure rate (Ah-Tech & Starr, 2014; Mosadeghrad, 2014). Rigby and Bilodeau (2007) maintain that Total Quality Management used to occupy third position amongst all the strategies that were preferred in 1993, but fell to 15<sup>th</sup> position in 2007.

An unsuitable environment for TQM implementation is amongst the failure factors noted in TQM literature. Mosadeghrad (2014) points out that a supportive environment made up of helpful leaders, culture and a strong organisational infrastructure is required to make the implementation of TQM successful. This view is also shared by Douglas and Judge (2001), George and Weimerskirch (1998), Jabnoun (2005), and Badrick and Preston (2001). Lakshman (2006), however, points out that the influence of leadership and structure in the implementation of TQM has not received much attention in the literature on leadership. The possibility of integrating the literature on leadership and structure with that of TQM is huge and potentially helpful when it comes to contributing to the theory and practice of leadership. This study therefore sought to theorise about the possible implementation of TQM, based on the use of leadership and organisational structure, to improve academic quality in schools in Zimbabwe.

### 1.2 BACKGROUND TO THE PROBLEM

Bush and Glover (2014) view the bureaucratic model of leadership that was developed by Max Weber in the 19th century to have stood the test of time. Its features of being goal oriented, chain of command, managing from the top and being accountable make up the system of schooling in most countries including Zimbabwe.

The education system in Zimbabwe is top-down and centralised, and the administrative structures are organised into a bureaucratic and hierarchical structure. There is the Ministry of Primary and Secondary Education (Central Government) that oversees all schools in Zimbabwe through its

head office. Under it are the provincial offices, followed by the district offices and then the schools. Each of the aforementioned layers is subordinate to each other, with the schools occupying the lowest level. Communication is top-down. There is a hierarchy of positions within each level. Head office has the permanent secretary of education at the apex. Provincial offices are manned by provincial directors, whilst district education officers are responsible for the schools in their districts. School principals oversee their schools.

Although policy-driven with a one-size-fits-all philosophy, the education system in Zimbabwe owes its arbitration to school principals and teachers who are ultimately accountable to the authorities and parents as well as the learners. They constitute the leadership in schools and are vested in not only implementing the policy given to them, but taking schools from not doing well to well-performing ones in specific contexts.

Schools are judged as having underachieved based on their performance in the national examinations. According to UNESCO (2008), examination pass rate is an important indicator of quality education in Zimbabwe. As a result, schools in Zimbabwe place greater emphasis on examination pass rates because they provide a yard stick with which learners can be enrolled into institutions of higher learning. They also provide access to career opportunities. Schools, districts, provinces and national levels in Zimbabwe are rated on the basis of their performance in national examinations that are administered at the end of each course, and in the context of this study, the seven-year primary school course (Grade 7) and the four-year secondary school course, also known as the Ordinary Level. It is the responsibility of the Zimbabwe Schools Examinations Council (ZIMSEC) to administer examinations in Zimbabwe.

In Table 1.1 below, the Grade 7 and Ordinary Level results at national level in Zimbabwe from 2006 to 2015 are shown.

**Table 1.1: Grade 7 & Ordinary Level national pass rates**

Year	Grade 7 National Pass Rate (%)	Ordinary Level National Pass Rate (%)
2006	39	20.16
2007	33	14.32
2008	30	14.44
2009	20	19.33
2010	29	16.50
2011	28.9	19.50

2012	31.5	18.40
2013	32.2	20.72
2014	38.13	22.38
2015	41.82	27.86

**(Source: ZIMSEC)**

A general perusal through these pass rates shows that they are indeed very low. There has been a general decline in the Grade 7 pass rates from 2006 (39%) to 2009 that witnessed the lowest ever pass rate of 20%. This means that 80% of the pupils who sat for this examination failed dismally, with some schools reportedly registering as low as 0% pass rates (ZIMSEC, 2010). Although there has been an improvement in 2010, there was a decline in 2011 that registered a 28.9% pass rate, and this was a 0.1% decline. Although there has been a gradual improvement since 2012, the pass rates are still very low.

The Ordinary Level pass rates are pathetically low for a country which is said to boast the highest literacy rate in Africa. In 2006, the pass rate was 20.16%, before it plunged to 14.32% the following year. This is recorded as the worst year in terms of the history of Ordinary Level pass rates in Zimbabwe. However, it rose by a mere 0.11% in 2008, before settling at 19.33% in 2009. It further dropped to 16.50% in 2010, rose to 19.50% in 2011, dropped to 18.40% in 2012, rose to 20.72% in 2013, before settling at 22.38% in 2014. The 2015 pass rate was 27.86%. These pass rates have failed to surpass the 30% mark, with most of the years hovering below the 20% mark.

As shown in Table 1.1 above, there is an indication that something is going wrong in Zimbabwean schools. Regardless of various interventions done at school and national level – such as allowing schools to pay incentives to teachers, allowing extra lessons, allowing holiday lessons, providing adequate textbooks to all schools, etcetera – the pass rates have remained low with insignificant increases here and there.

What is further worrisome is the performance of schools in Harare Province in the Grade 7 and Ordinary Level ZIMSEC examinations that are undertaken at the end of each year. Harare Province, where the researcher conducted the research, is one of the 10 provinces in Zimbabwe. It is located in the north-eastern part of Zimbabwe. It is home to the capital city of the country. It is also home to the head offices of government, and easily connects with other cities such as Bulawayo, Masvingo, Mutare, Gweru, and the rest of the border cities. It is found in the Highveld and receives a lot of rainfall when compared to other parts of the country. The Province is predominantly urban and is better developed than all other provinces of the country. It houses the country's heavy industrial areas. It has the highest number of residents of approximately 3 million.

It also has a good road network and other facilities such as schools, hospitals, tourism, and agriculture.

There are a total of 222 existing primary schools and 89 secondary schools in Harare (Zimbabwe National Statistics Agency [ZIMSTAT], 2013). The schools are located in different residential suburbs.

Figure 1.1 is a map of Zimbabwe, showing its ten provinces.



**Figure 1.1: Map of Zimbabwe (adapted from Google Maps)**

The map also shows the position of Harare in Zimbabwe, indicated by the letter H.

In 2014, Harare Province had only 5 secondary schools in the top 100 best Ordinary Level schools in Zimbabwe. Out of these 5 schools, the best secondary school was ranked at number six, with a 94.89% pass rate. The least ranked secondary school was in 100th place, with a 58.43% pass rate. This therefore implies that most schools in Harare Province were not in the top 100 best Ordinary Level schools in Zimbabwe and their pass rates were below 58.43%.

Out of all ten provinces in Zimbabwe, Harare Province was ranked at number 4 with a pass rate of 25.29%. This means that there were three provinces that performed better than Harare in the Ordinary Level ZIMSEC examinations in 2014.

Table 1.2 shows the November 2014 Ordinary Level results based on the performance in the 10 provinces in Zimbabwe.

**Table 1.2: November 2014 Ordinary Level results by province**

<b>PROVINCE</b>	<b>NOVEMBER 2014 O-LEVEL PASS RATE</b>	<b>POSITION</b>
Bulawayo	29%	1
Masvingo	27.22%	2
Matabeleland South	25.35%	3
<b>Harare</b>	<b>25.29%</b>	<b>4</b>
Manicaland	24.62%	5
Midlands	24.24%	6
Mashonaland East	24.11%	7
Matabeleland North	19.51%	8
Mashonaland West	19.30%	9
Mashonaland Central	19.24%	10

**(Source: ZIMSEC, 2014)**

In the same year, Harare Province had only 13 primary schools in the top 100 best primary schools in Zimbabwe based on Grade 7 results. This presents a very worrisome picture of the performance of schools in Harare Province at national level, especially given the fact that it boasts the best qualified teachers in the country, with 94.9% of them qualified to teach at primary school level and 87.4% qualified to teach at secondary school level (ZIMSTAT, 2013). Those who are not qualified are degreed temporary teachers standing in for teachers who are on leave at any given time. As compared to other provinces in the country, these statistics confirm that Harare Province has the highest number of qualified teachers; yet it is performing badly in the national examinations.

Furthermore, schools in Harare Province are led by very qualified school principals who have undergone in-service training, which includes modules, ran by the Ministry of Education in collaboration with UNESCO. They have gone through the Better Schools Programme whose aim is to support with the improvement of administrative and management skills among teachers and school principals (Samkange, 2013). In the same context, all school principals in Zimbabwe have

obtained the Bachelor of Education Degree in Educational Administration, Planning and Policy Studies at the University of Zimbabwe or the Zimbabwe Open University. This degree is specifically for school principals, and is aimed at equipping them with leadership skills. Statistics by the Ministry of Education indicate that school principals in Harare Province have not only obtained that degree, but some have also gone as far as the Master's Degree in Education Management. In addition, Harare Province boasts of the best infrastructure in schools in comparison to any other province, and the schools are adequately resourced as the humanitarian organisation United Nations International Children's Education Fund (UNICEF) has donated all the required textbooks to schools in Zimbabwe (UNICEF, 2014).

### **1.3 RATIONALE**

There is a suggestion that TQM is a failure in schools because it was initially developed in and meant for business organisations (Capper & Jamison, 1993). Reed, Lameck, & Mero (2000) condemn TQM because it provides explanations that are conflicting in different circumstances. For instance, they argue that the view of TQM as a philosophy without any errors is most perfect in a manufacturing environment but is highly questionable in educational organisations.

According to Carlson (1994) and Gilbert (1996), the rate of failure of implementing TQM in schools is as high as 70%. Blakstein (2004) suggests that the reason for this could be that teachers in schools generally do not make use of data to develop their way of doing things. He argues that this could be so because traditionally teachers depend on instinct, habit and practice to resolve the difficult challenges they encounter in their work. The argument then is that while instinct, habits and practice are significant measures of individual wellbeing, they do not evaluate the strength or effectiveness of the entire system of the school.

There are other researchers who suggest that the failure of TQM in schools could be attributed to deficient leadership as well as mechanistic, bureaucratic organisational structures (Badrick & Preston, 2001; Douglas & Judge, 2001; George & Weimerskirch, 1998; Jabnoun, 2005; Mosadeghrad, 2014). Nevertheless, Parr (2009) claims that the model of school organisation existing in schools favours peaked hierarchies that concentrate power and leadership responsibility on the office of the principal. Hoy & Miskel (2012) concur and insist that whether we accept it or not, schools are organisations with a chain of command bureaucracy – meaning that they have a hierarchy of power, sharing of work, non partisanship and impartial benchmarks, practical know how and procedures. Yet such a model of school organisation has been criticised as impeding successful TQM implementation (Jabnoun, 2005; Mosadeghrad, 2014).

It is worth mentioning that most of the studies criticising the implementation of TQM in schools (Carlson, 1994; George & Weimerskirch, 1998; Gilbert, 1996) were done in the 1990s and could be outdated and out of touch with the present-day context in which schools find themselves. It also appears as if there has not been any study that addresses the implementation of TQM, on the strength of leadership and organisational structure in schools from an African and Zimbabwean context.

TQM may be the solution to challenges being encountered in schools in Zimbabwe as it provides a planned, interlinked and organised way to improve the performance of learners, boost their enthusiasm, sense of worth and self belief (Weller and McElwee, 1997; Bostingl, 2001 and Sallis, 2002). This affirmation is also shared from an African perspective by Ah-Teck and Starr (2014), who also believe that TQM offers opportunities for schools to adapt it to their contexts so as to continuously improve academic quality. Consequently, it was the intention of this study to find out if TQM has the ability to pull Zimbabwean schools out of the current academic quality dilemma.

The focus of this study was therefore on TQM as a potential solution for schools in Zimbabwe. Since leadership and organisational structure are cited as impediments to the implementation of TQM in schools (Jabnoun, 2005; Mosadeghrad, 2014), this study wanted to theorise, based on their contexts, if the leadership in schools in Zimbabwe can positively manipulate the organisational structure in their schools to successfully implement TQM. In other words, what can the leadership in schools in Zimbabwe do to the organisational structure in their schools to make the implementation of TQM successful?

Upon being appointed to the position of school principal in Zimbabwe, the expectation of the government through the Ministry of Education is that principals should produce good results in national examinations (Hadebe, 2013). Although they are guided by policy, which merely gives them guidelines, the “how” part of doing things depends on the school principal (ibid, 2013). The position of the Ministry of Education regarding policy is that it is not meant to kill individual flair, but to merely provide the framework within which a school should operate under the leadership of the school principal as the driver (Hadebe, 2013). This is clear when one analyses the duties and responsibilities of school principals as bestowed upon them by the Department of Education (DoE) in Zimbabwe. Samkange (2013) cites the Department’s vacancy circular (No 8 of 2005), which states that school principals shall:

- Be the link between the school, district officials and parents;
- Make sure that school infrastructure is well maintained;
- Make sure that the correct curriculum and syllabi are implemented in the schools;
- Assess the performance of teachers on a regular basis and writing reports;

- Ensure that the objectives of the curriculum and that of projects in the school are evaluated;
- Keep official records updated;
- Manage the performance of staff in the school;
- Enforce official policies in the school.

The mere fact that school principals in Zimbabwe can implement performance management in schools suggests that they may be able to use their leadership to apply various school-improvement efforts of their choice.

Total Quality Management as a significant component of school improvement efforts and a strong catalyst for bringing about change in schools can be considered a philosophy to cope with the challenges faced by the present education system (Garcia & Lorente, 2014). The theory behind TQM presents guidelines that are clear, encourage successful change and promote effective making of decisions (Evans, Thornton, & Usinger, 2012). Such theory makes it a necessity for leaders to learn about how people interact, what they consider as important and what they assume is important as well.

According to Toreman, Karakus, & Yasan (2009), TQM is well suited for educational institutions that want to improve the performance of their learners to a very high level. Recent researches on TQM (Ah-Teck & Starr, 2014; Sulaiman, Manochehri, & Al-Esmail, 2013) have shown that its various principles are highly applicable to schools. These principles are highly applicable in schools and have produced good results in cases they have been used. Their use can make academic quality improvement a continuous process that allows for the creation of an environment of togetherness, innovation and trust (Evans et al., 2012). Toreman et al (2009) concur and stress that there is a very close relationship between the principles of effective schools and the principles of Total Quality Management. They insist that the principles of TQM in schools can provide a perspective with which to diagnose the problems facing effective schools. These principles become the instruments with which to resolve such problems. They conclude that the principles of TQM can certainly make vital contributions that result in improved quality of education in schools.

This study is deeply motivated by the philosophy of TQM (Chartered Quality Institute [CQI], 2015), which was developed by Edwards Deming to increase the productivity of industry (Deming, 1986). Although his principles were directed at use in industries and have been applied elsewhere in schools (Ah-Teck & Starr, 2014; Ngware, Wamukuru, & Odebero, 2006; Oduwaiye, Sofoluwe, & Kayode, 2012; Sulaiman et al., 2013; Toreman et al., 2009), this study wanted to explore if these principles can also be applied to the context of schools in Zimbabwe to improve academic quality. Suffice to say, most of these studies have been carried out in African countries and are therefore

relevant to this study, since Zimbabwe is also an African country and shares a similar background with other African countries.

Deming's TQM is more appealing to this study for several reasons. According to Hunter (2012), Deming places leadership at the centre and points out that its purpose is to improve the performance of man and machine at the same time bringing about pleasure in the work done by those involved. This purpose makes human beings understand what their leaders experience when they interact with them. By doing this, they fulfil what Deming's philosophy of TQM is all about i.e. that of prioritising human beings in leadership. Deming as cited in Hunter (2012) reiterates that leaders should be fair, respectful, and create a working environment that enables their subordinates to excel and take pleasure in their work. He criticises leaders who neglect their subordinates and encourages them to create opportunities for collaboration. He advocates for the removal of conditions that discourage people from working as team. Finally, he brings out the significance of the customer to leaders and stresses that quality entails providing them with good service or products.

The principles of TQM by Deming suggest that leaders should focus on customers, continuous customer involvement and improvement regardless of the leaders' positions in the hierarchy of organisations (Lakshman, 2006). The principles suggest that people should be viewed against what they are capable of doing in leading others to achieve the objectives related to the principles at each and every level of the hierarchy in organisations.

This study on the possible implementation of TQM based on the use of leadership and organisational structure insofar as they can improve academic quality in schools, could present a platform from which school leaders can learn:

- How agency and structure a practices influence the possible implementation of TQM;
- How agency and structure explain the relationship between organisational structure and leadership;
- The potential importance of their leadership and organisational structure as prerequisites for the implementation of TQM to improve the academic quality of education in schools;
- The changes that need to be made in the organisational structure of the schools to create an environment to implement TQM;
- The TQM principles that may bring about improvement in the academic quality of their schools;
- The factors that may inhibit or promote leadership as a key factor for the implementation of TQM.

The research that was conducted in schools in Harare Province most likely provided the theory that will present emerging structures that complement the core bureaucratic structures in the schools. It is hoped that this will help school leaders to introspect on their prevailing leadership practices. It will acquaint them with how they may adapt the way they lead to their organisational structures and provide explanations about what such changes will imply to their schools. It will further improve their understanding of the connection between organisational structure, leadership and TQM, thereby empowering themselves with skills in making decisions as they attempt to improve academic quality in their schools. The views of school principals and teachers were very important in this study as they were in a position to provide much-needed information as they experienced the problem under study on a day-to-day basis.

## **1.4 PURPOSE OF THE STUDY**

The reason behind this the study was to theorise about the possible implementation of TQM, based on the use of leadership and organisational structure, to improve academic quality in schools in Zimbabwe. The study was conducted to explore how a school principal can use leadership in a school as well as the organisational structure of a school to implement the principles of TQM to improve academic quality in the context of Zimbabwe. Leadership and structure symbolise agency, whereas TQM is the philosophy to be used. It is the process. The researcher wanted to focus on TQM as the possible answer to the problem of low academic quality in schools in Zimbabwe.

### **1.4.1 Aims**

The aims of the study were to:

- 1) Understand the potential importance of leadership and organisational structure as prerequisites for the implementation of Total Quality Management to improve the academic quality of education in schools;
- 2) Establish the factors that may inhibit or promote leadership as key factor for the implementation of Total Quality Management to improve academic quality of education in schools;
- 3) Propose what changes need to be made from a Total Quality Management approach in organisational structure of schools to create an environment for the improvement of the quality of education in Zimbabwe;
- 4) Create a theoretical framework for the implementation of Total Quality Management in schools to improve academic quality.

## **1.5 PROBLEM STATEMENT**

Regardless of the high professional qualifications of both school principals and teachers in schools in Harare, the good infrastructure and fairly adequate resources in the schools, and in spite of the various interventions that have been adopted to improve academic quality in Zimbabwean schools (Education Transition Fund, parents paying teachers incentives, pupils receiving extra lessons, holiday lessons for pupils, and so on), pass rates have remained significantly low. Furthermore, the percentage of those failing the exams remains significantly high and worrisome – perhaps an indication that there could be something amiss that has to be addressed. The problem is that of poor academic quality in schools in Harare Province of Zimbabwe, and the question is:

- How can principals in Harare Province of Zimbabwe use their leadership and the organisational structure in the context of their schools to implement Total Quality Management in Zimbabwe?

In response to this problem, this study proposed to theorise about the possible implementation of TQM, based on the use of leadership and organisational structure, to improve academic quality in schools in Zimbabwe. The aim of the study was to find out how school principals, their deputies, heads of departments (HoDs), and senior teachers can use their leadership and organisational structure to implement the principles of TQM to improve academic quality in Zimbabwe. Leadership and structure here symbolise agency, whereas TQM is the philosophy to be used. It is the process. The researcher wanted to focus on TQM as a possible answer to the problem of low academic quality in schools in Zimbabwe.

## **1.6 MAIN RESEARCH QUESTION**

How will agency and structure as practices influence the possible implementation of Total Quality Management, based on the use of leadership and organisational structure, to improve academic quality in schools in Zimbabwe?

### **1.6.1 Sub questions**

- 1) How does agency and structure explain the relationship between organisational structure and leadership?
- 2) What factors may inhibit or promote leadership as key factor for the implementation of Total Quality Management to improve academic quality in schools in Zimbabwe?
- 3) What changes need to be made in the organisational structure of the schools to create an environment to implement Total Quality Management in Zimbabwe?

- 4) How do school principals and teachers understand the role of leadership and organisational structure as requisite for the implementation of Total Quality Management to improve academic quality in schools in Zimbabwe?

## **1.7 THEORETICAL FRAMEWORK**

This study was conceptualised in terms of and based on the following conceptual frameworks:

- Leadership
- Organisational structure
- Total Quality Management (TQM)
- Academic quality
- Schools

An in-depth literature study of relevant and contemporary sources on these topics served as background knowledge to the interpretative study.

## **1.8 CONCEPT CLARIFICATION**

### **1.8.1 Leadership**

Raelin (2014) describes leadership as a practice which allows anyone to participate in agentic activity. He suggests that there is therefore an inseparable relationship between leadership and agency. Coburn, 2016 says that agency can be taken to mean the capacity by actors to alter structure (rules, relational ties, or distribution of resources) using their power and that of others. He suggests that when leaders carry out some form of action, they are taking part in some agentic activity or practice. Frost (2006) contends that agency is a relevant and an essential condition for the pursuance of leadership. Newton & Riveros (2015) consider the leaders in schools as the solitary owners of agency.

Spillane's (2005) work on leadership suggests that leadership can be understood as practices that are decided by structure and that make up structure. This suggests that leadership does not function in a fantasy but in a specific context (structure). Thus, when leaders in organisations exercise their agency, they do so by strengthening existing structures or disrupting them. This also suggests that agency is decided by structure, which the leadership in organisations may change or redefine. For the purposes of this study, leadership is provided by school principals, their deputies, Heads of Department (HoDs) and teachers. School principals lead their subordinates to work in such a way that the goals of the school are achieved effectively, whilst teachers lead inside and outside their classrooms and influence others towards improved educational practice. This study

therefore acknowledges that although teachers are led by school principals, they are leaders in their own right.

### 1.8.2 Organisational structure

Organisational structure is a part of structure (Rigby et al., 2016) which addresses how the leadership in schools understand how things should be done, how authority and tasks are assigned, managed and organised and how communication takes place in organisations (Ivanko, 2013). Implied here is the notion that an organisational structure is defined by the distribution of work, policies, procedures, and the existence of power centres. For the purposes of this study, organisational structure meant the bureaucracy in a school.

### 1.8.3 Total Quality Management (TQM)

Kumar (2011) describes TQM as a philosophy of managing organisations that is rooted in principles meant to mobilise organisational resources to satisfy interested parties. Its origins are associated with Walter Shewhart through his work in Statistical Process Control (SPC) at the Bell Laboratories in the United States of America in the 1920s. Following Shewart's advances, three architects of the developments in quality came out. These were Joseph M. Juran, W. Edwards Deming and Philip B. Crosby. This study acknowledges that TQM as a philosophy has been expressed in different ways by these and other TQM gurus, for example, quality control, quality improvement, quality management, quality processes, quality tools, quality principles, quality assurance and until recently, the International Standards Organisation (ISO). For the purposes of this study, the fourteen principles commonly accepted as defining TQM by Deming (1986), meant TQM.

### 1.8.4 Academic quality

The International Assembly for Collegiate Business Education (IACBE) (2014) describe academic quality as, "the overall level of performance of the academic business unit in the context of its mission as measured by the extent of accomplishment of the unit's intended student learning and operational outcomes and its mission and broad-based goals". In other words, the extent and improvement of academic quality focuses on the results of the instructional process. For the purposes of this study, academic quality meant pass rates.

### 1.8.5 Schools

Cambridge Dictionary (2014) defines a school as an institution for educating children (Cambridge dictionary.com).

## **1.9 PHILOSOPHICAL PERSPECTIVE AND PARADIGM**

The main research question in this study was: How will agency and structure as practices influence the possible implementation of TQM, based on the use of leadership and organisational structure, to improve academic quality in schools in Zimbabwe? This obviously called for an understanding of what was happening in the schools. Ontologically speaking, this study was concerned with the question of agency, that is, how leadership in schools use their agency and structure to implement TQM in schools to improve academic quality. In order to obtain answers to these questions, a subjective understanding from the leadership of the schools was required. This study therefore assumed subjectivist ontology. The study was based on subjectivism.

The interpretative paradigm was used in this study. An interpretative paradigm was most appropriate for this study due to its ability to offer a view of given circumstances and to analyse these so as to present a perspective of how certain people understand their circumstances (Grossoehme, 2014). Of importance in the context of the interpretive paradigm is the need to appreciate the biased nature of the experiences of people (Cohen, Manion, & Morrison, 2011). The interpretative paradigm allowed the researcher to interact closely with participants to gain insight into and form a clear understanding as to how agency and structure as practices influence the possible implementation of TQM, based on the use of leadership and organisational structure, to improve academic quality in schools in Zimbabwe.

The researcher approached the study with the following assumptions:

- school principals and teachers would read the letters, approved by the North-West University Ethics Committee, introducing the research and requesting participation;
- school principals would positively act in response to the request and therefore volunteer to partake in the study and
- School principals would be keen to participate willingly in the semi-structured interviews.

## **1.10 RESEARCH DESIGN**

The study used the qualitative research design, which Grossoehme (2014 p.109) defines as a “systematic collection, organisation and interpretation of textual material derived from talk or conversation”. Leedy & Ormrod (2010) describe qualitative research as an approach to research that seeks to comprehend the context behind different actions exhibited by participants in their natural environment. Hinckely (as cited in Maree & Van der Westhuizen, 2012) describes a research design as an arrangement that shows how to proceed in determining the nature of the relationship between variables.

In order to analyse and study the themes in detail, the interpretive paradigm was used. This paradigm was suitable for this research as human experience in a natural setting was investigated.

School leadership was described in terms of the setting and context. Thus, direct experiences were described, and the existing reality was socially constructed.

### **1.11 RESEARCH METHOD**

In qualitative research, there are many research designs that can be used in collecting and analysing data. The case study research method was used in this study. Yin (2014) defines a case study as, “an empirical enquiry that investigates contemporary phenomenon in depth and within its real-life context” (p. 23). Nieuwenhuis (2012b) describes a case study as, “a systematic inquiry into an event or a set of related events which aims to describe and explain the phenomenon of interest” (p. 75).

A case study aims at understanding how participants to a study tell and cooperate in given circumstances and how they derive meaning from what they are studying (Nieuwenhuis, 2012b). Through the case study approach, the researcher was assisted to obtain a clearer understanding and acquire knowledge regarding the issue under investigation. In this study, the unit of analysis was leadership and organisational structure and how these are fundamental to understanding the implementation of TQM in schools.

### **1.12 POPULATION AND SAMPLING**

Purposeful sampling was used to sample participants. It entailed the investigator carefully selecting participants with a particular purpose in mind and coming up with a representative sample (Black, 1999). Those sampled were participants that had experienced the phenomenon under study. The population in this study comprised of schools in Zimbabwe.

### **1.13 RESEARCH INSTRUMENT**

This study employed a qualitative investigational perspective (Creswell, 2007) in which an interview guide was used to collect data. Kajornboon (2005) describes an interview guide as made up of questions that are asked by the researcher during the interviews with participants. There are two types of interview guides (Cohen & Crabtree, 2006), namely structured interview guides, in which the interviewer asks preset questions and is not allowed to digress from them, and semi-structured interview guides, in which the interviewer asks preset questions and is also allowed to follow up on them with other questions not on the list in the interview guide.

Semi-structured interview guides therefore allow the interviewer to follow up on any relevant topic that may come up as the interview progresses. This study used the semi-structured interview guide. It was used owing to its ability to define the direction of the investigation as well as its ability to change the order of the questions in line with the direction being taken by the interview.

## **1.14 DATA COLLECTION METHOD**

Best & Kahn (2006) describe data collection as the process of well-organised investigation through collecting and analysing data. Kajornborn (2005) describes it as a very important part in the process of doing research. Collecting data in this study was done using semi structured interviews. These have been described by Corbetta (2003) as comprising of questions arranged according to different themes and worded according to the interviewer's choice. The interviewer has the freedom to talk, question, explain clarify issues and probe further in a manner he likes. In short, the interviewer conducts the interviews in his own way. This kind of data collection method allows for supplementary and unpredicted questions to be asked. It allows for documentation of the interviews through taking notes or using recorders or both. It also allows the soliciting of the interviewer's own views.

## **1.15 DATA COLLECTION PROCEDURE**

Permission to undertake the research was requested from the secretary of Primary and Secondary Education in Zimbabwe and the education director of Harare Metropolitan Province. After permission was granted, the researcher explained the purpose of the study to the school principals and other participants before the interviews were conducted.

The researcher used semi-structured interviews to collect the data from the participants. Participants were interviewed individually and were expected to answer questions during the interviews about the possibility of using leadership and organisational structure to implement TQM so as to improve academic quality in their schools.

## **1.16 DATA ANALYSIS PROCEDURE**

Hinckley (as cited in Maree & Van der Westhuizen, 2012) describes data analysis as:

the process of observing patterns in the data, asking questions about those patterns, constructing conjectures, deliberately collecting data from specifically-selected individuals on targeted topics, confirming or refuting those conjectures, then continuing analysis, asking additional questions, seeking more data, furthering the analysis by sorting, questioning, thinking, constructing, and testing the conjectures, and so forth (p. 303).

The researcher used the software program ATLAS.ti to code the data, put the codes into categories, and then into themes. After the researcher had done this, he then used ATLAS.ti to help uncover and systematically analyse the data.

## **1.17 ORGANISATION OF THE THESIS**

Chapter 1 gave an orientation to this study. This study emerged from a realisation that schools were not performing well in the Grade 7 and Ordinary Level ZIMSEC examinations that are conducted annually. The chapter therefore presented the background to this problem of poor academic quality in schools in Zimbabwe. It proceeded to give the rationale for the study, before outlining the purpose of the study. It proceeded to present the aims of the study, the problem statement, main research question, and the subquestions of the study. It also presented the conceptual frameworks followed by the clarification of the concepts. The philosophical perspective and paradigm were presented. The chapter further presented the research design and methodology for this research. It assumed a subjectivist ontology, which propagates that something exists only when one experiences and gives meaning to it. It presented an interpretative epistemology, which presumes that people who experience a particular phenomenon are best suited to create and understand knowledge. The chapter also presented the qualitative research design, data collection method, population, and the sampling method. The interview guide with questions which required more thought than simple one word answers was used as the measuring device to obtain data during the semi structured interviews. The chapter was concluded by explaining how the data were analysed through ATLAS.ti.

Chapter 2 focuses on the theory that underpins Total Quality Management (TQM) implementation based on leadership.

Chapter 3 focuses on organisational structure and Total Quality Management (TQM) for schools.

Chapter 4 presents a detailed account of the research design and methodology.

Chapter 5 presents the results of the research.

Chapter 6 provides the data interpretation and analysis.

Chapter 7 provides the summary, conclusions and recommendations.

## CHAPTER 2

# THEORY UNDERPINNING TOTAL QUALITY MANAGEMENT IMPLEMENTATION BASED ON LEADERSHIP

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### 2.1 INTRODUCTION

A strong foundation in the theory of change empowers leaders in educational institutions to make significant improvements in their organisations (Evans et al., 2012). In line with this affirmation, this chapter provides the theory that underpins Total Quality Management (TQM) implementation based on leadership.

This chapter embraces the philosophy of TQM, which was developed by Edwards Deming to increase productivity in industry (Deming, 2000). Due to the successes TQM has registered in industry, it has emerged in educational institutions, is adapted to the systems in schools, and is likely to guide the improvement of academic quality in schools (Oduwaiye et al., 2012; Pourrajab, Basri, Daud, & Asimiran, 2011; Salami & Akpobire, 2013).

This chapter enables practising leaders in schools to familiarise themselves with the theory of leadership and TQM. In this regard, this chapter provides a theoretical perspective of TQM, which is usually described as a total systems approach, with one of its major principles being the appreciation of systems (Leonard & McAdam, 2003). In this respect, the chapter provides the theory linking the systems theory to TQM.

The chapter pursues Deming's system of profound knowledge, which provides the theory of related principles that require leadership to consider all aspects of the school when making decisions (Schultz, 2013). It provides an explanation as to how an organisation, like a school (teachers/principals and other role players), interacts as a system and how such a relational interaction helps to improve the quality of education.

From the system of profound knowledge emerge the fourteen principles, which Deming alleged were principles of change meant to improve the running of organisations. (Braughton, 1999). These principles represent confirmed guidelines of the way things ought to be done in organisations (W. Edwards Deming Institute Blog, 2015). Although these principles were directed at everyone in the organisations, the message they bring has significant meaning for the leadership (Deming, 1986). In this chapter, it is therefore theorised how the leadership in schools can use Deming's fourteen principles to improve academic quality of education in schools.

Considering that, the question of TQM implementation, just like policy implementation (Coburn, 2016), is basically about the link between agency and structure. This chapter provides the theoretical perspective from the agency-structure discourse to describe the implementation of TQM in schools in Zimbabwe. It employs four contemporary systems theories, namely Pierre Bourdieu's theory of practice, Anthony Giddens' structuration theory, Margaret Archer's theory of critical realism, and Albert Bandura's social cognitive theory. These four are chosen because they collectively explain how agency and structure as practices influence the possible implementation of TQM based on the use of leadership and structure in organisations. They show how agency in the context of structure explains the relationship between organisational structure and leadership. Whereas the first three theories provide a frame for bringing out the relationship between agency and structure, Social cognitive theory provides the theoretical mechanism that links the total focus of the Structuration theory to agency and structure (Oppong, 2014). The four theories help to give an understanding of the interdependent link between agency and structure as practices that can possibly influence the implementation of TQM, based on the use of leadership and organisational structure, to improve academic quality in schools.

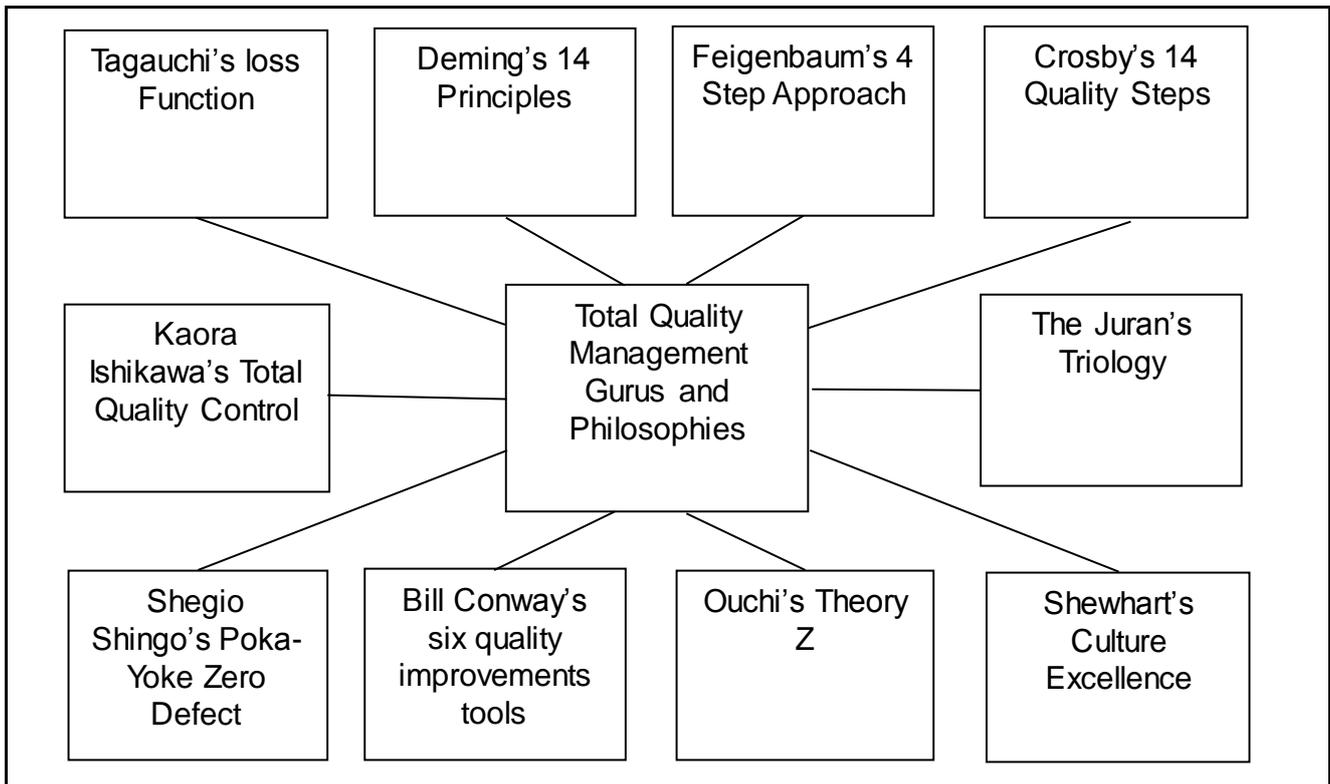
This chapter concludes by theorising about the underlying factors that may inhibit or promote leadership as a key factor in the implementation of TQM to improve academic quality in schools. Firstly, a theoretical perspective on TQM will be provided.

## **2.2 TOTAL QUALITY MANAGEMENT**

Kumar (2011) describes TQM as a management philosophy that is based on a set of theoretical principles that seek to mobilise organisational resources to increase stakeholders' satisfaction. It can be traced back to the work of Walter Shewhart during the 1920s (Zairi, 2013).

Following Shewhart's propositions, three architects of the developments in quality came out. These were Joseph M. Juran, W. Edwards Deming & Philip B. Crosby. Other leading figures of significance are Armand V. Feigenbaum, Kaoru Ishikawa, Bill Conway, Genichi Taguchi, Shigeo Shingo, and W.G. Ouchi.

Figure 2.1 shows these popular TQM gurus and their philosophies.



**Figure 2.1: Popular Total Quality Management gurus and their philosophies (Ruturi, 2009)**

These ten gurus are contributors to the present-day understanding of TQM (Zairi, 2013).

This study acknowledges that TQM as a philosophy has been expressed in different ways by these and other TQM gurus, for example, quality control, quality improvement, quality management, quality processes, quality tools, quality principles, quality assurance, and until recently, the ISO. However, this study embraces TQM as a philosophy advanced by Edwards Deming to raise production in industries (Deming, 2000). W. Edwards Deming formulated this philosophy of personal and organisational transformation with its many insights into human motivation, cooperation and democratic leadership. This study is deeply informed by this philosophy, which he formulated during a series of lectures to Japanese engineers and industrialists in the 1950s.

It was whilst Deming was working for Western Electric Company in Chicago, in 1920, that he discovered that the way the workers were being motivated was disrespectful and was not translating to increased production. He found that the incentive system was linked to productivity and post-manufacturing scrutiny reports that were used to expose faulty products. Indeed, the concept of TQM that he formulated has proved so powerful that educators want to apply it to schools (Oduwaiye et al., 2012).

## **2.3 THEORETICAL FOUNDATIONS OF TOTAL QUALITY MANAGEMENT**

Total Quality Management has long been criticised for lacking in theoretical support (Sitkin, Sutcliffe, & Shroeder, 1994). Quite a number of scholars have attempted to put it under meticulous intellectual scrutiny in the 1990s. For instance, Grant, Shani, & Krishnan (1994) equated TQM to the principles of scientific management, bureaucracy and the philosophy of human relations. Dean and Bowen (1994) also found a significant coincidence between the theory of management and TQM, particularly remedies in the management of people.

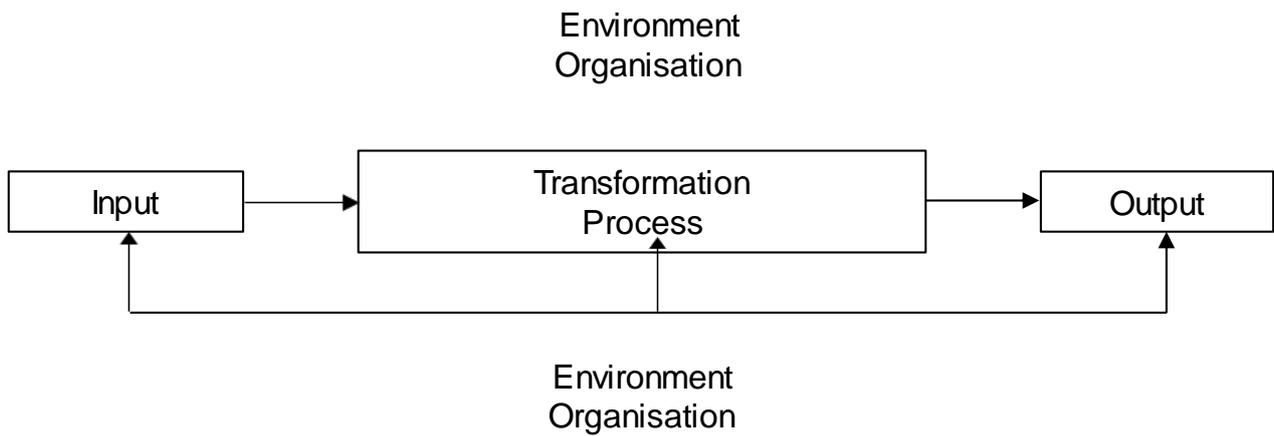
Following the work of Dean & Bowen in 1994, this study describes and examines TQM from the perspective of the systems theory. This theory is described as the guiding theory for TQM (Wang, 2004). It is often branded as the theoretical foundation of TQM whose revolutionary ideas are derived from the systems theory, with one of its major characteristic being that it depends on its environment for resources.

### **2.3.1 The systems theory**

Mele, Pels, & Polese (2010) describe the systems theory as a theory that combines the concepts and central propositions from two or more prior existing theories into a new single set of integrated concepts and propositions. These theories can be about set principles or procedures according to which management, organisation, science and their structures can explore occurrences from a holistic approach. The systems theory can be traced to biologist Von Bertalanffy's General Systems Theory (Wang, 2004) who describes a system as a comprehensive interaction of parts, whilst Ng, Maull, & Yip (2009) describe it as a unit that is coherent, has observable boundaries that differentiate its inner and outer parts and indicates input and output relating to and coming out of the unit. According to Mele et al. (2010), a systems theory is therefore an intellectual view that examines an occurrence or experience taken in its entirety and not as merely the sum total of its constituent parts. The emphasis is on how the parts interact and relate to each other so as to understand the outcomes of the unit, the way it functions and the way it is organised

Another fundamental notion of the systems theory, according to Mele et al. (2010), is its differentiation of the open, closed and isolated systems. The open system is characterised by the interaction between the elements in the system such as people, information, resources etc with the outer environment. In the closed system, there is no interaction with the outer environment. Isolated systems have no interaction taking place internally amongst the constituent parts.

Figure 2.2 below shows an open system made up of five parts (Scott, 2008): the inputs, process, outputs, feedback and environment.



**Figure 2.2: Open system (adapted from Lunenburg, 2010)**

Lunenburg, (2010) says that schools are open systems with four types of inputs from the environment. These are human, financial, physical and information resources. He points out that the human resources are all the staff in a school. The financial resources consist of the money used to pay for the day to day operations of the school. The physical resources consist of the school's infrastructure whilst the information resources consist of instructional materials such as books, syllabi etcetera.

Lunenburg, (2010) says that it is the responsibility of the principal in a school to harness these resources in the school to achieve the school's aspirations. He says that transformation takes place when teachers and students interact during the process of learning as the students get educated. Such transformation includes all processes that take place in the school which ultimately affect the outputs of the school. Output varies depending on the school but Lunenburg (2010) suggests that it generally comprises of pass rates, dropout rates, relations with the community as well as job motivation.

Lunenburg (2010) explains that feedback is critical if school processes are to succeed. He says negative feedback in particular can be used to rectify short comings in the inputs, transformation process or both which will in turn have a positive bearing on the future outputs of the school.

The school operates in an environment of a socio, political and economic nature. Lunenburg (2010) adds another dimension of policy accountability which he says is very important to a school. He says that these contexts (socio, political, economic and policy environments) put pressure on schools and the onus is on the school principal to respond in such a manner that advances the school's objectives.

### 2.3.2 The connection between systems theory and Total Quality Management

It is clear that many of TQM's innovative points of view are developed from the systems theory (Wang, 2004), with one major characteristic of systems being that it is dependent on its environment for resources. Likewise, TQM originated from the real working environment.

In TQM, the systemic conception of an organisation, like a school, is reinforced by the importance it places on the connection between its parts and the goals to be realised (Mele & Colurcio, 2006). The organisation's way of doing things according to the systems theory (Christopher, 2007), is connected to the way its constituent parts are aligned to its external context, in such a way that these work harmoniously together. It is therefore the responsibility of the leadership in the organisation to ensure that this relationship is maintained (Mele et al., 2010).

Wang (2004) argues that TQM includes the idea of a learning organisation, with Mele et al. (2010) suggesting that TQM is actually a learning system. Hackman & Wageman (1995) noticed TQM's learning orientation and stated that TQM was pro-learning with a vengeance.

Total Quality Management assumes a vibrant systems view of the organisation, emphasising the interconnectedness of its constituent parts (subsystems) and its environment (Wang, 2004). Total Quality Management has different types of subsystems. For example, Deming's flow diagram prescribes a production subsystem (Deming, 1986). Evans and Lindsay (as cited in Wang, 2004) modified Deming's production system to describe the production system in service organisations. Total Quality Management also has information-process subsystems, such as the design-redesign processes (Deming, 1986).

Other examples of TQM's subsystems include human resource subsystems, internal reproduce and refinement subsystems, organisational culture subsystems, information process and storage subsystems, to mention but a few. The most important subsystem in a TQM organisation is the leadership subsystem (Wang, 2004). It is built on mutual trust and teamwork. Everybody in the organisation is responsible for managing the work they do. The leadership subsystem emphasises on the top leaders' responsibility for quality as they are the ones who determine how each subsystem interacts with one another. If one part fails, this affects the other part's achievement (Zairi, 2013). Therefore, the whole TQM approach begins with top leaders (Wang, 2004). The efficiency of employees in an organisation is perceived as the work of quality systems in place that are led by top leaders (Deming, 1986).

## **2.4 THE SYSTEM OF PROFOUND KNOWLEDGE**

Deming outlined fourteen principles, which he referred to as the system of profound knowledge (Deming, 1986). This system allows the leadership in organisations to view it from a systems perspective. The system provides a way of finding out what is going on in the organisation so that it concentrates on productivity (Padro, 2009). It gives priority to processes in the organisation so that every person in it may know what it is doing (Phelps, Parayitam, & Olson, 2007). The system consists of four components: appreciation of the system, knowledge of variation, theory of knowledge, and psychology, and emphasises the interconnectedness of the parts. It is important not only to identify the parts of the system, but also to emphasise their interconnectedness.

### **2.4.1 Appreciation of systems**

This is the first part of the system of profound knowledge by Deming. Aspects of it refer to the systems theory (Richmond, 2001; Senge, 2006). Deming (1986) adopts a dynamic systems perspective of the organisation. This requires everyone in an organisation to know the elements that make up the system they work in as well as the different interrelationships that are there. Deming (1988, 1994) insisted that the absence of knowledge about systems and variation is the reason for many of the problems experienced by organisations. He stated that a system is not able to understand itself. Accordingly, organisational change needs the views of those outside of it.

Deming identified the need for the system to be created so that its parts work well. He utilised this philosophy in industries, education, health and other services (Deming, 1986, 2000). He conceived of the whole organisation as operating as a system. This entails that the organisational structure, mission and vision have to be brought into line. In line with this, competition within the organisation is not allowed. Because everyone is focusing on improving the way the organisation works, the obstacles that obstruct an employee from performing well are removed. These include the issue of giving conflicting instructions daily or monthly.

Deming considers customers and suppliers as part of the system in an organisation. Hence, improving the quality of the output in an organisation is dependent on the way it is structured rather than its employees only.

Deming's systems' thinking has been developed further by Senge (2006) who argues that it is an important part of learning organisations. It cuts across all features of learning organisations and is the base upon which all other fields develop.

Senge (2006) regards systems thinking as required more now, given that the world is becoming more and more complex. This is because it allows situations to be seen from a broad view. All

decisions and actions taken within the organisation have a bearing on other parts in the organisation. Employees within the organisation are better placed to make decisions after carefully considering their impact on the rest of the system. Knowledge of systems thinking therefore affords leaders in schools to encourage informed decision making and attract wider analysis.

#### 2.4.2 An understanding of variation

This is the second part of the system of profound knowledge by Deming (1986). It is premised on the need for the system to be designed in such a way that all its constituent parts perform flawlessly. People in organisations have to understand that variation occurred when the constituent parts in an organisation were operating in a conflicting manner.

Deming lamented on the disorder brought about by what he termed special causes and common causes of variation. He identified special causes of variation as those that were peculiar to an employee and could not affect the performance of the other employees. An employee who demonstrated amazing performance, considerably better than the performance of other employees, represented an example of the case for special causes of variation. This implies that special causes of variation are separate from the system in which the employees operate and did not affect other employees. On the contrary, an employee can demonstrate outstanding laziness. What this simply does is to place the performance of this individual employee below that of others.

Deming proposed that a huge amount of variation was due to what he called “common causes” (Deming, 1986). He pointed out that these were based on the system and constituted 85% of the causes of variation that were peculiar to the organisation itself such as the way the processes in the organisation are designed (Deming, 1986). It was the responsibility of the leaders in organisations to rectify these causes of variation which were based on the system.

Other causes of variation are related to individual or special occurrences originating outside the system. The result is that more often, organisations tend to mistakenly respond to the results as if they are from special causes, when they are from common causes of variation, or vice versa. The only way an observer can know the difference, is by gathering and analysing data to determine if the system or process is in statistical control.

Deming emphasised that it was the system that really directed the process of performing a task or function (Deming, 1986). He disagreed with practices of management that actually held workers primary responsible for their efficiency. He advocated against such practices as managing through quantitative goals, slogans and catch phrases (Deming, 1994). Alternatively, he encouraged the

leadership to own up to poor performance by their subordinates by pursuing the causes of variation and setting in motion the process of improving incessantly.

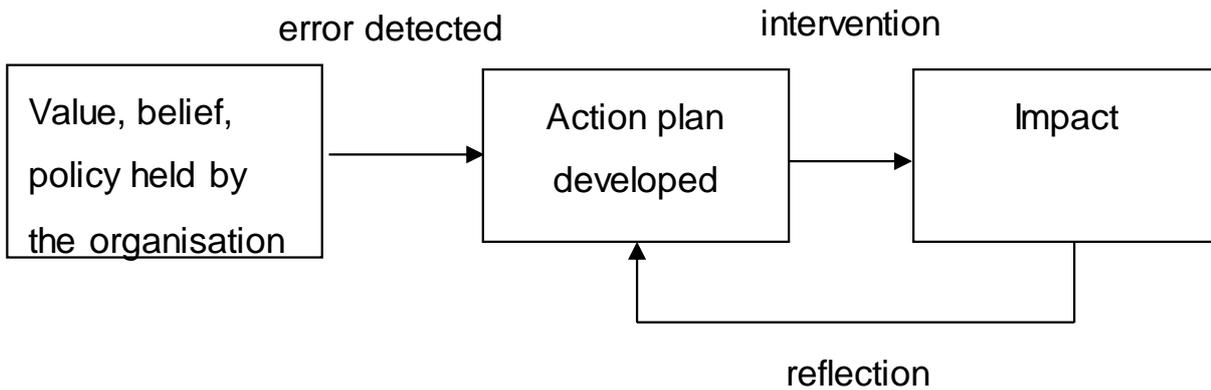
### 2.4.3 Theory of knowledge

This is the third part of the system of profound knowledge by Deming (1986) and requires that the leadership in schools understand how their subordinates learn and how they improve their capabilities to make informed decisions, develop the processes of work and advance the goals of the school (Schultz, 2014). It is synonymous with Argyis' & Schon's (1996) theory of action and Senge (2006)'s personal mastery in that they all refer to organisational learning and processes where it occurs (Pedro, 2009).

The theory of action as espoused by Evans, Thornton & Usinger (2012) affirms that organisations are able to learn and develop in the same way individuals do. This happens when organisations use methods that empower individuals with skills and knowledge that will enable the organisation to grow. They cite an example of a teacher who might decide to employ a new questioning technique. The teacher may empower himself through embarking on courses on the questioning technique, socialising with other teachers who have already implemented the new technique before or carrying out lessons using this new technique. The lesson they derive from this example is that, in as much as the teacher might have learnt something that had the potential to benefit the whole school, organisational learning did not take place because the new questioning technique was confined to the teacher only. Such individual learning could have had a huge impact if the school had mechanisms ready to support learning by the entire organisation.

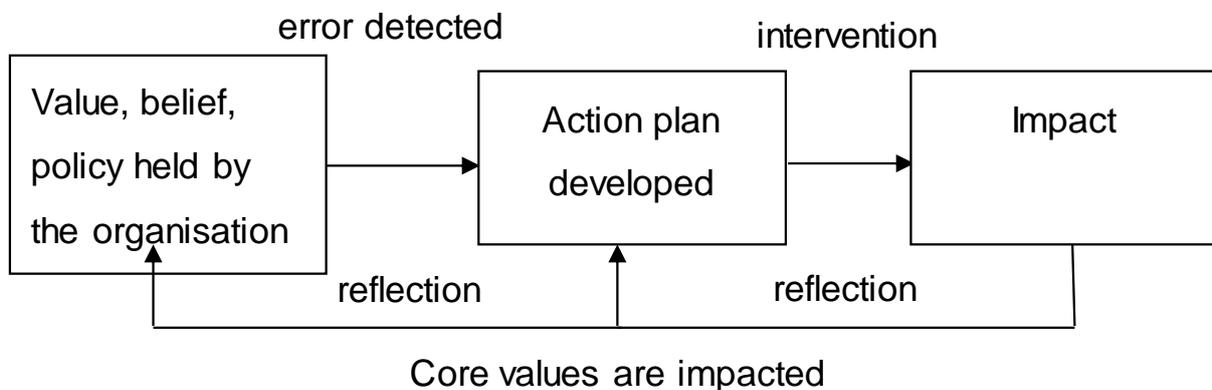
What the above example suggests is that school principals must have mechanisms in place to transfer the new knowledge acquired by such a teacher to the entire school teachers so that organisational learning takes place. Evans et al (2012) suggest that this can be done by encouraging such initiatives as the train the trainer, collaborative inquiry and professional learning communities (PLCs) methods. They identify three processes of creating, retaining and transferring knowledge within an organisation. These are single loop, double loop and deuteron learning.

Single loop learning occurs when an error occurs in an organisation and such error does not affect the thinking, ideals, rules and regulations within the organisation (Evans et al 2012). They give an example of a night security guard who forgets to set the alarm on. When this error is discovered, the school principal calls in the school staff and not only points out the error but explains the procedures on how to secure the school at night. The staff in the school is empowered on how the school should be secured at night, though there are no changes to the thinking, ideals, rules and regulations within the it. This well illustrated in Figure 2.3 below.



**Figure 2.3: Single-loop learning (adapted from Evans et al., 2012)**

In double-loop learning, when an error occurs in an organisation, such error does affect the thinking, ideals, rules and regulations within the organisation (Evans et al 2012). The action plans and the thinking, ideals, rules and regulations within the organisation are all evaluated. This results in these changing. The example here is that of a school governing board which believes that the only way learners can progress to colleges or the world of work is through attending four years of high school. If the board realises later on that the dropout rates have gone up significantly, this will prompt it to review this policy and come up with an alternative one that will help in lowering the dropout rates. The action plans and the thinking, ideals, rules and regulations are then changed. This is illustrated in Figure 2.4 below.

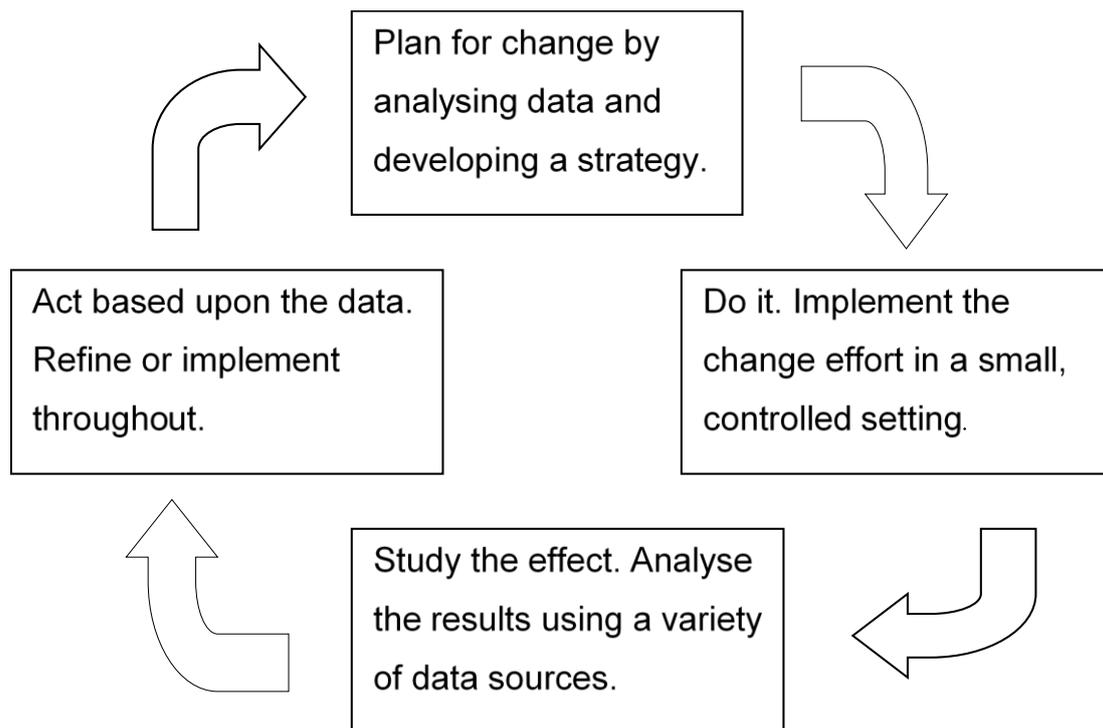


**Figure 2.4: Double-loop learning (adapted from Evans et al., 2012)**

In Deutero-learning, the leadership in the school creates structures that will facilitate organisational learning (Evans et. el 2012). Such structures include but are not limited to communication channels, information systems and the school's physical infrastructure. These have been found to facilitate or discourage organisational learning. Senge's (2006) in Evans et al., (2012) personal mastery encourages leaders in organisations who promote the development of their employees. It

puts forward the views that just like an individual; an organisation can formulate its vision which becomes the guide line to achieving its specific goals. He says that personal mastery takes place in three ways i.e. through the use of teacher evaluation instruments, supporting collaborative investigation and through leaders acting as role models in their schools.

Deming in Evans et al., (2012) came up with an improvement cycle that provides a structure to direct change. It is known as the PDSA cycle. Figure 2.5 below provides an illustration of this model.



**Figure 2.5: The Plan- Do- Study- Act- (PDSA) cycle (Adapted from Evans et al., 2012)**

By way of example, Evans et al., (2012) say that a group of teachers in a school can plan, design and implement a reading instruction programme for a small group of learners. They will then implement it, collect the results, study them and then make decisions on the way forward. The role of the principal in this process is to provide the structure, resources and support to drive this nonstop cycle.

#### 2.4.4 The psychology of human behaviour

This is the fourth part of the system of profound knowledge and is premised on the ability to identify why people conduct themselves in the manner they do and initiate circumstances that are not as a result of slogans, catch phrases, inducements or allotments (Shultz, 2013).

Deming in Braughton, (1999) explained that people had the ability to understand and act on their environment in ways that helped them to meet their goals. They did so through collaboration and working together. He stressed that employees were fundamentally inspired to do well under circumstances they felt appreciated and empowered to succeed. Failure to appreciate and empower employees was found to be potentially damaging.

Deming in Braughton (1999) argued that understanding was derived from beliefs and it was therefore the responsibility of those in the leadership to use such understanding to determine the course of action. This could be a possibility if such leadership could use team work, participation and collective decision making. Individual psychology could therefore provide organisations that were quality conscious the opportunity to involve their employees so that they contributed meaningfully to the process of change.

#### 2.4.5 The fourteen principles

The fourteen principles are Deming's unique contribution to the understanding of quality and are powerful and founded on the belief that it is the leadership's prerogative to create conditions that enable employees to succeed (Lunenburg, 2010).

##### **2.4.5.1 Create constancy of purpose for improvement of product and service**

Deming's first principle suggests that leaders should create and adopt long term leadership visions which emphasize improvement in quality, research, continuous improvement of product or service and an investment into an organisation's human and physical resources (Deming, 1986). According to Lunenburg (2010), adopting this principle entails crafting the school's quality vision, mission and objectives collectively. For this to happen, Evans et al (2012) suggests that the leadership in the schools has to be progressive and imagine what their organisations would be in the immediate future. They have to share the quality vision, mission and objectives with all stakeholders in the schools.

##### **2.4.5.2 Adopting the new philosophy**

Deming's second principle recommends that the leadership in organisations accept the new way of doing things as articulated by the long term quality vision espoused in the first principle. This entails doing away with the old way of doing things and replacing it with a leadership that is keen on quality and continuous improvement through innovation (Deming, 1986).

### **2.4.5.3 Cease dependence on inspection to achieve quality**

According to Lunenburg (2010), Deming's third principle is premised on his notion that "it always costs more to fix a problem than to prevent one." In the context of schools, this entails that relying on carrying out remediation on learners can be avoided if proper strategies are employed during normal teaching. Such intervention strategies can help learners avoid learning problems later.

Implementing this principle according to Stensaasen (1995) requires the leadership in schools to incorporate quality in all learning processes so as to avoid inspecting the final result as this will have been done already. He cites examples of what he terms "preventive approaches" in schools that help learners avoid learning problems later. These include preventive approaches by Levin (1987), Commer (2000, 2006), Slavin & Madden (2009) and Epstein (2010).

### **2.4.5.4 End the practice of awarding business on price alone**

Deming's fourth principle (Deming, 1986) discourages schools from relying on suppliers who offer the lowest prices arguing that their products might not necessarily be cost efficient. The principle advocates for schools to use one supplier for a particular product required so that a dependable and trustworthy relationship is established with the supplier. This according to Salami & Akpobire (2013) is because there is a misconception that cheaper products bring along with them some value to the schools that will have bought them. However, they suggest that schools may not get more value from cheaper products.

### **2.4.5.5 Improve constantly and forever every process**

The fifth principle refers to improving constantly and forever every process through the 'Plan-Do-Study-Act' (Keleman in Evans et al., 2012). This involves schools planning for whatever quality changes they want to make, implementing those changes, analysing the results and refining as well as continuously implementing the changes. Lunenburg (2010) says that the focus of this principle is on teaching and learning.

### **2.4.5.6 Institute training on the job**

The sixth principle refers to instituting on-the-job training. Evans et al., (2012) argue that through this principle, employees have to undergo suitable training to enhance their performance. Lunenburg (2010) says that training on the job entails three things. He suggests that the first thing is training teachers in new instructional processes that will have been developed. The second thing is to train teachers in using new assessment techniques. Finally, the teachers have to be trained in how the new system works. This training also includes ancillary staff.

#### **2.4.5.7 Adopt and institute leadership**

This principle according to Evans, Thornton & Usinger (2012) differentiates between leadership and supervision. They contend that leaders must be capacitated with leadership skills so as to pass on such skills to their subordinates. These should include the skill of owning up to the organisation's vision and embracing the view of the organisation as a system made up of different stakeholders who must all work together as one.

The work of the leaders should be that of minimising the differences that might exist amongst the different stakeholders in the school so as to bring everyone towards one purpose. Interestingly so, Deming (1986) says that it is the job of the leadership and not those who work under them to make changes to the system so that there is an improvement.

#### **2.4.5.8 Drive out fear**

Stensaasen (1995) suggests that teachers' fears may emanate from peer, consumer and expert evaluations done on them from time to time. They may also come from unknown sources or from failing to perform their work. They suggest that such fears need to be driven away since they may impede instructional processes in the schools. Fear can be driven out when leaders create an enabling environment where people can do their job (Salammi & Akpobire, 2013).

#### **2.4.5.9 Break down barriers between staff areas**

According to Stensaasen (1995), most educational institutions are departmentalised. He however believes that although such an arrangement has been found to improve teaching and learning, it may hinder collaboration amongst the departments which may potentially result in barriers which may need to be removed if educational institutions are to move forward. According to Deming in Evans et al., (2012), implementing this principle requires developing teams comprising members from across all departments to work together on issues of mutual concern. Such teams are cognisant of the functions and interconnectedness among departments and are willing to encourage team work amongst themselves and to work on areas of mutual concern.

#### **2.4.5.10 Eliminate slogans, exhortations and targets for the staff**

The tenth principle encourages schools to do away with using slogans, catch phrases and objectives. This is because they do not yield lasting results and create adversarial relationships. Deming (1996) says that slogans, catch phrases and objectives do not address improvements in staff in organisations but are aimed at improving the way of doing things (system) which accounts for 90% of all problems in that regard. According to Deming, it is only the leadership in organisations that can change how things are done (the system).

Schools generally have been known to use slogans, exhortations and targets (Lunenburg, 2010).

#### **2.4.5.11 Eliminate numerical quotas for the staff and goals for management**

The eleventh principle encourages schools to get rid of practices that constrain the ability of teachers in schools from performing well. Such practices according to Lunenburg (2010) include “rigorous and systematic teacher evaluation systems, merit pay, and management by objectives, grades and quantitative goals”

While this principle is true for business organisations, schools generally have been known to use these. Implementing this principle according to Evans et al (2012) requires that the leadership in schools be encouraged to adopt a system that focuses on processes so as to capacitate teachers so that they improve academic quality.

#### **2.4.5.12 Remove barriers that rob people of pride of workmanship**

The twelfth principle encourages schools to do away with obstacles that deprive teachers of the satisfaction in their work. This can be done by promoting effective communication in schools as well as eliminating things that make teachers less enthusiastic about their work. Such things according to Lunenburg (2010) include “lack of involvement, poor information, annual or merit based rating and supervisors who do not care”

#### **2.4.5.13 Institute a vigorous programme for education and self-improvement for everyone**

Deming’s thirteenth principle advocates for the leadership to be retrained in new methods of managing in schools. Lunenburg (2010) says this happens when the leadership in schools are “retrained in new methods of school based leadership including group dynamics, consensus building and collaborative styles of decision making”.

#### **2.4.5.14 Put everybody in the organisation to work to accomplish the transformation**

Finally, the fourteenth principle encourages all stakeholders in an organisation to contribute to the creation of a shared quality vision for the school. According to Schultz (2013), being able to articulate a compelling future through vision and mission building is one of the distinctive skills that leaders in schools are able to execute.

### **2.4.6 Leadership competences for implementing Total Quality Management principles**

Kumar (2011) defines leadership competences as the “knowledge, skills, abilities and attributes that leaders need to have and demonstrate in order to perform their roles and jobs competently.”

These are quantifiable and are considered important because they direct the way and are able to be learnt (ibid, 2011)

Leadership is said to go past the limit of official authority. This suggests that leaders initiate a new atmosphere within the organisation using their personal power. By implication, this encourages collaboration in changing the organisation According to Perles (2002), “complete implementation of all the principles of TQM is not possible without the participation of leaders whose capacity for influence and mobilisation rests upon all the dimensions of their leadership competency.”

Gonzalez & Guillen (2002) distinguish between two broad groups of TQM principles. These are the driver principles and the derived principles. Driver principles require leaders who are competent because they are technical. Those who implement them have to be knowledgeable. The driver principles are aimed at efficiency and improvement and are therefore reliant on the official organisational structure. Derived principles are based on the interaction between people and technology. Such interaction involves people’s emotions and individual beliefs within official organisations. The participation and involvement of the leader and stakeholders in the organisation is absolutely essential when implementing these two groups of principles. Kumar (2011) considers this necessary because it enables organisations to successfully change.

Complete implementation of these two groups of TQM principles means that all the TQM principles have been made use of in a practical and effective way. Deep implementation entails sustainable implementation all the TQM principles resulting in change in organisational structure, emotions and worthiness (Ciampa, 1992; Gonzalez & Guillen, 2002; Kanji, 1996). A closer examination of Deming’s fourteen principles indicate that they belong to the both the driver principles and derived principles.

#### 2.4.7 Total Quality Management leadership behaviour factors consistent with Deming’s fourteen principles

It may be a cliché to propose that leadership is an essential ingredient of quality enhancement processes. Deming repeatedly suggested the importance of leadership for achievement of significant organisational advances in quality (Deming, 1986). A closer examination of Deming’s fourteen principles seems to suggest support for leadership, with Avolio (1994) pointing out that at least nine of them imply the concept of leadership.

Waldman (1993) suggested that Deming’s fourteen principles describe the precise meaning of five specific interrelated TQM behaviour factors which are change agency, teamwork, continuous

improvement, trust building, and short-term goal eradication. Leadership can be considered as the practice that drives cooperation amongst these five TQM behaviour factors.

#### **2.4.7.1 Change agency**

Waldman (1993) suggests the change agent role of leadership and points out how it is increasingly important at any level of responsibility. He suggests that leaders have increasing freedom to bring about changes in the system rather than being held back or constrained within it. Couros (2013) concurs and suggests five traits that the leaders should acquire as change agents. They should provide a clear vision and communicate it clearly to others. They should be patient, yet persistent. They should ask tough questions, become knowledgeable, and lead by example. They should build strong relationships based on trust with their followers. Couros (2013) believes that change agents should create more leaders than followers.

#### **2.4.7.2 Teamwork**

Lakshman (2006) argues that establishing a way of doing things in an organisation that calls upon all its members to participate and work as a team is an important leadership task which is in sync with the vision of the founders of TQM. Literature on Total Quality Management emphasises the importance of a variety of teams of people such as cross-functional teams and task forces, to effectively manage quality in organisations (ibid, 2006). For these teams to attain their quality related and other strategic goals, they require the presence of a committed leadership, articulation of goals, cautious choosing of people who will make up the team and training. It also requires decision making power to be delegated to the team members.

The implications of the above views are that the leaders in schools have to manage by taking into consideration that a school is made up of various departments. For teachers to work effectively as a team, all obstacles that may hinder effective communication between these departments have to be removed. This requires the leadership to establish trustworthiness through demonstrating good moral values, controlling emotions, and taking ownership of the actions of the teachers. For this to happen, they have to rely on the teachers' circumstantial and emotional attributes, needs and ability to make good decisions.

#### **2.4.7.3 Continuous improvement**

The Chartered Quality Institute [CQI], (2015) defines continual improvement as “a type of change that is focused on increasing the effectiveness and/or efficiency of an organisation to fulfil its policy and objectives” (para 1). They maintain that it is not confined to quality ideas only but

encompasses business strategy improvement, business results and the relationship between customers, employees and suppliers. In short, it refers to improving forever (ibid, 2015).

The Chartered Quality Institute [CQI], (2015) says that, “continual improvement focuses on enablers such as leadership, communication, resources, organisational structure, people and processes – in other words, everything in the organisation, in all functions, at all levels” (para 1). It is a principle of TQM which suggests that an organisation’s long term health is dependent on taking quality improvement as a continuous process. Deming (1986) says that this principle allows organisations to develop improved ways of carrying out work in ways that guarantee continuous learning about work done by organisational members. He points out that continuous improvement is initiated and reinforced by leaders through envisioning and articulating it clearly as an organisational value. In so doing, the leaders are able to motivate their subordinates to improve processes, products and services. This in turn will enable the subordinates to appreciate their organisation’s processes, mission and roles.

Organisations are therefore encouraged to use positive reinforcement and intrinsic rewards that drive actions that produce outcomes that are in line with an organisation’s mission and vision. For this to happen, the leadership must avail resources so as to develop the capabilities of their subordinates through access to information and learning so that they are able to make informed decisions, solve problems and develop their organisations.

#### **2.4.7.4 Trust building**

Conchie, (2013) refers to trust as “a person’s willingness to rely on another based on positive expectations of their intentions or behaviour” (p. 52). It provides a foundation for effective leadership, with effective leaders expected to be aware of the experiences of their subordinates on a day to day basis, understanding their concerns, motivation, frustrations, thoughts, feelings and needs as they perform their work (ibid, 2013). Blanchard, (2015) maintains that trust in relationships is sensitive and must therefore be taken care of in a treasured manner. It is the basis upon which all firm and strong relationships are built. Building it takes a long time but destroying it is very easy as it only takes one specific action or misunderstanding to do so (ibid, 2015). This suggests that trust is very significant in both personal and organisational relationships.

Blanchard, (2015) suggests that lack of trust results in scepticism, suspicion and concern that leads to employees in organisations not being productive. The implication is that when subordinates fail to trust their leaders, they are not forthcoming, choosing instead to remain silent. They will not cooperate and will only stay in their jobs because they need a salary. In some cases, some will leave. This assertion is reinforced by a research which was carried out by Blanchard,

which found out that fifty-nine percent of the respondents had cited trust issues as the reason why they left their organisations (ibid, 2015). The implications of this study are that employees prefer working with trustworthy leaders and are therefore willing to stay longer and work effectively under them. Honesty, maturity and collaboration are the hallmarks of being trustworthy. Employees who work under trustworthy leaders work hard because they create enabling environments which can make organisations function efficiently and effectively. The conclusion that can be derived from this is that organisations can only turn around their fortunes if they have leaders who are able to introspect on whether they are trustworthy, transparent and honest with their subordinates.

Leithwood et al. (2010) suggest that nurturing trusting relationships with students and parents is a key element in improving student learning. They point out that the leadership of a school is a key contributor to trust among teachers, parents and students. They suggest that trust is developed when school leaders create a space for parents in the school and demonstrate to them that they are reliable, open and scrupulously honest in their interactions. When teacher-parent relationships are characterised by trust and social relations, they have the potential to move students towards academic success (ibid, 2010).

#### **2.4.7.5 Short-term goal eradication**

The reason why Deming disregards management by objectives is because they focus on quick-fix solutions which do not solve problems on a permanent basis. Doing away with quick fix solutions entails terminating management by objectives, measurable allocations and goals that pay no attention to the continuous improvement of products or processes (Deming, 1986). These should be replaced with a precise leadership vision which clearly spells out how an organisation can bring about quality by concentrating on permanent customer relationships based on trust and continual process improvement.

## **2.5 LEADERSHIP AS IT RELATES TO SCHOOLS**

Bush & Glover (2014) suggest that leadership occupies second spot after classroom teaching when it comes to inciting students to learn. A popular report by Leithwood et al (2006) also indicates that leadership motivates pupils to learn. The report indicates that School Principals contribute a 5 to 7 % influence to student learning through leadership. It also indicates that the combined contribution of the School Principals' influence and that of other people who also provide leadership in the schools is 27%. These findings provide the practical foundation for the existing interest in leadership and the idea of actively involving other organisational members in the leadership process (Bush & Glover, 2014).

Robinson (2007) argues that leadership roles have an important influence on the results of learning. The direct involvement of a leader in the planning of the curriculum and career development is therefore attributed to the influence of leadership. This implies that leaders who take part in the teaching and learning process are in a position to influence learners positively. This view is supported by Leithwood et al. (2006) who offer a conclusion that there was no recorded claim of a school that has successfully changed its learner development path without capacitated leadership. This therefore underscores the important role of the leadership in schools.

Bush & Glover (2014) refer to leadership as an influence process that leads to the attainment of intended results. They say that successful leaders develop visions for their schools in line with their personal and professional values. They make use of each and every opportunity to influence their staff and other interested parties to share the vision. The school's infrastructure, culture and processes are directed towards the attainment of this shared vision.

Three conceptions of leadership come up from the definition of leadership as given by Bush & Glover (2014). The first conception views leadership as influence. It assumes that leadership is intentional and is practiced when leaders exercise their power on their followers (Yukl, 2002). Bush, (2008) mentions three important features of leadership as influence.

The first feature acknowledges leadership as influence instead of authority. Taking leadership as influence suggests that it may possibly be exercised by anyone in the school. This implies that it does not rely on the positions people hold through their offices. Taking it as authority, suggests that it relies on positions people hold through the offices they hold in the school such as School Principal, deputy School Principal, Heads of Department and teachers.

The second feature acknowledges leadership as influence, as a process that is intentional. This suggests that those exercising it have a definite reason to do so. The third feature acknowledges that leadership as influence can be performed by people individually or in groups. This implies that it can possibly be performed by anyone in the school giving rise to the idea of distributed leadership and leadership teams. It is however important to note that the conception of influence is impartial in that it does not prescribe what should be done.

According to Bush & Glover (2014), the second conception views leadership as being about values. This conception entails that leaders ought to base what they do according to their individual and expert values. Day, Harris, & Hadfield (2001) conclude that effective leaders depend on and articulate unambiguous individual and instructive values that symbolise their ethical intentions for the schools. This implies participation and collaboration by all school members but Bush (2008)

asserts that the dominating values are those that come from the government and may be forced on the leaders of schools. Teachers and leaders are however most likely to be keen on the kind of change which they have ownership of. This assertion is supported by Hargreaves (2004) who reports that teachers are receptive to change that emanates from within themselves but are pessimistic to change that comes as a result of directives.

Bush & Glover (2014) view the third conception as leadership being about vision. They contend that vision has been considered as an important part of leadership that is effective for more than two decades. They suggest that school principals are inspired to work hard because their leadership entails chasing after their own personal visions. This has been described as a complicated process which can only be maintained by a few organisations. The situation is further aggravated by school leaders who do not involve teachers in the process of crafting the visions (Thoonen et al. 2011). Although practical evidence of its success remains varied, communicating a vision that is clear is potentially beneficial to schools. The challenge that remains pertains to whether school leaders are able to craft their own visions, considering that both the curriculum's aims and content are prescribed by the government.

The leadership's power depends on their ability to influence the behaviour and actions of subordinates (Schultz, 2013). It depends on the capacity of the leaders to lead. Schultz maintains that leaders demonstrate the capacity to lead through:

- articulating a compelling future: this entails the school leadership crafting and articulating a vision;
- creating a plan that focuses on the attainment of the vision;
- managing the organisation as a system made up of interdependent parts: This entails removing obstacles that may threaten the smooth operation between the parts so that members can operate as a team;
- providing the infrastructure to support the new vision;
- acknowledging the influence of variation as well as making decisions depending on the use of data;
- providing resources to capacitate subordinates so that they can solve problems and make informed decisions;
- motivating subordinates in a way that makes them want to work towards the realisation of the vision; and
- exhibiting individual trustworthiness through demonstrating good moral principles, managing the way subordinates feel and owning up to their actions

Schultz (2013) maintains that the capacity to implement the above leadership practices is dependent on the environment, resources and situation in the school as well as the leadership's capability and good judgement.

Raelin (2014) describes leadership as a practice which allows anyone to participate in agentic activity. He suggests that there is therefore an inseparable relationship between leadership and agency. Coburn, 2016 says that agency can be taken to mean the capacity by actors to alter structure (rules, relational ties, or distribution of resources) using their power and that of others. He suggests that when leaders carry out some form of action, they are taking part in some agentic activity or practice. Frost (2006) contends that agency is a relevant and an essential condition for the pursuance of leadership. Newton & Riveros (2015) consider the leaders in schools as the solitary owners of agency.

Spillane's (2005) work on leadership suggests that leadership can be understood as practices that are decided by structure and that make up structure. This suggests that leadership does not function in a fantasy but in a specific context (structure). Thus, when leaders in organisations exercise their agency, they do so by strengthening existing structures or disrupting them. This also suggests that agency is decided by structure, which the leadership in organisations may change or redefine.

### 2.5.1 Leadership through the notions of agency and structure in schools

The theoretical starting point here is based on the flexible view that assumes that leadership is carried out through the mutually shaping interactions between agency and structure. Frost (2006) argues that the notion of agency is of central importance to the pursuit of leadership. Tourish (2014) concurs and points out that agency is viewed as totally in the hands of leaders in terms of responsibility for problems.

Durrant & Holden (2006) define agency as "the capacity to make a difference" (p. 3). This definition of agency is in line with that of Archer (1996) and Meyer and Jepperson (2002), who refer to it as the situated practice or the temporary capacity of individuals to take action. Scott (2008) concurs when he says that agency can be referred to as the capacity by individuals to change rules and regulations; the way they relate to others and the way they distribute resources in their organisations. A crucial aspect of such a capacity is the actor's sense of both his/her power and that of others (Stones, 2005). Scholars that attend to agency study individual actors, such as teachers (Achinstein & Ogawa, 2006; Anagnostopoulos & Rutledge, 2007) and students (Stefanou, Perencevich, DiCintio, & Turner, 2004).

Bandura (2000) builds on the idea of leadership and agency by referring to three recognisably different types of human agency that are found in leadership. These are personal, proxy and collective agency. He says that personal agency is achieved through one's exercising of their power to influence their own actions to produce certain results. It is made up of such attributes as intentionality, forethought, self-reactiveness, and self-reflectiveness all of which define what it is to be a human being.

Intentionality implies acts done intentionally and are centred on action plans. Forethought entails forward planning. Through it, people inspire themselves and direct their actions towards their expectations. They are able to direct and provide reason and meaning to their lives. Bandura (2001) suggests that forethought is likely to be enhanced in schools through such leadership practices as encouraging academic growth, supervising, promoting shared goals, openness, helpfulness, friendliness and giving feedback to the teaching and learning processes. Other ways in which it can be enhanced by school principals is through setting high academic goals, clarifying such goals and checking the performance of students in relation to the goals.

Self reactivity entails planning, motivating and helping (Bandura, 2001). This is done by agents as they plan, act, motivate and help people. This implies that agency involves purposeful capacity to decide and direct how people act and how their actions are galvanised and controlled. For them to do this, agents ought to be managed by self control by way of individual principles and remedial feedback (Bandura, 1986; 1991b). Implied here is that agency resides in one's thoughts and is exhibited as one acts.

Self-reflectiveness entails people evaluating their reasons for acting or behaving in a certain way in life. It is that which makes people choose to act in one way over the other. Bandura, (2001) says that it is demonstrated through such leadership practices as giving personal support, showing respect, concern, allowing for openness and considering the views of others.

In proxy agency, people are given authority to act on behalf of others to achieve the results they want. In collective agency, people use their collective power to achieve the desired results (Bandura, 2001). This implies that school principals, deputy principals, heads of departments and teachers in schools in Zimbabwe have the potential to exercise these forms of agency as they carry out their work.

Agency resides in the social environment and to understand it, one has to grasp the arrangement of and relations between the parts or elements of the social environment through which agents act (Cruickshank, 2003). Rigby, Woulfin, & Marz (2016) define structure as:

Rules and resources or the ways in which individuals understand how things should be done, practices organised around those understandings, and capabilities that support those understandings (p. 2).

According to Wenner & Settlage (2015), such things as the school buildings, physical structures, time tables, school calendars and school policies are part of structure. Rigby et al. (2016) contend that scholars who pay particular attention to structure devote their effort to policies, the influence of formal organisational structures, and the allocation of resources. They assert that policies direct behaviour through regulative, normative and cognitive means. This is backed by Coburn (2016) who contends that by influencing human behaviour, policies direct the actions of human beings.

Rigby et al. (2016) contend that implementing policy is done on a daily basis in schools. Teachers participate in policies in many ways and must therefore think carefully about how to implement their ideas in a coordinated way. Thus, implementing policy is more importantly about the connection between agency and structure.

Although policies rarely say what happens in schools, they do shape the daily work of the actors in these organisations (Coburn, 2004; Drori & Honig, 2013; Sherer & Spillane, 2011). They are important in so far as they enable school staff to understand unexplored ideas and routines, keep what they believe is the correct action to take, make an effort to understand and deal with the results of answerability measures and take into account what learners and their localities want (Datnow & Park, 2009; Dee, Jacob, & Schwartz, 2013; Mintrop, 2012; Plank & Condliffe, 2013).

Schools have become increasingly complex, with greater prominence and prevalence of non-system actors and heavy government influence (Fuller, Wright, Gesicki, & Kang, 2007; Sun, Frank, Penuel, & Kim, 2013). Consequently, they comprehensively include more participants and arrangements of and relations between parts or elements that direct policy implementation as well as the day to day instructional work.

In an effort to uphold the importance of agency and structure, school principals are viewed as quite significant in the implementation of instructional policies (Wenner & Settlage 2015). They are responsible for receiving, interpreting and implementing them. They have to decide on which ones to implement first so as to avoid the anxiety and confusion that would hinder any efforts to educate children in an appropriate manner. Such implementation does not consider the environments in which the schools are located, their needs, staff characteristics or their enrolments (ibid, 2015). This suggests that school principals are ordinary office holders who exercise their agency in managing predominantly as per policy so as to improve the performance of learners.

School principals are expected to manage teaching and learning as per policy as well as protecting teachers from outside restrictions that may divert them from work. Leithwood, Harris & Hopkins, (2008) refer to the latter task as buffering. This has been described by Elmore (2000), as a practice that entails putting in place measures that protect teachers from interruptions that distract their work. Honig & Hatch (2004) describe it as a plan of action meant to prevent outside forces from interfering with a school's core business. Whilst they acknowledge that school principals are not formal policy makers, they confirm that they are continually changing policy through making it to suit local circumstances on behalf of stakeholders.

Wenner & Settlage (2015) argue that buffering does not mean that school principals change each new policy to suit them. Rather, they suggest that school principals adjust policy according to its influence on the learners. By implication, this suggests that school principals are capable of using their agency to obey or act as if they are obeying, change or pay no attention to policies. Such agency is noticeable in school principals' actions as they take cognisance of the circumstances around them when changing rules and resources to alleviate challenges.

### 2.5.2 The relationship between agency and structure

The agency/structure approaches have featured prominently in the deep seated theoretical and educational debates on structure or what has been referred to as the "man/world relationship" (Lacroix, 2012). Those who have followed through these debates have more often marvelled at how these two are related without paying much attention to how they are connected (Fuchs, 2001).

The agency/structure approach is mainly a criticism of preceding structuralist theories, like Levi-Straussian and Parsonian functionalism, which prohibits people from changing the structures of society. This approach accepts that individuals shape action in relation to context while context itself is constantly being redefined through action. In this regard, actions or practices (agency) are considered to be the focal point between the actors or leader's influences by personal beliefs or feelings and the context (Rafiee et al, 2014).

Attempts to harmonise agency and structure have come mainly as criticism against those sociologists who believe that structure generates individual action and those who believe that individuals shape structure through meaning that arises in interactions (King, 2011). These positions ignore the mutual connection between agency and structure.

The difference in these two positions has been taken to mean that structure is a fixed plan that is religiously followed while agency is subject to change and follows no plan, that structure provides resistance, delay or obstruction while agency is the power or right to act, speak or think as one

wants; that structure cannot be changed while agency is taking action in order to achieve something; that structure is controlled by people who work in it while agency is thinking and behaving in one's original way (Rafiee et al, 2014). The subject of agency and structure is so important that it often determines the position taken by sociologists with regards to theoretical questions on it.

The theories of agency and structure provide conceptual tools to use in trying to understand how and when some aspects which make up the composition of structure, such as policies and organisational structure influence the action or activities of people and how such action may strengthen or change the rules, roles and relationships in schools (Coburn, 2016). The theories classify their explanations for the occurrences being analysed into agentic practices and structural practices (Oppong, 2014). They are particularly relevant as they help to explore the interaction between agency and structure, given the various and complex structures, multiple stakeholders, and the ongoing need for improvement in schools (Rigby et al., 2016). They provide conceptual tools for understanding, for instance, how agency and structure as practices influence the possible implementation of TQM, based on the use of leadership and organisational structure, to improve academic quality in schools (Coburn, Heather, & Spillane, 2016). The theories offer a means to reveal the micro-process by which a school's leadership impacts performance and how performance, in turn, impacts institutionalisation. Such action changes the structure in the school as a whole that restricts and channels planned choices of the leadership in schools and also serve to change or reinforce those structures. In so doing, these theories undertake to arrive at the fundamental processes that might clarify the following:

- How will agency and structure as practices influence the possible implementation of Total Quality Management (TQM) based on the use of leadership and organisational structure to improve academic quality in schools?

This is the main question of this study. Pierre Bourdieu's theory of practice, Anthony Giddens' structuration theory, Margaret Archer's theory of critical realism as well as Albert Bandura's social cognitive theory will be used to provide likely answers to the main research question.

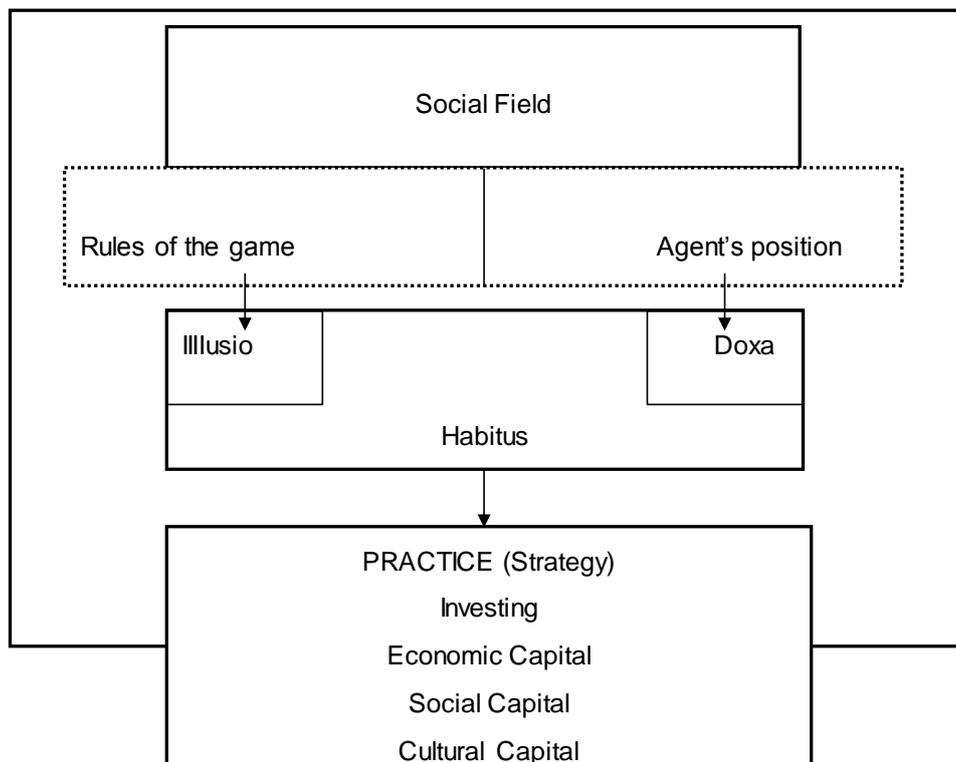
### **2.5.2.1 Pierre Bourdieu's theory of practice**

According to Walther (2014), Bourdieu's Theory of Practice is a compromise between agency and structure. The theory assumes that practice is a result of structure, where certain rules apply, as well as one's agency. This theory adopts such terms as field or macro to refer to structure, and habitus or micro to refer to one's agency. It acknowledges that habitus or agency manifests itself through how people think, feel, perceive and behave. These guarantee shared faith in the rules

and in that leaders lead according to their roles within the structure which rely on financial, educational and public resources. In this regard, the theory adopts the term *illusio* to mean rules, *doxa* to mean field and capital to mean (economic, cultural and social resources). The potential to follow personal plans of action through practices implies that leaders are not restricted by structure.

What remains to be affirmed is the extent to which the agency of the leaders drives people to act whilst structure plays second fiddle. In some organisations, structure may dominate the agency, for example in strong bureaucracies, but it is also possible that a leader with agency can shape the structure and determine which rules will be applied.

According to Bourdieu & Wacquant (1992), leaders have agency, which makes them follow their vision depending on the position they occupy in the structure of their organisations. They suggest that agency enables leaders to act freely and intentionally which is why Wacquant (1989) clarifies that people make decisions, but do not decide the basis of these decisions, which implies that they are guided by structure (Ozbilgin and Tatli, 2005). Grenfell and James (1989) conclude that if habitus clarifies agency, field targets parts that form structure. The diagram below is an illustration of Bourdieu's theory of practice.



**Figure 2.6: The interaction of field, capital and habitus (adapted from Walther, 2014)**

According to Walther (2014), Bourdieu's theory of practice depicts the concept of the twofoldness nature of structure. His theory powerfully elaborates how structure incorporates agency vice versa. This implies that the connection between agency and structure is mutual instead of it being dominated by the latter and subordinated to the former or conversely. Leaders exercise their agency in applying rules and regulations, at the same time, rules and regulations guide them in exercising their agency in their organisations (Kemp, 2010). What is not clear is how leaders can exercise their agency within and through the structure in their organisations.

Richards (2009) points out that a key criticism of Bourdieu is that he tends to overestimate the freedom of individuals.

### **2.5.2.2 Anthony Giddens' Structuration theory**

Giddens' Structuration theory takes Bourdieu's account of agency and structure further as he provides a framework for revealing the association between agency and structure, which shows that structure, is repeatedly being created through the actions of people daily (Caldwell, 2012). Such association according to Oppong (2014) shows the intricate interplay between agency and structure, where personal preferences are perceived as partly limited, although they stay preferences nevertheless.

Cadwell (2012) describes Structuration as the practices of creating and recreating rules and resources through the methodical recognition of agency and structure. It occurs when people are informed about these practices. Being informed entails people understanding their acts and the rules they follow (Oppong, 2014). Acts continually develop when people understand how to act in certain situations and change their acts appropriately. Agency is therefore continuous and informed by past experiences, directed towards the future experiences and adjustable in the present day as it merges the past with future experiences (Den Hond et al, 2012)

King (2011) says that the actions of individuals are always guided by structure. When the individuals are called into action (Agency), such action is guided by structure. Agency and structure can therefore not be separated and are connected to one another. This is what Anthony Giddens refers to as the duality of structure (Oppong, 2014). Giddens suggests that the connection between agency and structure is decided through their practices happening at the same time. He suggests that structure is based on procedures and agency maintained by practice. It is because of this that structure is open to change with Senge (2006) affirming that it is not fixed but always changing.

Giddens (1984) suggests that people are repeatedly creating structure whether consciously or unconsciously. He maintains that organisations have structure which can be produced through

people's agency (Lamsal, 2012). His Structuration theory shows the complicated connection between the preferences of people (agency) and motivation (or structure) where people's preferences seem to be partly restricted, but continue to be preferences all the same (Bratton, Callinan, Forshaw and Sawchuk, 2007). He asserts that agency and structure cannot be separated but are attached to each other through the duality of structure (Lamsal, 2012). The implication is that people exercise their agency within and through the structure in their organisations. Their actions create structure, at the same time; the actions are directed by structure.

Den Hond et al (2012) suggest that the Structuration theory has been used in management and organisation because it deals with the problem of agency and structure. Giddens considers these as connected to power in organisations. Structuration theory is quite relevant in dealing with challenges of management control and managerial agency particularly when it comes to whether and how structures can be used and changed by organisations and their members (Whittington, 2010). Processes such as how organisations are created and changed could be informed by this theory which proposes new ideas on agency thereby enabling the creation of new knowledge because it permits researchers to think about agency and structure working together at the same time.

There are three criticisms of the Structuration theory. The first one is its propensity to focus on the duality of structure. This criticism emanates from Archer (2010) and Hodgson (2007). The second one relates to its requirement and completeness of the theory on Giddens' notion of time and space. Den Hond et al (2012) argue that although the theory's definition is somewhat deficient, it presents a lot of awareness of people's actions, how they interact and how they are organised and this makes it difficult to throw it away on that basis. Thirdly, the theory does not give clear directives on its association with practical research (ibid, 2012). It is highly theoretical and its definitions of agency and structure are not clear and functional, making its application in organisations not so easy because of the duality of structure (Fuchs, 2001; Whittington, 2010).

However, there are some research studies that seek to consider the Structuration theory. This is confirmed by Den Hond et al (2012) who admit that there is increasing interest in this theory in management and organisational studies. Such interest is demonstrated by a few writers who included Whittington (1992) who wrote a theoretical study on it focusing on organisations. Ten years later, Jones & Karsten (2008), Pozzebon (2004), and Pozzebon & Pinsonneault (2005) reviewed substantial research work on the Structuration theory. Other writers were Poole & DeSanctis (2004) whose work was in information systems; Pozzebon & Pinsonneault (2005) whose work was in information technology and information systems and Jones & Karsten (2008) in the field of management and organisational studies.

Other studies focus on the Structuration theory and its impact on a variety of studies on strategy (Pozzebon, 2004). These include studies on the significance of the Structuration theory on strategy as practice (Whittington, 2010); power relations (Brocklehurst, 2001; Courpasson, 2000), and using process methods in research on strategy (Sminia, 2009).

### **2.5.2.3 Margaret Archer's theory of critical realism**

Archer's theory of critical realism contends that there is a vibrant connection between agency and structure as they deal with each other (Archer, 2007; 2010). She admits that structure and agency work together in a rational manner in such a way that the former produces the latter. She acknowledges that agency modifies the structures and such changes change the way agency is applied in organisations. What this effectively suggests is that as structures change, the way agency is applied also changes.

King & Korrocks (2010) suggest that Archer's theory views behaviour and experience as being produced by structure which may potentially change the lives of people. They maintain that this happens through a series of three steps:

- Structure causing the conditions in which people unwillingly resist it because it may once in a while limit or empower leaders;
- Structure making leaders to influence their followers in reaction to it
- Structure causing people to act in response to it.

Leaders behave or act in a certain way because of the unpredictability of how their colleagues in similar circumstances react in similar structures (ibid, 2010). They have their worries which Archer (2007) identifies as their most prized possessions. They therefore have to consider how to act by coming up with the best available options. The best option will differ depending on the leader's circumstances. This implies that if the leader decides to act, there is likelihood for the structures to be changed. The leader may again think about what next to do by thinking about the changed structures and this may result in potentially new options.

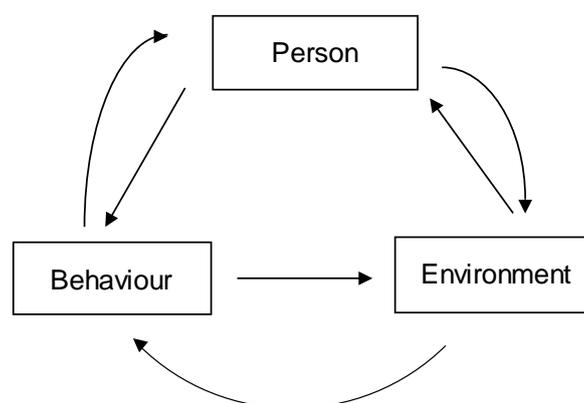
Lewis (2002) asserts that Archer's theory clarifies that structure comes first and is essential if one is to exercise agency. By implication, this suggests that structure is not a premeditated consequence of agency. Exercising agency is important and entails practice which likewise is also crucial. According to the theory, what is critical to people is not the meaning but the practice of doing things (Archer, 2000). People are unique because their actions consist of informed intent and as they act from birth onwards, they develop self awareness. They develop emotions and an identity that is not influenced from outside but is a developing property of their action.

Archer (2003) argues that as people develop an awareness of themselves as actors, such experience makes it possible for them to consider those around them as well as their place and actions. They are able to decide on their own and adjust the way they think and act. This according to Archer signifies that collective identity is part of individual identity and this individual identity is important and has influence over collective identity. Individual identity is said to be free from societal conditions and is therefore key to changing society. Regardless of whatever social circumstances prevail, Archer says that people will always have the safety of their individual identity.

The implication of Archer's theory is that the implementation of changes by the leadership in schools can influence how they remake their roles and responsibilities. It may prompt modifications to the existing structure so as to come up with a new structure. It is therefore possible that the actions of the leadership in schools, while constrained by the existing structure in a school, can also modify and strengthen them.

#### 2.5.2.4 Bandura's social cognitive theory

Oppong (2014) says the social cognitive theory by Albert Bandura posits that people do not just react to structure. They are in a position to create their own structure or to change it to suit their contexts. According to this theory, agency and structure collectively establish the behaviour of people and such behaviour by the people in turn also affects agency and structure. In the context of this study, the recurring connection between agency and structure suggests that the leadership in schools can use their agency to influence the structure to implement the change. This explanation is what is referred to as a tripartite association between person, environment, and behaviour, as shown in Figure 2.7:



**Figure 2.7: Triadic relationship (adapted from Oppong, 2014)**

Figure 2.7 show that there is a connection which is characterised by recurrence amongst agency (person), structure (environment) and outcome (behaviour). Such recurrence suggests that people create structure which consecutively guides the person. The person and structure controls behaviour. Oppong (2014) suggests that this tripartite arrangement shows the interaction between agency, structure and behaviour. This implies that people play a part in shaping the direction in which they want their lives to take.

Oppong (2014) insinuates that structure is not a dictatorial influence. Rather, it is made up of the imposed, selected and constructed structure. The imposed structure acts on people and is unavoidable. However, people have some freedom in the way they interpret and respond to it. What this suggests is that structure becomes relevant only when it has been selected and set in motion. Thus, the structure which people choose shapes their lives. This implies that people create the structure that makes them exercise better control of their lives. This effectively suggests that changing structure requires effective agency from people.

### 2.5.3 Theories of agency and structure in relation to Total Quality Management and schools

Rigby et al. (2016) appear to suggest that the theories of agency and structure provide a framework to investigate how agency and structure as practices may potentially influence the possible implementation of TQM, based on the use of leadership and organisational structure, to improve academic quality in schools.

Bourdieu's theory of practice (1972) reveals the possibility that school principals have the potential to implement Total Quality Management within and through the structure in their schools. It suggests that the principals are free to implement TQM but they have to do so through the structure that exists in their schools. This therefore implies that in schools with strong bureaucracies, structure may dominate but it is also possible that a principal with strong agency can shape the structure and implement TQM. It therefore may be a possibility that schools can be structure-driven, with agency playing a secondary role in as much as they can be agency driven, with structure playing a secondary role.

Giddens' Structuration theory (1984) builds on Bourdieu's account of agency and structure and reveals the possibility that school principals have the potential to create structure through their agency. When they act, they are guided by structure. This is well supported by King (2011), who says that the actions of individuals are always guided by structure (policies, organisational structure, performance systems, rules etc). When the individuals are called into action (agency), such action is guided by structure. This therefore suggests that agency and structure are equally

very important and cannot be separated as they are connected to each other. This therefore implies that it may be possible for a principal to use both agency and structure to implement TQM in a school. In the context of this study, when it comes to understanding why academic quality is poor in certain schools, Giddens' Structuration theory appears to suggest that poor leadership practices by school principals carries the same weight as the absence of the structure to support the implementation of TQM in the schools. This suggests that it is possible that poor leadership practices may lead to poor academic quality in schools and may limit the capacity of the school principals to engage in TQM.

Similarly, the absence of the structure to support the implementation of TQM has the potential of leading to a situation where school principals will engage in poor leadership practices. Poor leadership practices could be the driving force that will ensure TQM is practised in schools. It is not farfetched to say that poor academic quality in schools is the outcome of poor leadership practices and the absence of the structure to support the implementation of TQM in schools. In other words, poor academic quality may result from both poor leadership practices and the absence of the structure to support the implementation of TQM.

The ongoing discussion clearly demonstrates that the understanding and formulation of policies to address problems of poor academic quality in schools can be highly handicapped if there is inability to appreciate the duality of structure or the deception of the dual nature of agency and structure (Oppong, 2014).

Archer's theory of critical realism reveals the possibility that structure can constrain agency but agency can modify and strengthen it. This argument appears to be strengthened by a research conducted by Miller & Lee (2014) on school principals and obstacles to reforming schools. They discovered that 31% of the obstacles they found in schools were of a structure nature i.e. fixed statutes, policies or directives that brought the threat of real consequences if broken. 69% of the obstacles were not permanent implying that school principals had the freedom to change them so as to respond to areas of concern from within and outside the school.

In as much as there could be school principals in structures that are hindering (Wu et al, 2013), Archer's theory seems to suggest that they have the potential to change and strengthen them through what Wenner & Settlege (2015) call buffering (2.5.1). This effectively implies that it may be possible for school principals to use their agency to implement TQM whilst structure plays a secondary role.

Bandura's social cognitive theory reveals the possibility that school principals do not just react to structure. They have the potential to create their own structure or change it to suit their contexts (2.5.2.4). This implies that school principals may have the potential to create the structure that accommodates the context of Total Quality Management in schools. It suggests that structure only becomes relevant when it is selected and initiated. This effectively suggests that the structure which school principals select may or may not be in conformity with the implementation of Total Quality Management. All the same, the social cognitive theory asserts that agency and structure collectively creates the behaviour of people and such behaviour by the people influences agency and structure. This effectively suggests that changing structure requires effective agency from people.

#### 2.5.4 Agency and structure in relation to leadership and organisational structure

Newton & Riveros (2015) contend that while organisations are made up of people, organisational structure is quite significant in structuring their composition. Leaders in these organisations have agency which Hall (2013) claims is limited and compliant in the context of structure. Sipillane's (2005) work on leadership reveals that it is about practices that are determined by structure and make up structure. By implication, this suggests that the agency may strengthen structure or dismantle it. Cruickshank (2003) concurs and says that the agency of the leadership is determined by structure and may evolve or change. Ackroyd (2000) further concurs and says that leadership is influenced by organisation and creates the organisation. This implies that agency exists within and through structure.

Hoy & Sweetland (2001) contend that schools are hierarchical by nature. This implies that they have a chain of command that directs the making of decisions at each and every level of an organisation (Wu *et al.*, 2013). This chain of command is a characteristic feature in practically all schools and is also referred to as a "bureaucracy". The hierarchical decision-making in the education system is also visible in the schools where the principal, the deputy principal and heads of departments constitute the leadership in the school while the teachers also work in and are influenced by the bureaucracy. Each level in the education system is subordinate to the authority above it and those who manage it have the power to oversee, control and administer areas under its jurisdiction (Chartrand, 2014).

Leaders at each level of the bureaucracy have positional power which in combination with the formal policies and procedures in the school are a source of influence. Bush & Glover (2014) suggest that operating through this bureaucratic structure can permit clearly targeted change, such as a stronger focus in examination and test scores. They argue that the leader's role is limited to managing the implementation of externally developed plans. This suggests that such leaders are

carrying out management, which has been referred to by Kotter (2013) as “a set of well known processes, like planning, budgeting, structuring jobs, staffing jobs, measuring performance and problem solving, which help an organisation to predictably do what it knows how to do well” (p. 2). This implies that leaders in schools with bureaucratic organisational structures are limited to management and this suggests that all the leaders in the schools are in fact managers in the context of the bureaucracy. They are vested with titles to signify their decisional power and authority (Chartrand 2014).

What is not so clear is whether these principals have the potential to exercise their agency within the bureaucratic organisational structures in their schools to improve academic quality. In their studies on organisational structures in schools, Hoy & Sweetland (2001) found that schools had bureaucratic organisational structures that varied along a single continuum, with enabling bureaucracy at one extreme and hindering bureaucracy at the other.

In their analogy of these organisational structures, Hoy & Sweetland (2001) found that enabling bureaucratic organisational structures facilitated genuineness and less role conflict in schools. They were characterised by principals who helped teachers solve their problems, encouraged openness and supported teachers to do their jobs without undue concern for conflict and punishment. The enabling bureaucratic structures encouraged cooperation, flexibility, problem-solving and broad professional autonomy. Furthermore, they were negatively related to a sense of powerlessness (Hoy & Sweetland, 2000). Principals with enabling bureaucratic organisational structures sought a proper balance between order and freedom. They guided their schools towards more autonomy rather than order. They praised the staff for professionalism and expertness. Where they found professionalism or expertise lacking in teachers, they moved to address the problem with staff development rather than discipline. The result was that the staff in the schools showed pride in the fact that they were treated as professionals.

The above analogy of the enabling bureaucratic organisational structure reveals the possibility that some principals have the potential to practice leadership within and through their bureaucratic organisational structures. It suggests that good managers need to manage as well as exercise their agency to succeed. It is therefore possible that managers who are good can get the job done by successfully carrying out their managerial responsibilities, at the same time carrying out agential practices such as motivating and empowering their subordinates. Such practices are symptomatic of leaders who lead and manage at the same time or better still, leaders who exercise their agency within the context of the bureaucratic organisational structures in their schools.

Wu et al., (2013) identified the other extreme end of the bureaucracy that was found in schools as the hindering bureaucratic structure. They found it to be the kind of organisational structure that negatively affected communication, discouraged change, and encouraged compliance, isolated and took advantage of teachers. They acknowledged it as an organisational structure that promoted dissent, hampered creativeness and disheartened teachers. Sunderman (2001) contends that such an organisational structure is best suited for situations in which subordinates are expected to perform as is dictated by the rules to be followed rather than how much they contribute to the achievement of the goals of the organisation. This is particularly suited for instances in which a manager rather than a leader was needed to implement a policy which was externally developed. All the manager has to do is to just dictate the policy to subordinates within the hierarchy and tell them how it has to be carried out. This suggests that a manager is a person who does things right and a leader is a person who does the right thing.

Since management and leadership within an organisational structure are supposed and expected to improve the organisational performance, it is expected that the academic performance of schools can be improved.

## **2.6 POTENTIAL LEADERSHIP IMPEDIMENTS IN IMPLEMENTING TOTAL QUALITY MANAGEMENT IN SCHOOLS**

It may now be a familiar expression that leadership is an essential ingredient of TQM. As has already been suggested (Perles, 2002), the implementation of the principles of TQM is not possible without the participation of leaders whose capacity for influence and mobilisation rests upon all the dimensions of their leadership competency. Deming (1986) repeatedly suggests that leadership is important in achieving significant organisational advances in quality. By implication, this suggests that it is one of the most important prospects to improve a school's quality of education.

Hadebe (2013) suggests that the school principal as a leader is responsible for making sure that the set quality objectives are met. The way these are met has led to the main thrust of the school principal's function evolving from that of administration to management and now leadership, hence the reference to the principal as an instructional leader (ibid, 2013). The challenge that comes with this is what principals can do to improve academic quality in schools. The following factors may inhibit leadership as a key factor in the implementation of TQM in schools in Zimbabwe.

### **2.6.1 Lack of employee empowerment**

Mosadeghrad (2014) contends that the successful implementation of TQM is attributable to the involvement and commitment of the employees to its goals. One of the pioneers of TQM, Crosby (1979), emphasizes the requirement that all in the organisation have to understand their roles in

order to make quality take place. By implication, this suggests that all employees need to share a common understanding of quality in a manner that demonstrates their importance so that the quality momentum is kept and maintained in an organisation. This transition towards TQM may cost some of the leaders in the school in status, power and recognition. Total Quality Management may then be viewed as a threat to the status quo for reasons such as the perceived loss of control. As a result, they may not let teachers and other staff members take responsibility (Venkatraman, 2007), thereby disempowering them from implementing TQM.

Mosadeghrad (2014) says that TQM expects the leadership in schools to empower their employees (teachers and other staff). Douglas and Judge (2001) state that organisations which empower their employees to familiarise themselves with changes to their organisational processes have the potential to use TQM so as to have a competitive edge over their rivals. This entails not only allowing employees to make decisions on quality issues but also offering them support structures that will enable them to make such decisions. Wuagneux (2002) claims that the empowerment of employees enhances their participation, boosts their confidence and improves their capability to solve problems. Mosadeghrad (2014) adds that empowered employees have the potential to take responsibility for their decisions and are accountable to their leaders.

### 2.6.2 Lack of motivation

According to Pun and Jaggernath-Furlonge (2012), lack of motivation is a major contributory factor to the failure of TQM programmes in organisations. Seebaluck and Seegum (2012) suggest that low teacher motivation not only has adverse effects on student motivation and learning, but also on the attainment of high standards of education. Ngware et al (2006) contend that morale increases if teachers are allowed to make decisions and instigate action.

Seebaluck & Seegum (2012) identified two factors that affect the motivation of teachers. These were intrinsic and extrinsic factors. They suggested that intrinsic factors included achievements of both learners and teachers and the learners' positive attitudes, chances for progressing, promotion and possibilities for growth. They also include positive mutual relationships, satisfaction with teaching, responsibility, varied work that is meaningful and teachers who are professional, capable, empowered, recognised and rewarded.

Extrinsic factors consist of modified educational policies, supervision that is poor, deteriorating importance of teachers, unfriendly treatment by the leaders in schools, mounting loads of work, poor salaries, poor working conditions and no job security.

In addition to intrinsic and extrinsic factors, Seebaluck & Seegum (2012) contend that monetary rewards and training also affect motivation. Akintoye (2000) maintains that salary is believed to be the most important factor in motivating employees. Such importance can be traced to as far back as 1911 when Taylor argued that rewards which were in monetary form were used as a way to motivate so as to improve the performance, commitment, productivity and satisfaction of employees (Seebaluck & Seegum, 2012).

From an organisational behaviour and management perspective (Owens & Valesky, 2011), motivation can be linked with the power to influence people. It is one important aspect that is available to school principals to enhance the performance in their schools (ibid, 2011). Employees' motivation is related to their commitment to their organisations in a positive way (Mosadeghrad, Ferlie, & Rosenberg, 2008). Failure to motivate becomes a complexity to the leadership in schools if they are not creative enough to provide it to their staff, regardless of whatever challenges they may face in doing so. Employees who are extremely motivated and content have an attitude that is positive towards programmes of change and are more inspired to support those changes in organisations. Demotivated employees are difficult to motivate, and attempting to motivate them, becomes a complexity to the leadership in schools (Mosadeghrad, 2014).

### 2.6.3 Lack of employee trust in the leadership

The link between leadership as the underlying philosophy and motivational power is buttressed by trust. Conchie (2013) refers to trust as a person's keenness to rely on another based on positive expectations. Mosadeghrad (2014) says that organisational change may result in lower employee trust in the leadership in schools. Blanchard (2015) observes that relationships of any kind are based on trust which he considers an extremely important commodity. It is a primary factor in how people work together, listen to one another and build effective relationships

Leithwood et al (2010) suggest that caring for and protecting trusting relationships with learners and parents is an essential feature in improving the learning. They point out that the leadership of a school is an important contributor to trust among teachers, parents and learners. They suggest that trust is created when school leaders accommodate parents in the school and demonstrate to them that they are reliable, accessible and sincerely honest in the way they interact with each other. They conclude that teacher learner relations that are characterised by trust have the potential to make the learners succeed in their academic work.

If the leadership in schools are not friendly, supportive, open and do not set highly challenging work for the learners, the teachers will find it absolutely unnecessary to trust in their leadership (Mosadeghrad, 2014). The leadership of schools that do not create trusting relationships with and

among teachers, fail to acknowledge their weaknesses and needs and do not help them to reconcile such needs with the vision of the schools are likely to fail in implementing TQM. Protecting teachers from outside restrictions that may divert them from their work is one way of building trust and Leithwood et al. (2008) refer to it as buffering. Bryk & Schneider (2003) and Tschannen-Moran (2001) all provide evidence that acknowledges that the leadership in the schools are a significant contributor to trust among teachers, learners and their parents.

#### 2.6.4 Mobility of the leadership in schools

Mobility of the leadership in schools refers to a situation in which the teachers and school principals do not stay long at the same school. This is often necessitated by the need for them to work at schools closer to where their spouses work or in urban areas where the conditions of service are favourable. School leaders who find themselves in such circumstances cannot plan long term. They avoid taking risks and cannot make any changes in the schools as they prefer to maintain the status quo since they will be anticipating leaving as soon as they get the opportunity to do so. Mobility of school principals and teachers from one school to another becomes an impediment to the implementation of TQM (Mosadeghrad, 2005). Deming (1986) appears to suggest that the mobility of the leadership in schools is a deadly disease that discourages them from planning long term and committing to their goals.

#### 2.6.5 Lack of a quality structure

Douglas & Judge (2001) maintain that organisational structure is requisite if TQM is to be successfully implemented in organisations. Jabnoun (2005) suggests that the organisational structure in schools which has been found to be hierarchical (Hoy and Sweetland, 2001), appears to restrict leaders as they have to perform as is dictated by the rules (Sunderman, 2001). Jabnoun (2005) says that this kind of organisational structure impedes the successful implementation of TQM in schools.

Crosby (1979) and Deming (1986) contend that TQM emphasises empowering employees to make decisions and use their own intelligence. It requires them to identify and diagnose quality problems and take corrective measures without going through the hierarchy. It is therefore not so clear if school principals have the potential to implement TQM given the hierarchical structures in their schools.

In their analogy of organisational structures, Hoy & Sweetland (2001) found that enabling hierarchical structures encouraged cooperation, flexibility, problem-solving and broad professional autonomy. It is quite a possibility that such a structure has the potential to support the

implementation of TQM. It has best fit with TQM practices such as employee involvement, empowerment, and responsibility for quality (Garcia & Lorente, 2014; Mosadeghrad, 2014). Jabnoun (2005) apparently appears to be in agreement as he contends that organisations that are flexible and are able to adapt to changes are better placed to successfully implement TQM than those that are inflexible and mechanical.

#### 2.6.6 Lack of resources

Burcher et al. (2010), Khan (2011), and Mosadeghrad (2014) all claim that the allocation of the necessary resources within organisations is essential for the effective implementation of TQM. Mosadeghrad (2014) singles out financial resources, effort and time as the most needed resources for the successful implementation of TQM in schools. By implication, those schools that are struggling financially will not be able to sustain the implementation of TQM. This implies that schools wishing to implement TQM successfully have to have adequate resources to do so.

#### 2.6.7 Lack of an information management system

Huq (2005) suggests that quite a number of studies have reported that lack of a good management system and information negatively influenced the successful implementation of TQM. It is therefore essential from a TQM perspective that reliable and relevant data and information from within and outside the organisation be collected timeously for the purposes of assessment and improvement. This requires the availability of computers, network devices and trained people to enter and administer such information. Such information is essential if resources are to be used effectively, customer requirements identified, operations evaluated for effectiveness and efficiency and the causes of problems in quality determined. The current management information systems may not be sufficient to sustain the implementation of TQM in schools.

## 2.7 SUMMARY

This chapter provided the theory that underpins Total Quality Management (TQM) implementation based on leadership. It embraced the philosophy of TQM, which was developed by Edwards Deming to increase productivity in industry.

This chapter provided an opportunity for practicing leaders in schools to familiarise themselves with the theory behind leadership and TQM. It examined TQM from the perspective of the systems theory. It provided the theory behind the systems theory and how it relates to TQM. It pursued Deming's system of profound knowledge, which provides theory of interrelated principles that require leadership to consider all aspects of the school when making decisions. It provided an

explanation as to how an organisation, like a school, interacts as a system, and how such relational interaction helps to improve the quality of education.

From the system of profound knowledge, emerged the fourteen principles that Deming proposed were principles of change for improving management practices. The chapter went on to theorise how the leadership in schools could use Deming's fourteen principles to improve academic quality in schools.

The chapter employed Pierre Bourdieu's theory of practice, Anthony Giddens's structuration theory, Margaret Archer's theory of critical realism and Albert Bandura's social cognitive theory to explain how agency and structure as practices may potentially influence the possible implementation of TQM based on the use of leadership and organisational structure to improve academic quality in schools. It showed how agency and structure explain the relationship between organisational structure and leadership. Whereas the theory of practice, Structuration theory and the theory of critical realism provided a framework for bringing out the relationship between agency and structure, the social cognitive theory provided the theoretical structure that linked the overall focus of the Structuration theory to small scale agency and structures. These theories helped to provide an understanding of the interdependent relationship between agency and structure as practices that could possibly influence the implementation of TQM, based on the use of leadership and organisational structure, to improve academic quality in schools.

The chapter was concluded by theorising about the potential factors that could inhibit or promote leadership as a key factor in the implementation of TQM to improve academic quality in schools.

# CHAPTER 3

## ORGANISATIONAL STRUCTURE AND TOTAL QUALITY MANAGEMENT FOR SCHOOLS

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### 3.1 INTRODUCTION

The significance of organisational structure within the broader framework of the practice and theory of educational management depends on its link with school effectiveness as well as its influence on the process of managing change in schools (Parr, 2009). Leaders in schools work within and through bureaucratic organisational structures (Jason, Wu, Hoy and Tarter, 2013). These are structures with a hierarchy of authority, rules and procedures. Leaders at each level of the hierarchy have positional power which in combination with formal policies and procedures in the school are a source of influence.

Parr (2009) contends that schools often find it difficult to resolve conflicts in the absence of bureaucratic organisational structures. This makes organisational structure a requirement that directly contributes to the management of a school and is therefore the main focus of this chapter. In traditional management studies, it is regarded as important and at least in part determines much organisational behaviour and the uptake of or reaction to change initiatives (Badrack & Preston, 2001). There is evidence to suggest that organisational structure is critical if TQM is to work (Douglas & Judge, 2001; Jabnoun, 2005; Mosadeghrad, 2014). This chapter therefore provides the theory about organisational structure and how it is required and directly contributes to TQM implementation in schools.

The chapter begins by addressing the applicability of TQM to schools. Several studies conducted in Africa on the subject were instructive to this study, because countries in Africa share the same context with Zimbabwe. The phenomenon of interest is going to be the organisation and how it is defined and explained through the lens of three perspectives, namely modernism, postmodernism and symbolic interpretivism (Hatch & Cunliffe, 2012). In this chapter, the connection between organisation and structure will be examined before exploring the theory of organisational structure. What constitutes organisational structure is going to be explored in the form of complexity, formalisation and centralisation. The chapter will continue by probing organisational structure in schools, in the process revealing that they can still have enabling structures that can impact positively on the implementation of TQM even though they are bureaucracies.

This chapter will be concluded by providing the theory that explores how organisational structure is required and directly contributes to the implementation of TQM in schools.

### **3.2 TOTAL QUALITY MANAGEMENT IN SCHOOLS**

Lunenburg (2010) claims that the principles formulated by W. Edwards Deming have been suggested as a basis for achieving excellence in schools and have proved so influential that educators want to apply them in schools. Although the principles were developed to enhance the efficiency and output of manufacturing companies, Deming claimed that they could equally be administered to businesses that provide services (ibid, 2010).

Garcia & Lorente (2014) claim that TQM has proved essential in all research studies of successful schools owing to its ability to positively influence teaching and learning. It takes into account principles that are in keeping with much of current literature on improving schools (e.g. Hargreaves & Fink, 2004; Harris, 2011; Leithwood et al., 2006). Hung & Ah-Teck (2013) concur and state that TQM endorses distributed leadership (Gronn, 2008), in addition to its insistence on teacher leadership (Starr & Oakley, 2008), thus recognising the significance of teamwork to allow those with vested interests to be involved in making decisions (West-Burnham, 2004). They contend that implementing TQM in schools calls for a high degree of delegation and decentralisation, requiring all teachers to pursue relevant professional learning opportunities.

Oduwaiye et al. (2012) are of the view that TQM calls for the incorporation of all actions, tasks and procedures inside a school in order to attain improvements in price, quality, function and service delivery which are continuous so that customers are satisfied. They contend that TQM calls for the use of the principles of quality in all leadership processes and functions so that customers are totally satisfied. One such principle is directed at meeting and exceeding the requirements and hopes of those with vested interests in the school based on the belief that they are the adjudicators of quality services inside the school (Mukhopadhyay, 2005).

Leithwood et al. (2006) are of the view that schools that are quality-orientated are committed to change and continuous improvement that best meet their stakeholders' expectations. In TQM, reasonable and clear decisions based on data are preferred and this requires leadership (Wayman, Jimerson, & Cho, 2011). Total Quality Management is about examining the linkages and interactions between the components that make up a system and this implies that building a school requires an integrated approach (Watterson & Caldwell, 2011).

### **3.3 APPLICABILITY OF TOTAL QUALITY MANAGEMENT TO SCHOOLS**

Over the last couple of years, evidence emerged that TQM has been implemented in schools in the United States of America (USA), Europe (Garcia & Martinez-Lorente, 2014; Toreman et al., 2009) and in Asia (Sulaiman et al., 2013). For the purposes of this study, examples of the implementation

of TQM in schools are going to be from Africa – not because it is only schools from Africa that are implementing TQM, but because schools in countries from Africa resonate better with Zimbabwe in this situation. In this regard, a few examples from a few selected countries from Africa will be given because they are all about the implementation of TQM in schools and they do have specific results and conclusions that deeply inform this study.

Within the context of Africa, more examples shall be taken from Mauritius because it shares a similar context with Zimbabwe. It embraced TQM in its schools (Ah-Teck & Starr, 2012a, b; 2014) with the intention of achieving the government's aim of realising world class quality education (Ministry of Education and Scientific Research, 2003; Ministry of Education and Human Resources, 2006). Because of this position by the Mauritian government, in this study, the researcher used three researches conducted in Mauritian schools on implementing TQM principles to achieve sustainable quality. This was very important for this study, as the researcher could deduct different examples of the commonalities and dissimilarities from these researches, which this research could benefit from.

However, the following section begins by focusing on the implementation of TQM in Nigeria and Kenya before an in-depth analysis of Mauritius.

### 3.3.1 The views of the leadership in schools in Nigeria on the relationship between Total Quality Management and academic performance in schools

Oduwaiye et al. (2012) carried out a study to examine the relationship between TQM and students' academic performance in Ilorin metropolis secondary schools in Kwara State, Nigeria, with the aim of finding out solutions to problems of quality management in relation to negative effects of academic performance of students in senior secondary schools. In the study, the principles and components of TQM were examined, as they were applicable to schools. School principals, deputy principals, HoDs and teachers were asked to give their views on the relationship between TQM and students' academic performance in their schools.

Findings from this study reveal that there were challenges faced by schools in Ilorin Metropolis. For instance, the schools had inadequate human resources. The infrastructure and resources needed to be improved on, in both quality and quantity. The communication between members of staff was not adequate. There was irregular and inadequate staff development in the schools. The major finding was that there was indeed a significant relationship between TQM and student academic performance in Ilorin Metropolis secondary schools.

Whilst this study seems quite informative on the factors which inhibit leadership as key factor for the implementation of TQM, to improve academic quality in schools, it does not address how the agency in leadership, in the context of structure, can influence such implementation. It however seems to reinforce the view that although there is a significant relationship between TQM and student academic performance in the schools, leadership practice appears to be constrained by structural factors in the form of inadequate human resources, physical infrastructure and communication. By way of recommendation, the study noted that teachers and school principals had to be retrained in new school based management methods to improve their performance. It recommended a consultative course of action involving all stakeholders in developing a school's vision, mission and plan of action. Deming (1982)'s principles were suggested as the foundation upon which excellence was to be achieved in schools.

### 3.3.2 The extent to which schools in Kenya are practicing Total Quality Management

Ngware et al. (2006) carried out a study to investigate the extent to which secondary schools in Kenya practised aspects of TQM. Such aspects included leadership, empowerment, human resource development and strategic quality planning. Secondary school teachers in this study were thus tasked with giving their views on the extent to which such aspects were being practiced so that the quality of education was maintained. The findings of the study are given below.

#### 3.3.2.1 Leadership

Boards of Governors chairpersons, school principals and teachers were all found to be actively involved in quality improvement activities. Board of Governors chairpersons for example, were found to be active in such activities as participating in the implementation of the curriculum, supervision, demonstration and communication of commitment to the improvement of quality in schools. They were found to use the quality of programmes and services in their schools to measure output in schools.

School principals were found to be involved in quality projects and were demonstrating and communicating commitment to continuously improving quality in schools. Such actions were adjudged to be a demonstration of commitment to TQM principles. Because of such involvement from Board of Governors chairpersons and school principals, the study concluded that the leadership in secondary schools in Kenya offered leadership that promoted the practices of TQM.

A closer examination of how Board of Governors chairpersons and school principals were involved in quality initiatives appears to suggest that they could have been carrying out management, which Kotter (2013) insists is not leadership. This argument is further strengthened by the fact that the majority of the teachers in the study felt that the Board of Governors chairpersons were not utilising

TQM principles when carrying out their responsibilities despite their importance in quality assurance and quality. This therefore suggests that the leaders in this study were not adequately offering leadership that promoted the practices of TQM. It would therefore be quite interesting to find out how they would use their leadership as agency in the context of the structure in their schools to implement TQM principles.

### **3.3.2.2 Employee empowerment**

What this study considered as employee empowerment consisted of allowing teachers to make decisions and instigate action, participating in quality assurance teams and encouraging them to work together. It also involved allowing teachers easy access to education and training to improve their contribution in the workplace. Finally, it involved encouraging team initiatives and innovation in Kenyan schools. It is revealed in this study that the morale of teachers increased as it is alleged that they felt recognised and taken seriously when it came to their role in quality assurance.

However, it emerged from the study that, in most cases, the teachers were allowed to freely make decisions and take actions on matters relating to their work. Other than this, they were not allowed the same freedom on matters that were not in the line of their work. Furthermore, the study indicated that reforms of the school organisational structures to facilitate employee empowerment had not been made. The study concluded that a significant number of Kenyan school leaders empowered their teachers and that schools that empowered their employees were likely to make quality decisions that would improve students as opposed to schools that prevented employees from expressing their intentions freely.

In as much as there is evidence of some sort of empowerment of teachers in this study, there seems to be lack of clarity with regards to how exactly the schools empowered their teachers other than saying they were allowed to make decisions and instigate action. Douglas and Judge (2001) state that organisations which empower their employees to familiarise themselves with changes to their organisational processes have the potential to use TQM so as to have a competitive edge over their rivals. This entails not only allowing employees to make decisions on quality issues but also offering them support structures that will enable them to make such decisions (2.6.1).

### **3.3.2.3 Strategic quality planning**

Results from this study indicate that not all teachers in Kenyan secondary schools took part in periodic reviews of quality plans and performance. The schools themselves were not collecting and using data on quality service and learner satisfaction to make plans for school improvement. They did not have operational and strategic plans that by and large explained quality and performance goals and ways of achieving them. What they had were plans to communicate what was expected

of all school employees by way of quality. These included lesson plans, schemes of work; in house assessment and reporting procedures and systems. They also had plans indicating how resources are used to enhance quality in the schools.

The teachers indicated that their inputs in as far as planning was concerned were much appreciated and included in the subjects that they taught. Their view was that most of the secondary schools in Kenya were not committed to strategic quality planning (SQP). The study noted that SQP was significant in the provision of quality service. By implication, this suggests that schools in Kenya were not implementing strategic quality planning, which according to the PDSA cycle (Figure 2.5) entails planning for change by analysing data and developing a strategy.

#### **3.3.2.4 Schools' human resources development**

Results of this study indicate that teachers in Kenya were given time and other non financial resources to implement TQM. It reveals that they were rewarded for making use of quality strategies and attaining quality goals through incentives so as to encourage them to improve quality. This suggests that human resources development implies being resourced through time and non financial resources.

However, Lunenburg (2010) appears to suggest that training on the job is synonymous with human resources development. He argues that employees undergo suitable training on the job through training in new instructional processes, using new assessment techniques and training in how a new system works.

Going by what Lunenburg is suggesting, Kenyan schools are therefore not promoting the development of their human resources. By implication, this suggests that schools in Kenya were not developing their human resources but were providing time and other non financial resources to implement TQM. It would therefore be interesting to find out the extent to which human resources development through on the job training is requisite in motivating teachers to realise their full potential in schools.

#### **3.3.3 Total Quality Management implementation in Mauritian schools**

The next three sections present findings from each of the three research studies conducted in Mauritian schools on implementing TQM to realise sustainable quality (3.2). These are studies which were conducted by Hung and Ah-Teck & Ah -Teck and Starr respectively, on the views of school principals on implementing Total Quality Management (TQM) in schools. There is no other Mauritian study to compare the findings of these studies that are much scope for further research.

### **3.3.3.1 Principals' perceptions of "quality" in Mauritian schools**

This article by Ah-Teck & Starr (2013) reveals the findings of a study exploring school principals' acceptance of the principles of TQM, their views on how improvement in quality is or may be addressed and whether these are the same with the principles of TQM, which have been used to influence organisations exclusive of education (Deming, 1986; 2000). It was the first ever study in Mauritius to analyse the issue of quality in primary and secondary schools at national level that contributes new knowledge about leadership for improving schools (Ah-Teck & Starr, 2013).

Results of the study indicate that school principals in Mauritius are influential in all areas under their jurisdiction. This implies that nothing really can hinder them from implementing the principles of TQM in their schools. This also confirms the view that although distributed leadership has been endorsed, the formal leader is still the power behind the throne in schools in Mauritius (Ah-Teck & Starr, 2011, 2012a, 2012b; Starr, 2011). These results conform with those by Bonstingl (2001); Deming (1986, 2000); Gonzalez & Guillen (2002) and Leithwood et al. (2006), who also found that implementing quality initiatives in organisations was primarily reliant on committed and supportive leaders.

What comes out of this study is the significance being placed on leadership as a solution to the achievement of quality in primary and secondary schools in Mauritius. This gives impetus to the requisiteness of leadership as key to the implementation of TQM in schools to improve academic quality. Going by findings in this study, school principals do have substantial influence and ability to effect changes in their schools.

### **3.3.3.2 Mauritian principals' views about the use of TQM for school improvement**

Hung & Ah-Teck (2013) carried out a study on the views of school principals about school improvement and the suitability of TQM principles in uplifting the standards of Education in Mauritius. The study was premised on the need to find out whether school principals were actively using quality tenets based on the Malcolm Baldrige National Quality Award (MBNQA) Education criteria, which are regarded as key characteristics of Total Quality Management (Karathanos, 1999). It also sought to find out if the views of school principals on the way they were practicing their leadership to improve their schools corroborated with the Total Quality Management principles. It further sought to find out if the tenets of TQM not currently in use in the schools could be used to improve schools. Finally, the study sought to find out the sort of leadership strategies that could be used for the continuous improvement of schools.

Results from the study reveal that school principals in Mauritius play a significant role in influencing outcomes in their schools, whether directly or indirectly, through the way they practice their

leadership within the schools (Ah Teck & Starr, 2014). This substantiates the Malcolm Baldrige National Quality Award (MBNQA) assumption that leadership drives the structure that produces results (Foster, Johnson, Nelson, & Batalden, 2007). By implication, this validates the assumption that Leadership and structure are requisite in the implementation of TQM schools.

Results from the study also reveal that school principals in Mauritius welcomed TQM principles and actually used them. However, what they interpreted as the practices of leadership diverged distinctly from TQM principles. For example, they did not practice distributed leadership and leadership was concentrated at the top, indicating the bureaucratic nature of the organisational structure in the schools. They solely provided leadership to their schools and did not believe that they could practice it collectively (Ah-Teck & Starr, 2012a, 2012b). Stakeholder assistance in the operations of the schools was secured through marketing and public relations and not through stakeholder direct participation and involvement in decision making.

Hung & Ah-Teck (2013) are of the view that the school principals' positive responses to TQM are an endorsement of its applicability in Mauritian schools but indicate that its implementation in practice requires considerable changes to current practices of leadership. Because of the enormous influence wielded by school principals in this study, it could be interesting to find out how they would exercise their agency within and through the bureaucratic organisational structures in their schools to improve academic quality.

### **3.3.3.3 Mauritian principals' views about school systematic improvement and the application of Total Quality Management principles**

Ah-Teck & Starr (2014) conducted a follow up study to the one they did in 2013. It was on examining the views of school principals about total improvement and the application of Total Quality Management principles. Findings from the study indicate that school principals found it difficult to use quality tools and techniques to collect data officially. They cited time limitations and insufficient knowledge about statistics and skills of analysing data as reasons why they could not use the quality tools and techniques.

These findings are similar to those by Schildkamp & Kuiper (2010) as well as Shen & Cooley (2008), who also found that school principals simply did not have enough time to go through data collected by external agencies about their schools. They believed that analysing data added additional constraints to their already busy schedules and were therefore not prepared for it.

Ah-Teck & Starr (2014) assert that their study has important lessons that can best inform educational leaders who want to improve learning in their schools through change, even if they do

not stick to Total Quality Management completely. The first lesson is that teachers and school principals are not really knowledgeable about how to improve teaching, learning and results using data. The second lesson is that it is necessary to ensure that the teachers and school principals are taught the skills of participating in team work when collecting data, analysing statistics and using data. The final lesson is that there should be a link between creating important data in Total Quality Management and the social interaction of the leaders in the schools and their teachers through participation and involvement.

By implication, this study confirms the requisiteness of leadership in the implementation of Total Quality Management in schools. It is provided by school principals and teachers who have to be knowledgeable about collecting, analysing and using data for decision making in schools. Successful leadership for quality improvement therefore entails the use of quality tools and techniques in decision making.

### **3.4 THEORISING ORGANISATIONS**

Hatch & Cunliffe (2012) are of the view that what is most important in organisational theory is the organisation. According to them, the theoretical foundation of organisational theory offers a wide perspective on organisations which include reasons for their existence based on science and how people understand and appreciate them. It also makes it potentially possible for them to be effectively designed and managed. Accordingly, leaders who understand and use these perspectives are in position to analyse the decisions and plans made in their organisations on a day to day basis (ibid, 2012). What therefore follow are the perspectives of organisation.

#### **3.4.1 Perspectives of organisation**

Hatch & Cunliffe (2012) identify three perspectives to organisation. These are modernism, symbolic- interpretive and postmodernism, whose purpose are to increase one's knowledge and skills as well as enable one to view situations differently. These perspectives are therefore critical if one is to understand, analyse and manage organisations. What follows next are Hatch's & Cunliffe's (2012) ideas on the three perspectives starting with the modernist perspective.

The modernist perspective concentrates on the organisation as an autonomous purposeful unit which takes a rational approach to creating knowledge. Under this theory, those who subscribe to it expend their energies on how to raise effectiveness and performance through applying theories about structure and control.

The symbolic-interpretative perspective concentrates on the organisation as a group of people living in the same place or having a particular characteristic in common and kept together by the

relationships they have with each other. It uses a system of belief that reflects an interpretation by an individual about what constitutes the truth and is therefore subjective. It also uses the theory of knowledge especially with regard to its methods, validity and scope and the distinction between justified belief and opinion and is therefore interpretative. Unlike the modernist perspective which treats organisations as phenomenon to be assessed, symbolic-interpretivists treat them as networks of purpose that are collectively made, welcomed and conveyed. The organisation that embraces symbolic-interpretivism investigates how such purpose is collectively made and explained to those who use it.

The postmodernism perspective is described as the questioning of the ideas and values associated with any theory and it encourages people to undertake new things. This happens when people speak and write about organisations rather than focus on theories about organisations. Postmodernism focuses on viewing elements of organisation such as structure, technology, culture, control to mention but a few, as results of principles and practices of organisations rather than established or purposeful components of organisations. It thus conscientises people that theories can always be revised.

Postmodernists do not allow themselves to be put into categories. They dispute categories and instead undermine them by obscuring their boundaries and revealing the reasons for their production or maintenance. They would most likely argue that the systematic classification of categories expresses organisational theory and theorising in ways that provide and legalise viewing its sphere of influence as created from modern, symbolic and post modern perspectives, even though other perspectives may be supported simultaneously (Hatch & Cunliffe, 2012)

Using a modernist perspective entails one committing to restricting what one considers as knowledge to what one understands through one's five senses. These senses are supported by gadgets that augment them, such as microscopes and telescopes, even though what is considered as data is what is collected by the eyes, ears, nose, tongue or skin (ibid,2012). Those who use the modernist perspective claim that they saw, heard, smelled, tasted or touched their data, and this can be corroborated by oneself through reproducing their processes (Hatch & Cunliffe, 2012) Symbolic-interpretivists extend their understanding of the practical truth to incorporate experiences that are beyond the reach of the five senses such as feelings and instinct (ibid, 2012). They are so biased to the extent that their findings cannot be reproduced by others. They commit to be true to their own experiences and to respect those by others. They concentrate on experiences as they occur in given circumstances and the result is that it is not possible to universalise their findings beyond the circumstances in which they were formed (Hatch & Cunliffe, 2012). This has been found to be a problem by modernists who doubt if what is created can be called knowledge, given

that the findings of the researches cannot be reproduced or applied to other organisations (ibid, 2012). In direct contrast to universalisation, symbolic-interpretivists now and then use credibility as the foundation upon which they claim to have contributed to understanding (Hatch & Cunliffe, 2012).

The differences in the way modernist and symbolic- interpretivist scholars perceive things has resulted in them continuously discussing about procedures (ibid, 2012). A case in point is when modernists argue that bias undermines precision, while symbolic-interpretivists maintain that it is unavoidable and is therefore a requirement if one is to understand meaning. Modernists are characterised by the belief that subjectivity is a source of biasness and that precision seeks to do away with it, as it pursues reasonable standards of modernism (Hatch & Cunliffe, 2012).

Something of note when analysing these philosophical positions is the unsolvable debates between symbolic-interpretivists and modernists, with the former examining meaning as biased and the latter being prevented by their impartiality from permitting the biased to come into their discipline (ibid, 2012). These differences suggest that these two groups of theorists describe concepts of organising in a way that is different and use research methods that are different, which results in them engaging in rather fierce disagreements with each other in a fierce way.

On the other hand, the postmodern perspectives deviate from the other two perspectives owing to their reluctance to look for the truth (Hatch & Cunliffe, 2012). Seen from the view of the other two perspectives, postmodernists appear to dash between theoretical positions and regularly decline from even taking a temporary theoretical position as they believe doing so would benefit some types of knowledge at the expense of others. This also violates their ethics.

Postmodernism can be traced to poststructuralist theorists from France, particularly Michael Foucault & Jacques Derrida (Calas & Smircich, 1999). Foucault for instance, suggested that if someone permits certain types of knowledge, they press other types to the periphery where they will certainly be disregarded, since knowledge is power. Derrida noted that this happens because current thinking is dual. This kind of thinking enables one to focus on one aspect of the duality while demeaning the other (Hatch & Cunliffe, 2012). This implies that the growth and use of knowledge as power at play must be opposed for the benefit of those without power. The majority of postmodernists focus on exposing and questioning all types of power so as to uncover its sources which are easily not taken seriously (ibid, 2012). They do so by criticising the fortunate and influencing those individuals and beliefs downgraded to the periphery out of the gloominess of their oppression.

Hatch & Cunliffe (2012) point out that it is important for people to understand the differences in how these three perspectives are applied, how they are vital to how theory is formed and how organising is practiced. Those who take an objectivist position (modernist perspective) view an organisation as a formal structure with inner control, principles that preside over how it operates and responsibilities that must be carried out in a certain way by its members. Anyone who assumes this position will manage that organisation differently from the one who assumes either a subjectivist (symbolic-interpretive perspective) or postmodern perspective (ibid, 2012).

In the same vein, those who take a subjectivist position (symbolic-interpretive perspective) view an organisation as having no purposeful structure but is continuously created and preserved by people as they try to understand what is happening. Anyone who assumes this position will manage this kind of organisation differently than if one assumes a postmodern perspective, which maintains doubt towards the view that knowledge is more than a tactic to get more power than others (Hatch & Cunliffe, 2012).

By implication, these three perspectives imply that it is of paramount importance for leaders to be familiar with their fundamental expectations if they are to apply them because each of them brings along a different influence on how they create and manage organisations. This study is therefore influenced by these perspectives.

### 3.4.2 Organisation and structure connection

Having discussed the three perspectives to organisation, it is important to describe how organisation is connected to structure. Ivanko (2013) suggests that a new structure is selected since it is taken for granted that it will make the organisation prosperous and efficient (Ivanko, 2013). It is therefore a result of organising.

The preference of how an organisation is structured is thought to be related to its performance. Organisations therefore have clearly defined structures that are shaped by a combination of factors forming the organisation. They indicate the scheme of the organisation, the described roles, regulations, and other provisions.

Organisations are characterised by deliberately planned, formal structures (Badrack & Preston, 2001). In formal organisations, definite structures of the positions people occupy are evident. Each position goes with a particular responsibility. The structure ensures that work of the organisation is clearly apportioned and carried out as each member has specific tasks to perform.

Structure also affects the authority of organisational members (ibid, 2001). The higher up a member is in a structure, the more responsibility and authority the member has. The behaviours of people in organisations are not haphazard. Their behaviours are coordinated and directed towards organisational goals.

Organisations have a purpose for which they are created (Ivanko, 2013). People in the organisation therefore work in order to achieve that purpose. Purpose is the unifying principle around which the organisation's resources and activities revolve. It provides the direction of an organisation. Any decision made or action taken can be tested against the purpose to see if it makes the organisation more effective or less so. The leader of an organisation assigns work to organisational members in such a way that all aspects of the purpose of the organisation are met (ibid, 2013). The total effect of all the work done by the people is the achievement of organisational purpose.

Through supervision, the leader ensures that the purpose of the organisation is achieved. In pursuance of succeeding in this responsibility, the leader must set up clear communication channels in the organisation. Communication should occur within and through all echelons of the organisation. Through successful communication, organisation members are kept informed about the work in that organisation, that is, progress made and future plans (Ivanko, 2013).

### **3.5 THEORY OF ORGANISATIONAL STRUCTURE**

The term organisational structure refers to the sharing out of work and power in organisations (Andersen & Jonsson, 2006). According to Ivanko (2013), organisational structure is how an organisation constructs and operates. It is the frame of arrangements – a means to achieve the organisation's aim (ibid, 2013). It deals with questions like who should be responsible to whom, how to make decisions, and how to finish a task.

Ivanko (2013) maintains that the organisational structure is a means of realising the objectives of an organisation. As the objectives change over time, the organisational structure has to be adapted to the objectives changed (ibid, 2013).

Andersen and Jonsson (2006) cited Robbins (1990), who described the idea of structure by using a classification made up of three parts: complexity, formalisation, and centralisation. Ivanko (2013) refers to the three elements as components of the structure of an organisation.

### 3.5.1 Complexity

The term complexity is also referred to as specialisation (Andersen & Jonsson, 2006). Complexity accepts as true the extent of differentiation within the organisation, for example, the degree of specialisation or division of labour, number of echelons in the pecking order of the organisation, and the extent of geographical dispersion of units of the organisation (Ivanko, 2013). Complexity has three elements: horizontal differentiation, vertical differentiation, and dispersion spatial (ibid, 2013).

Horizontal differentiation relates to the level of horizontal division involving entities. Andersen & Jonsson (2006) describe it as the quantity of jobs and occupations shared by employees. They also describe it as the amount of appropriate schooling given by the organisation that is associated with particular responsibilities. Finally, they describe it as the degree of departmentalisation. The more jobs and occupations, the more specific schooling and divisions one finds in an organisation, and the more complicated it is.

Vertical differentiation is described as the depth of organisational hierarchy (Ivanko, 2013). It is about the number of levels, that is, the extent to which the pyramid is pointed or flat (Andersen & Jonsson, 2006). If the numbers of levels are few, each manager will have to control more employees.

Dispersion spatial is described as the degree of geographical dispersion of facilities and staff (Ivanko, 2013). According to Andersen and Jonsson (2006), differentiating spatially implies the physical site of the organisation and its divisions and people. If there is a great distance between them, it implies that the organisation is more complicated.

### 3.5.2 Formalisation

Formalisation is the extent to which an organisation has rules, laws and official ways of doing things, all of which are arranged into a system (Wu, Hoy, & Tarter, 2013). It describes the extent to which work done in an organisation is regulated (Andersen & Jonsson, 2006). This suggests that it has something to do with the amount of activity that is controlled or administered through rules, habitual activity and official ways of doing things.

According to Ivanko (2013), since the discretion of the individual in his work is inversely related to the amount of programming of behaviour by the organisation, the greater the standardisation, the lower the contribution of the employee to their work. The standardisation therefore removes the need for employees to consider alternatives. Hoy & Sweetland (2001) analyse formalisation

through the lens of it being either punishment-centred or representative, or better still, as either enabling or coercive. They say that punishment-centred practices are decided directly by people with authority and are used to control and punish those who digress, while assigned rules are made collectively and used to direct and stop problems. The same analogy goes for the conceptualisation of formalisation in terms of being enabling or coercive.

Coercive formalisation has something to do with rules and official ways of doing things that are used to discipline followers when they do not conform and these have a tendency to hold back creative work practices, thereby causing hostilities (Wu et al., 2013). Rather than promote learning in organisations, using force or threats compels obedience, and this may result in a lot of absenteeism, anxiety, work frustration and hostility (ibid, 2013). This implies that coercive formalisation creates hostility to the detriment of commitment.

Enabling formalisation assists people to resolve problems that are associated with their work (Hoy & Sweetland, 2001). It makes use of procedures that guide practices in a flexible manner that assists followers to deal with problems (ibid, 2001). Solving problems is not a result of obeying rules blindly but the result of using judgement (Siniden, Hoy, & Sweetland, 2004). They maintain that judging in a professional manner encourages instead of obstructing the resolution of problems. This implies that there is no best rule because circumstances are always changing. As circumstances change, so should the rules and official ways of doing things. This according to Weick & Sutcliffe (2001) is what is necessary for successful organisations – that is, ones that expect errors, employ communication that is open, and has the flexibility to react effectively to unanticipated, unfavourable surprises and challenges.

The differences in the two approaches are summed up in Table 3.1.

**Table 3.1: Contrasting enabling and coercive rules and procedures (adapted from Hoy & Sweetland, 2001)**

<b>Features of enabling rules and practices</b>	<b>Features of coercive rules and practices</b>
Allow mutual dialogue	Discourage mutual dialogue
Consider challenges as opportunities	Consider challenges as impediments
Promote trust	Promote mistrust
Appreciate differences	Demand unanimity
Learn from mistakes	Punish mistakes
Enjoy the unpredicted	Fear the unpredicted
Assist in solving problems	Ignorantly follow the rules

Constraining rules and practices are difficult to change because doing so is usually considered as a threat to the balance of power in organisations (Hoy & Sweetland, 2001). Furthermore, the circumstances that accompany their implementation is generally one that restricts worker safety, say and expertise and encourages worker inattention, disagreement and inflexibility (ibid, 2001). The differences in backgrounds are summed up in Table 3.2.

**Table 3.2: Contrasting enabling and coercive contexts (adapted from Hoy & Sweetland, 2001)**

<b>Features of enabling backgrounds</b>	<b>Features of constraining backgrounds</b>
Job security	Employee uncertainty
Expert viewpoint	Autocratic perspective
Organised work groups	Divisive relationships
Restricted management-labour conflict	Management-labour conflict
Demand for change	Maintenance of current situation
Worker participation	Administrative management
Worker skills	Limited worker skills
Management for improvement	Layers of management

Briefly, enabling and constraining formalisation have distinguishing characteristics and are implemented in diverse organisational backgrounds.

### 3.5.3 Centralisation

Centralisation refers to when decision making becomes concentrated within a particular location in the organisation (Ivanko, 2013). It may also be described as the extent to which the concentration of control is in a person or level in an organisation, allowing them to make decisions for their subordinates (ibid, 2013).

Wu et al. (2013) refer to centralisation as the hierarchy of authority that controls organisational decision-making. Centralisation can hold back or assist the performance of an organisation. Hindering centralisation refers to an organisational hierarchy that deters rather than assist in solving problems (Siniden et al., 2004). Leaders use their power to regulate and punish. Teachers are often compelled to maintain certain standards in schools at the expense of serving the needs of their learners and this often results in the learners being resistant and hostile (ibid, 2004). Regrettably, organisational hierarchies that deter rather than assist in solving problems often respond to external demands in ways that negatively affect their performance. These include the unrestrained and autocratic use of supervision and regulations.

Enabling centralisation, in contrast, assists members in organisations to resolve their challenges instead of allowing them to become the obstacles (Siniden et al., 2004). The leadership facilitates work at each and every level of the organisation, while retaining their distinctive roles (ibid, 2004). Expertise is valued more than position, and teachers feel confident and can make decisions as experts. Enabling centralisation is responsive, helpful and collective instead of being inflexible, dictatorial and domineering. School administrators in such structures use their power and authority to help teachers by creating structures that help teaching and learning – in brief, they empower their teachers. Table 3.3 distinguishes between hindering and enabling centralisation.

**Table 3.3: Contrasting enabling and hindering centralisation (adapted from Hoy & Sweetland, 2001)**

<b>Features of an enabling hierarchy</b>	<b>Features of a hindering hierarchy</b>
Helps diagnose problems	Discourages problem-solving
Allows teamwork	Encourages domination
Collective	Dictatorial
Responsive	Inflexible
Promotes change	Opposes innovation
Defends participants	Punishes followers

The degree of complexity, formalisation and centralisation varies in organisations. All organisations including schools have structure. Schools have boards, principals, deputy principals, and heads of departments, teachers and learners. School structure is therefore unavoidable.

#### 3.5.4 Conceptualisation of centralisation and formalisation

Wu et al. (2013) theorise that centralisation and formalisation can be used to distinguish organisational structures that are effective from those that are not.

Hoy & Sweetland (2001) generated four types of bureaucratic structures which they say are imaginary and are made by dividing the boundaries of formalisation and centralisation in a 2 x 2 cross break, as illustrated in Figure 3.1.

		Formalisation	
		Enabling	Coercive
Enabling		Enabling bureaucracy	Rule-bound bureaucracy
Centralisation		Hierarchical bureaucracy	Hindering bureaucracy
Hindering			

**Figure 3.1: A typology of school bureaucracy (adapted from Hoy & Sweetland, 2001)**

#### **3.5.4.1 Enabling bureaucracy**

This is a structure that is created out of a combination of enabling rules, laws and regulations and a leadership that facilitates work at each and every level of the organisation, while retaining their distinctive roles. It is complemented by a hierarchical structure that helps rather than deters subordinates from doing their work (Hoy & Sweetland, 2001). The rules, laws and procedures allow subordinates to solve whatever challenges they face rather than constrain them from doing so. In short, enabling bureaucracy is created by a combination of enabling formalisation and enabling centralisation (Figure 3.1).

#### **3.5.4.2 Hindering/Machine bureaucracy**

This is a structure that is created out of a combination of rules, laws and regulations that obstructed subordinates from doing their work and a leadership that forced work at each and every level of the organisation. It is often referred to as a machine bureaucracy, and concentrates on punishment but Hoy & Sweetland (2001) prefer calling it a “hindering bureaucracy” owing to its control and punishment orientation, which obstructs the organisation from operating successfully and competently. In a nutshell, a hindering/machine bureaucracy is created by a combination of coercive formalisation and hindering centralisation (Figure 3.1).

#### **3.5.4.3 Hierarchical bureaucracy**

This is a structure that is created out of a combination of enabling formalisation and hindering centralisation (Figure 3.1). Hoy and Sweetland refers to this structure as a “Hierarchical bureaucracy” because of its concentration on the hierarchy. In this instance, all rules, regulations and procedures are ignored as all decisions are made by those in authority within the hierarchy. Rules will therefore not be required.

#### **3.5.4.4 Rule-bound bureaucracy**

This is a structure that is created out of a combination of coercive formalisation and enabling centralisation (Figure 3.1). Hoy & Sweetland (2001) say that this particular structure pays uncompromising attention to rules, regulations and procedures. Office holders in this instance are inflexible and implement rules and regulations to make sure that they are complied with in a disciplined way. The rules are rules and they rule.

### **3.6 BUREAUCRATIC ORGANISATIONAL STRUCTURE IN SCHOOLS**

Virtually all schools are bureaucracies (Hoy & Sweetland, 2001; Parr, 2009; Hoy & Miskel, 2012 and Wu et Al. 2013). According to Smith (2003), the bureaucratic organisational structures are a representation of goals pursued by schools which are culminations of democratic processes and are imposed from outside the schools by institutions representing government and their hierarchical management systems. These institutions effectively regulate the behaviour of learners in schools.

Bureaucratic organisational structures are condemned and even vilified as structures that create over compliance and inflexibilities, obstruct and falsify information, divide and take advantage of employees and suppress change. On the other hand, they are commended as structures that improve fulfilment, enhance change, reduce situations in which people are expected to play incompatible roles and even reduce the sense of hostility in schools and other organisations (Hoy & Miskel, 2001 & Bush and Glover, 2014). Wu et al. (2013) are of the view that it is not the amount of bureaucracy but the type of structure that isolates good ones from bad ones.

Hoy & Sweetland (2001) carried out an empirical assessment in three separate studies to determine whether the four types of bureaucratic structures discussed earlier (3.5.4) existed in the real world of schools. They examined the theoretical perspective of the four types of bureaucratic organisational structures in a progression of factor-investigative studies of school structures (Hoy & Sweetland, 2000, 2001). They did not find the four types of school structures but rather they found that schools had bureaucratic organisational structures that varied along a single continuum, with enabling bureaucracy at one extreme and hindering bureaucracy at the other.

#### **3.6.1 Enabling bureaucratic organisational structure in schools**

An analysis of enabling bureaucratic organisational structures in six high schools of Ohio in the United States of America by Siniden et al. (2004) reveals two fundamental problems which must be tackled in learning institutions i.e. order against freedom, and communication against coordination. Although the study found that the principals wanted a proper balance between order and freedom,

the analysis revealed that they had a tendency to lean more towards freedom than order. The principals presumed that their staff was knowledgeable about their work. In instances where competence was found lacking, they responded by conducting staff development rather than punishment. They praised staff for competence and capability. The staff in turn responded by exhibiting joy at being treated as experts. This therefore suggests that there was a need to maintain equilibrium between order and freedom in schools, bearing in mind that teachers preferred freedom more than order

The school principals in this study were found to be flexible and consistent. They used rules to provide structure and consistency. They used enabling rules and maintained that those that hindered had to be ignored or abolished completely. They used mostly informal rules and means in their interactions daily and indicated a preference for communicating and working together informally. By implication, this suggests that teachers preferred that their leaders be flexible and not rigid in their application of rules. They had to be consistent as well. This suggests that it is therefore possible for school leaders to exercise their agency within and through the structures in their schools.

In another study on organisational structures in schools in New Zealand, Parr (2005) found that structural change as a result of additional responsibilities on the part of teachers was minimal and in fact complemented the core bureaucratic structures that improved expertness in schools. This kind of structural change was found to reinforce the improvement of high level shared structures of leadership. The study proposed the training of school leaders on the importance of organisational structure and its prospect for change.

In a follow up study, Parr (2009) found proof of improved leadership as a result of changing the organisational structure in schools. In the study, it was found that there was heightened knowledge of the importance of organisational structure in augmenting school success and that there was an increased interest on using organisational structures and systems to assist in the growth of coordinated shared leadership (Gronn, 2003). New literature on educational leadership and school success were perceived to have enlightened the process of changing organisational structure in schools.

The study suggested that making decisions about organisational structure in schools be informed by research on educational leadership.

### 3.6.2 Analysing organisational structures in schools

In table 3.4 below, the contrasting characteristics of organisational structures in schools are shown.

**Table 3.4: Contrasting characteristics of enabling and hindering educational structures (adapted from Siniden et al., 2004)**

Features of an enabling structure	Features of an inhibiting structure
Facilitates problem-solving	Promotes obedience to regulations
Enables cooperation	Encourages being in charge
Encourages collaboration	Performs in a dictatorial manner
Encourages versatility	Demonstrates inflexibility
Promotes change	Dampens innovation
Safeguards members	Regulates members
Appreciates opposition	Insists approval
Enjoys the unanticipated	Dreads the unanticipated
Gain from errors	Penalise those who make errors
Looks at challenges as options	Looks at challenges as impediments

Hoy & Sweetland (2000) believe that better schools are possible for as long as the organisational structure, which is an essential part to successful schools is enabling i.e. to say it allows teachers and their leaders to do their work together, innovatively and competently. Creating better schools therefore appears inseparably bound to creating enabling bureaucratic organisational structures in schools.

### 3.6.3 The role of organisational structure in promoting academic achievement

A study by Wu et al. (2013) on the role of organisational structure and how it promoted academic success for all students found that the way a school was organised could have favourable or adverse outcomes for learners and teachers. Enabling structures were found to summon teacher confidence about organising the school in such a way that it supported them and learners as well as instructional processes.

The research findings further suggested that, when teachers viewed the principal and structures as supportive and favourable, this facilitated practices that emphasised trust, effectiveness and scholarly activities, that is, a culture of positive belief. Such a culture motivated teachers and students to make goals that were real, that when grasped, they guided behaviour, encouraged strong effort, promoted persistence and provided flexibility when faced with difficulties (Forsyth, Adams, & Hoy, 2011; Hoy, 2012). These findings were surprisingly agreeable with those by McGuigan & Hoy (2006), who looked at the influence of enabling school structure on student success and found that it worked through positive belief to promote high levels of success.

### **3.7 ORGANISATIONAL STRUCTURE AS KEY TO TOTAL QUALITY MANAGEMENT IN SCHOOLS**

The effectiveness of any plan of action depends a great deal on its conformity with organisational structure (Jabnoun, 2005). There has been heightened emphasis on the significance of organisational structure in ensuring the successful implementation of TQM (Douglas & Judge, 2001; Mosadeghrad, 2014). In addition, it has been argued that an organisation must have an internal organisational structure that is able to fully support such implementation for it to realise the value of TQM (Douglas & Judge, 2001). Badrick & Preston (2001) concede that organisational structure is critical if TQM is to work. This acknowledgment is further supported by Mosadeghrad (2014), who maintains that an accommodating environment (helpful leadership, culture, and structure) is required to make the implementation of TQM a success.

The importance of organisational structure in TQM is both theoretical and practical (Tata, Prasad, & Thon, 1999). On the theoretical side, it helps to connect the gap between the literature on organisational structure and the literature on TQM. On the practical side, it can help the leadership in schools to assess the possible effectiveness of their schools' TQM programmes along with the degree of organisational change required for success. Thus, schools can make better decisions about putting money, time, effort and human resources into TQM for it to be effective.

From a theoretical perspective, organisational structure standardises how people communicate with each other, how such communication flows, and how authority is defined (Douglas & Judge, 2001). It reflects the choices made by organisations based on values. Different adaptations of values by organisations can influence structure. One such adaptation is the control-flexibility dimension (Tata et al., 1999), which is related to structure. Douglas and Judge (2001) argue that organisational structure is important in TQM because it acts as a balance between the need to control activities in an organisation and the flexibility that is needed to respond and adapt quickly to change.

Thus, organisations that have control as one of their values endeavour to strengthen it by centralising the making of decisions and curtailing the discretion and freedom of employees (Tata et al., 1999). This often results in mechanical bureaucratic organisational structures that are characterised by compliance through the use of rules and regulations, close supervision, centralised authority, and employees who are trained. Organisational control processes are hierarchical and involve vertical coordination and communication and dependency on those who have the power to oversee, control and administer areas under their jurisdiction (Chartrand (2014). Decision making and problem solving is a preserve of those that occupy high levels of the

hierarchy of authority and employees do not have the authority to exercise them without prior approval.

The other adaptation of organisational structure is the flexibility-oriented dimension which is characterised by decentralised decision making (Tata et al., 1999). In this kind of organisational structure, resolution of problems is done at the point at which they occur. Focus is on the flow of work and processes instead of functions. This organisational structure is highly organic (ibid, 1999) and employees have multiple skills because of the diversity of tasks they perform and the complicatedness of their work. Those employees who are trained to identify problems and resolve them are ones who are given decision making authority.

Organisations that adopt the flexibility oriented dimension make use of task forces and cross-functional teams that reduce reliance on hierarchical control systems, and enhance reliance on flexibility oriented systems. Flexibility oriented value systems are characterised by horizontal coordination and communication, dependency on work groups, common standards, values, training and support. The organisational structures that come from such systems can be effective when the attitudes and values of the leaders are helpful. It can therefore be concluded that the control-flexibility dimension correlates with restrictive bureaucratic structures and the flexibility oriented dimension correlates with organic structures. These two dimensions use different methods to influence the performance of organisations.

It would appear as though organic structures are most ideal for TQM implementation. This is because some research studies (Garcia & Lorente, 2014 and Mosadeghrad, 2014) suggest that team-based structures (component of organic structures) improve TQM effectiveness. Thus organisations with flexibility-oriented organic structures are more likely to be effective at implementing TQM than those with mechanical bureaucratic structures. This appears to be supported by some pioneers of TQM (Crosby, 1979; Deming, 1986; and Juran 1989) who seem to emphasise that Total Quality Management empowers employees to make decisions, diagnose quality problems and take corrective actions without going through the management hierarchy.

Organisations with organic structures tend to be more open to change and match the emphasis made by TQM on change and learning through such strategies as benchmarking, employee training, cross-functional teams and experimentation (Crosby, 1979; Deming, 1986). This is quite ironic for schools since it has already been established that virtually all of them do have bureaucratic structures and these have the potential to hinder the implementation of TQM. This could possibly explain why Carlson (1994) and Gilbert (1996), found the rate of failure of implementing TQM in schools as high as 70%. This could also explain why researchers like

Badrick & Preston, (2001); Douglas & Judge, (2001); George & Weimerskirch, (1998); Jabnoun, (2005) and Mosadeghrad, (2014) suggested that the failure of TQM in schools could be attributed to deficient leadership as well as mechanistic, bureaucratic organisational structures. Yet researchers like Ah-Teck & Starr, (2014); Ngware, Wamukuru, & Odebero, (2006); Oduwaiye, Sofoluwe, & Kayode, (2012); Sulaiman et al., (2013) and Toreman et al., (2009) have used the principles of TQM in their schools. Much recent studies by Ah-Teck & Starr, (2014) and Sulaiman, Manochehri, & Al-Esmail, (2013) have shown that the principles of TQM are highly applicable in schools.

Since schools have bureaucratic organisational structures, this could point to the possibility that the bureaucratic organisational structures in schools could equally be used effectively to implement TQM. How this can possibly be done seems to be what is missing in all these studies on schools that have indicated that they successfully implemented the principles of TQM. It therefore would be quite interesting to find out how the leadership in the schools would use their agency in the context of the bureaucratic organisational structures in their schools to positively influence the implementation of Total Quality Management, to improve academic quality.

By suggesting that a participative organisational structure can improve TQM outcomes, Garcia and Lorente (2014) and Mosadeghrad (2014) seem to suggest that only organic organisational structures are most ideal and yet such structures are characteristically not found in the schools. The justification for such structures hinges upon their compatibility with TQM practices such as employee involvement and empowerment as well as their incompatibility with hierarchical ways of communication consistent with bureaucratic organisational structures that are a permanent feature in the schools.

### **3.8 SUMMARY**

This chapter provided the theory about organisational structure and how it is key to the implementation of Total Quality Management (TQM) in schools. It began by addressing the applicability of TQM in schools. This was done by revisiting several instructive studies conducted in some countries in Africa on the subject.

The phenomenon of interest was the organisation and how it was defined and explained through the lens of three perspectives, namely modernism, postmodernism, and symbolic-interpretivism.

The chapter proceeded to pursue the connection between organisation and structure, before exploring the theory of organisational structure, where the components of organisational structure, in the form of complexity, formalisation and centralisation, were explored. A critical probe into the

organisational structures in schools was done, which revealed that schools can still have enabling structures that can positively impact on the implementation of TQM even though they are bureaucracies.

The chapter was concluded by providing the theory that explores how organisational structure is a key factor in the implementation of TQM in schools. In the next chapter, the research design and methodology will be discussed.

## **CHAPTER 4**

### **RESEARCH DESIGN AND METHODOLOGY**

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#### **4.1 INTRODUCTION**

This chapter will present the research design and methodology for this research. It assumes a subjectivist ontology, which propagates that something exists only when one experiences and gives meaning to it (Hatch & Cunliffe, 2012). It presents an interpretive epistemology, which takes it for granted that knowledge can only be made and understood from the point of view of the people who live and work in a particular society or organisation (ibid, 2012). A qualitative research design was particularly suitable for this study, because in the context of this study, the researcher collected data that were used to generate the much-needed theory.

This chapter will also present the qualitative research design, which Nieuwenhuis (2012a) defines as “a research methodology concerned with understanding the process and cultural contexts that underlie various behavioural patterns and is mostly concerned with examining the participants in their natural environment” (p. 51).

This chapter will further present case study as the data collection method that was used in this study. The population and the sampling method will also be discussed. The interview guide, comprising open-ended questions, will be presented as the research instrument that was used in the semi-structured interviews. The chapter will be concluded by explaining how the data were analysed through coding, categorising and coming up with descriptive summaries of the collected data. The chapter will, however, begin with a discussion on the philosophical underpinnings of this study.

#### **4.2 THE PHILOSOPHICAL PERSPECTIVE OF THE STUDY**

The main research question was: How will agency and structure as practices influence the possible implementation of Total Quality Management, based on the use of leadership and organisational structure, to improve academic quality in schools in Zimbabwe?

This obviously called for an understanding of what was happening in the schools. Ontologically speaking, this study was concerned with the question of agency: how the leadership in schools use their agency and structure to implement Total Quality Management in schools to improve academic quality. To find answers to these questions required a subjective understanding from the leadership of the schools. This study therefore assumed a subjectivist ontology. It was based on subjectivism. According to Hatch & Cunliffe (2012), subjectivism is the belief that people cannot

know an external or objective existence apart from their subjective awareness of it. Subjectivists believe that something exists only when one experiences and gives meaning to it. The leadership in schools experience and give meaning to what they do in schools. Subjectivism entails the researcher interacting with the participants in a study because they experience the phenomenon under study and are able to give meaning to it. Giving that meaning and the way of acquiring it are very subjective (Scotland, 2012).

The core ontological assumption about a subjectivist approach is that reality is a projection of human imagination. The basic epistemological stance is to obtain phenomenological insight and revelation. Subjectivism has inherent biasness in the choice of what to study and how to study it, as the researcher is driven by his/her own interest, belief, skills and values (ibid, 2012). In the context of this study, the researcher strongly believes that it is possible for the leadership in schools to use their leadership and organisational structure to implement TQM. School principals and teachers create and experience realities in different ways because they have their own assumptions, beliefs and perceptions. The goal is to understand and explain a problem in its contextual setting.

#### **4.3 THE RESEARCH PARADIGM**

The interpretative paradigm was used in this study. It was selected because of its ability to put forward a view of a situation, analyse it and give insight into the way in which a particular group of people make sense of or experience it (Grossoehme, 2014). Its greatest strength is the wealth and deepness of investigations and descriptions it yields.

The key endeavour in the context of an interpretive approach is to understand the biased world of the people's experiences (Cohen et al., 2011). It strives to comprehend how individuals in everyday settings construct meaning and explain the events of their worlds. In order to keep the truthfulness of the facts being investigated, efforts are made to understand the participants' views of them. Interpretive approaches focus on action. They start with people and aim at understanding how they interpret the world around them (Cohen et al., 2011). The researcher works directly with the interpretations to construct new knowledge. The information given will be rich with the interpretations of the participants. The new knowledge produced must seem sensible to those to whom it applies (ibid, 2011).

In the context of this study, the researcher interacted closely with the participants to gain insight into and form a clear understanding of how the leadership in schools can use their leadership and organisational structure to implement TQM to improve academic quality in schools in Zimbabwe. The researcher attempted to make sense of the participants' life worlds by interacting with them,

appreciating and clarifying the meanings they ascribed to their experiences, views and feelings regarding the relationship between leadership, organisational structure and TQM insofar as they can improve the quality of education in Zimbabwean schools.

According to interpretivists' views, theory can only be produced and understood from the perspective of the people who stay and work in a particular society or organisation (Hatch & Cunliffe, 2012). This study was guided by the interpretivist approach. It therefore interpreted the school leadership's understanding of:

- TQM principles and academic quality improvement in their schools;
- the level of TQM knowledge and understanding of the meaning of TQM within their schools;
- their views on TQM principles as a potential solution for the problems of poor academic quality in their schools;
- how they could use their leadership to implement TQM principles in their schools to improve academic quality;
- the way organisational structure influenced the improvement of academic quality in their schools;
- how they could use organisational structure to implement TQM principles in their schools to improve academic quality;
- what they proposed should change in the organisational structure of their schools so that it conformed to TQM principles to improve academic quality;
- the problems that inhibited the adoption or implementation of TQM in their schools.

The ontological position of interpretivism is relativism (Scotland, 2012). It assumes that all knowledge is dependent on the individuals and can only be understood from their perception (Nieuwenhuis, 2012a). Relativism is the view that truth is biased and varies from individual to individual (Guba & Lincoln, 1994).

Interpretivists believe that each individual performs in circumstances and understands what is happening depending on his or her understanding of those circumstances and the recollections and beliefs he or she brings to them (Hatch & Cunliffe, 2012). This implies that there may be many different insights and explanations of truth, and interpretive epistemology instigates the use of methods designed to obtain the perceptions of others and explain how they derive such perceptions.

Interpretivists believe that they can work together with others as they create their truths, and by studying their explanations and the way they interact in given circumstances, they develop intersubjective knowledge of and admiration for the meanings created (ibid, 2012). This is precisely

what was done in this study as the researcher worked alongside the leadership in selected schools. Thus, the researcher turned into an interpreter – he bridged meaning between his academic experiences and the experiences of the leadership in schools.

Different individuals may generate meaning in different ways, but reality is a consensus formed by co-generators (Pring, 2000b). Awareness and truth are produced by the cooperation between the researcher and the leadership in schools. Therefore, theorising about the possible implementation of TQM in schools based on leadership and organisational structure to improve academic quality can only be understood from the perspective of the school leadership which is participating in this study (Cohen et al., 2007).

Taking an explanatory philosophical position helped the researcher to become aware of how the leadership in schools created meaning to the point where, while he would have never been able to fully understand or foretell the meanings others would make, he could develop his instinctive capability to expect a variety of meanings that were likely to come out in given situations by particular individuals with whom he shared sufficient inter-biased understanding (Hatch & Cunliffe, 2012). Most important of all is possibly one's growing knowledge of the limits of understanding that will prevent one from ever claiming to fully know the other's meaning and will initiate the process of listening to learn (ibid, 2012). The researcher and the purpose of study are connected mutually so that the findings are collectively generated within the context of the circumstances that form the investigation.

#### **4.4 RESEARCH DESIGN**

Nieuwenhuis (2012b) describes a research design as, “a plan or strategy that moves from the underlying philosophical assumptions to specifying the selection of participants, the data gathering techniques to be used, and the data analysis to be done” (p. 70). Maxwell (2012) concurs with the latter definition by referring to a research design as, “a plan or protocol for carrying out or accomplishing something” (p. 2). He presents “design” as either, “a menu of standard types of designs from which one needs to choose or as a prescribed series of stages or tasks in planning or conducting a study” (p. 2). Although some descriptions of the latter view of design are indirect and repetitive, all are virtually longitudinal in terms of being a series of steps from the formulation of the problem to the conclusions or theory, although this cycle may well be repeated (ibid, 2012). Such designs generally have a set starting point and purpose and a specific order for performing the tasks in between. The preference of a research design is based on the researcher's beliefs, skills and practices that are required to search for answers and these influence the way one collects data (Nieuwenhuis, 2012b).

#### 4.4.1 Qualitative research

This study was based on a qualitative research. Grosseohme (2014) defines qualitative research as, “the systematic collection, organisation and interpretation of textual material derived from talk or conversation” (p. 109). Leedy and Ormrod (2010) further define qualitative research as, “a research methodology concerned with understanding the process and cultural context that underlie various behavioural patterns and a methodology mostly concerned with examining the participants in their natural environment” (p. 13). These definitions, just like many others (e.g. Creswell, 2003; Nieuwenhuis, 2012b), seem to suggest that qualitative research tries to set up in advance the necessary steps or characteristics of a study (Maxwell & Loomis, 2002). However, as Maxwell (2012) puts it, “in qualitative research, any component of the design may need to be reconsidered or modified during the study in response to new developments or to changes in some other component” (p. 2). As Shubin (2008) puts it, “all kinds of plans are made to get to promising field sites, but once there, the entire field plan may be thrown out the window. Facts on the ground change the best-laid plans” (p. 8).

The above account illustrates qualitative research, in which designs are adjustable rather than rigid (Robson, 2011) and proceeding from particular facts to a general conclusion rather than following a strict series of events or emanating from an original decision. In a qualitative study, the research design should be an automatic process operating through every stage of a plan (Maxwell, 2012). The actions of collecting and analysing data, developing and changing theory, expanding on or focusing again on the research questions, and identifying and addressing validity threats, are usually all going on more or less at the same time, each influencing all of the others (ibid, 2012). This process is not adequately represented by an option from a prior list of options or by a simple representation (model), even one that allows numerous sequences because in qualitative research, there is no fixed order in which the different responsibilities or parts must be arranged nor a simple relationship among the parts of a design (Maxwell, 2012).

Qualitative research naturally studies people or systems by cooperating with and observing the participants in their normal environment and concentrating on their meanings and understandings (Nieuwenhuis, 2012b). The theoretical framework is not predetermined, but derives directly from the data collected from the participants in the research. In this regard, qualitative research is context-bound and researchers using this approach must be context-sensitive (Weinberg, 2001). It focuses on the way people understand and make sense of their experiences and their life (Weinberg, 2001). As mentioned earlier on, data collection and data analysis generally happen simultaneously. Its emphasis is on the value and deepness of information and not on the extent of the information (Nieuwenhuis, 2012a).

#### **4.4.1.1 Justification for using a qualitative research**

Qualitative research is investigative and is helpful when the researcher does not know the important variables to examine (Creswell, 2003). It is more appropriate in instances where a topic for example, is new, or has never been tackled with a certain sample or group of people, or existing theories do not apply to the particular sample or group under study (ibid, 2003). It is also appropriate in instances where an idea or occurrence needs to be understood because there has been little research on it (Creswell, 2003). Indeed, a qualitative research design was used in this study because it appeared as though there was no research that focused on how leadership and organisational structure were requisite to TQM as a potential solution for schools in Zimbabwe.

Qualitative research is used because it allows the in-depth examination of phenomena and makes it possible to achieve data saturation, which is required by the research as further explanations and clarifications can be asked for if the researcher feels there is a need to do so (Nieuwenhuis, 2012b). It also examines complex questions that can be impossible with quantitative research. It explores new areas of research and deals with value-laden questions (ibid, 2012). These helped the researcher to gather the factors and analyse them in line with the objectives of the study.

#### **4.4.1.2 Case Study**

In qualitative research, there are several research designs from which a researcher can choose from. The case study research design was used in this study. Yin (2014) defines a case study as, “an empirical enquiry that investigates a contemporary phenomenon in depth and within its real-life context.” Nieuwenhuis (2012b) describes a case study as, “a systematic inquiry into an event or a set of related events that aims to describe and explain the phenomenon of interest.” From an interpretivist viewpoint, the characteristic feature of a case study is that it attempts to provide a complete understanding of how participants speak about and work together in particular circumstances and how they derive the meaning of the occurrences they are studying (ibid, 2012). Through the case study approach, the researcher was assisted to obtain a clearer understanding and acquire knowledge about the issues under investigation. The case study approach is useful for the study of a phenomenon in its natural context (Houghton, Casey, Shaw, & Murphy, 2013). The aim of the case study in this study was to theorise about the possible implementation of TQM, based on the use of leadership and organisational structure, to improve academic quality in schools in Zimbabwe. The use of the case study approach provided the investigator with many supplies of information and thus facilitated the process of discovering and explaining the telling occurrences clearly (Houghton et al., 2013).

According to Hinckely (as cited in Maree & Van der Westhuizen, 2012), making use of case studies in research has the advantage of providing a huge and detailed quantity of information about the topic under research and allowing the researcher to work with a broad range of unprocessed information. It allows the researcher to analyse the different views from the participants as they interact with each other in given circumstances.

The unit of analysis is a critical factor in case study research (Nieuwenhuis, 2012c). In the case of this study, the unit of analysis is leadership and organisational structure and how these are fundamental to understanding the implementation of TQM in schools. An essential benefit of the case study approach is its use of many informants and methods in the process of gathering data (ibid, 2012). The researcher decides in advance what facts to gather and what investigation methods to use with the data to answer the research question. Data collected is qualitative and a multiplicity of methods to collect data is used. Such methods include surveys, interviews, document review, observation, and even the collection of physical objects (Yin, 2014).

However, for the purposes of this study, interviews were used. Interviews investigate the experiences of people and through a sequence of questions and answers, the meaning people give to their experiences are brought out (Tong, Sainsbury, & Craig, 2007). Interviews may be structured, in which an interview guide is used with set questions from which no digression is permitted by the interviewer; or semi-structured, in which an interview guide is used with set questions and potential follow-up questions. The latter allows the interviewer to follow up on topics that may arise during the interview that seem relevant (Cohen & Crabtree, 2006).

#### **4.5 POPULATION AND SAMPLING**

The population in this study comprised schools in Zimbabwe. However, from the population, the researcher conveniently selected Harare Region schools as the sample, owing to their proximity with the researcher who stays in the same region. There are 310 schools in Harare Region. From these 310 schools, the researcher selected six participating schools. Three were secondary schools, and three were primary schools. These schools were purposefully selected based on them either performing very well or poorly in the national examinations at Grade 7 and Ordinary Level, respectively.

In this regard, three schools, respectively, were well-performing schools, and three schools, respectively, were poor-performing schools based on the ZIMSEC ratings for the region in 2015. For the purposes of this study, a poor-performing school had an overall school pass rate of below 50%. An average-performing school had a pass rate of between 50% and 69%. A well-performing school had a pass rate of over 70%. The purpose of the sample selection was not to compare the

perspectives of the different categories of schools, but to provide a balanced picture of how principals, deputy principals, HoDs and teachers as leaders exercised their agency within and through the structure of their schools to improve academic quality. This criterion was used to solicit participants' understanding against a backdrop of the good, average or bad performance of their schools in the ZIMSEC national examinations. This helped to portray a balanced picture of the participants' understanding of the relationship between leadership, organisational structure and TQM in so far as they could improve quality in their schools.

The researcher further conducted purposeful sampling to select participants in the six selected schools according to the following criteria:

- participants had to be school principals;
- participants had to be school deputy principals;
- participants had to be school HoDs; and
- Participants had to be teachers at the school.

Participating teachers were selected because they were qualified, had a positive attitude, and were experienced. A positive attitude was determined by their willingness to participate in the study, while being qualified was determined by their professional qualifications. For the purpose of this study, a qualified teacher was trained in an area of speciality.

Experience was determined by the number of years the teacher had been teaching. Participating teachers were senior teachers who could provide an understanding of how, in the context of Zimbabwe, leadership and organisational structure could be prerequisites for the implementation of TQM to improve the quality of education in schools. In this regard, seniority was defined by the number of years the teacher had been teaching. For the purposes of this study, the more years the teacher had been teaching, the more experience they had. Altogether, up to four participants per school participated in the study. The same criteria were used to select HoDs. In total the sample consisted of 24 participants selected from six schools.

The use of multiple data collection sources provided a more convincing and accurate case study (Houghton et al., 2013). This enhanced data credibility through triangulation of data. The data gathered were compared to explore the extent to which the findings could be verified. Involving more participants per school assisted with the interpretation of data by enhancing trustworthiness of the results (Grossoehme, 2014). This helped to portray as complete a picture as possible of the phenomena under study.

It was assumed that these participants were individuals who were experiencing the phenomenon under investigation. School principals were experiencing the phenomenon of working under a situation of being rule and regulations-bound. They were affected by the context in which they worked, that is, the context of school heads failing to exercise their leadership roles due to high demanding administrative duties. This was also applicable to deputy principals and HoDs.

Teachers bore the brunt of working under leaders who were experiencing the said phenomenon and were better placed to provide their own understanding of the situation under study. The ideal sample size for this research was to interview until data saturation was reached (Trotter, 2012). Interviewing until data saturation means to interview participants up to a point at which all questions have been thoroughly investigated and no new ideas come out in ensuing interviews (LeCompte & Schensul, 2010). The final sample was decided after data saturation.

#### **4.6 PERMISSION TO CONDUCT RESEARCH AND INFORMED CONSENT**

Ethical clearance was first obtained from the Ethics Committee of the Faculty of Education (NWU) to conduct the research (Appendix A). Thereafter, permission to undertake the research was requested from the Secretary of primary and secondary education in Zimbabwe (Appendix B), the Education Director of Harare metropolitan region (Appendix C), and the district Education Officer of Mbare/Hatfield (Appendix D). Permission was also requested and obtained from the respective principals to conduct research at their schools (Appendix E). After permission was granted, the researcher explained the purpose of the study to the school principals and other participants before the interviews were conducted. All ethical considerations (i.e. participation in this study was voluntary; participants were interviewed individually; their personal information was not to be revealed; and their names and names of schools will be kept anonymous) were also explained to participants. Participants were informed that they had the right to withdraw from the study if they wanted to. They were also informed that there was no remuneration for participation. The participants were required to complete and sign consent forms (Appendix F) before partaking in the interviews.

#### **4.7 RESEARCH INSTRUMENT**

A “qualitative investigational perspective” (Creswell, 2007), through a self-developed interview guide (Appendix G), was used to collect data in this study. An interview guide is a necessary part for conducting interviews. It comprises a list of questions that the researcher wants to ask during the interview (Kajornboon, 2005).

There are two types of interview guides (Cohen & Crabtree, 2006), namely structured interviews guides, in which there are set questions from which no digression is allowed by the interviewer; and semi-structured interview guides, in which there are set questions and possible follow-up questions. The latter allows the interviewer to pursue topics that come up during the interview and are appropriate (ibid, 2006).

According to McNamara (2009), the advantage of using interview guides lies in their ability to enable the researcher to make sure that the same common areas of information are collected from each participant. This enables the researcher to remain focused and still exercise the freedom and flexibility to get information from participants. The researcher remains in control of the interview (Turner, 2010).

In this study, a self developed semi-structured interview guide (Appendix G) was used. Semi-structured interview guides basically define the line of inquiry. In this sort of interview, the arrangement of the questions can be altered subject to the course of the interview.

## **4.8 THE DATA COLLECTION METHOD**

Best and Kahn (2006) describe data collection as the process of disciplined inquiry through gathering and analysis of empirical data. Data collection is a necessary part of presiding over research (Kajornboon, 2005). It is a difficult and demanding job. Generally, it is very difficult to identify the best data collection method (ibid, 2005). O'Leary (2004) stated that gathering reliable data is a difficult job and that it is important to note that there is no method of collecting data that is better than the other. The most appropriate method of collecting data is therefore one that is dependent on the aims of the research and its advantages and disadvantages (O'Leary, 2004). In this study, a semi-structured interview was used as a data collection method.

### **4.8.1 Semi-structured interview**

Corbetta (2003) explains semi-structured interviews as the sort of interviews that allow the researcher to arrange the questions to be asked according to his own judgement. The interviewer has the discretion to ask the questions he considers suitable, appropriate, necessary and best to provide explanations and further probing in instances where the answer may not be clear or to elicit the participant to further clarify if needed and to set up their own method of dialogue (ibid, 2003).

Supplementary and unexpected questions may be asked. Taking notes or recording the interviews on tape document the interviews. This sort of interview allows the researcher to further probe for

the participants' views. Probing allows the researcher to investigate new avenues that were not originally thought out (Gray, 2004).

The advantages of semi-structured interviews lie in their ability to allow the researcher to solicit and investigate profoundly into the particular circumstances (Turner, 2010). These advantages necessitate that the researcher investigates deeply and not rely on the interview guide only. The researcher can therefore clarify or ask questions in another way if the participants are not clear about them.

The researcher used semi-structured interviews with open-ended questions to collect data from the participants. The following research questions guided this research:

- 1) How does agency and structure explain the relationship between organisational structure and leadership?
- 2) What factors may inhibit or promote leadership as key factor for the implementation of Total Quality Management to improve academic quality in schools in Zimbabwe?
- 3) What changes need to be made in the organisational structure of the schools to create an environment to implement Total Quality Management in Zimbabwe?
- 4) How do school principals and teachers understand the role of leadership and organisational structure as requisite for the implementation of Total Quality Management to improve academic quality in schools in Zimbabwe?

Participants were interviewed individually. The researcher used a voice recorder to record the responses of participants during the interview sessions, and he also made field notes. The school principals were interviewed in their offices, while the teachers were interviewed after school hours in a location convenient for them, such as the staffroom or their classrooms. Each interview lasted approximately 40 minutes.

#### **4.9 THE DATA COLLECTION PROCEDURE**

The researcher conducted semi-structured interviews with open-ended questions to collect data from the participants. The participants were interviewed individually and were expected to answer the questions during the interviews about the possibility of using leadership and organisational structure to implement TQM to improve academic quality in their schools. According to Leedy and Ormrod (2010), interviews tend to be informal and friendly, hence discussions are held openly and in trust. Interviews can also yield a great deal of information. Open-ended questions generate facts and the participants' views about the topic under discussion.

The researcher used pseudonyms to protect the participants' and schools' identities (e.g. schools were called school A, B, C, D, E, and F). Participants were numbered as follows: principals (P1, P2, P3, P4, P5, and P6); deputy principals (Dp1, Dp2, Dp3, Dp4, Dp5, and Dp6); heads of departments (HoD1, HoD2, HoD3, HoD4, HoD5, and HoD6), and teachers (T1, T2, T3, T4, T5, and T6).

The researcher used a voice recorder to record the responses of participants during the interview sessions and also made notes. Permission to record the conversations had been obtained from the participants prior to the recording. There was no interference in participants' official work. The researcher made sure that no participant experienced uneasiness during the interviews. In this regard, arrangements were made with school principals and teachers for conducive venues from where to conduct the interviews. The school principals were interviewed in their offices, whilst teachers were interviewed after school hours in convenient rooms like staffrooms or their classrooms. The interviews lasted approximately 40 minutes per participant.

Additional notes were taken as the interview proceeded so that the researcher could review the answers and ask questions at the end of the interview. This aided the researcher later on when he listened to the tape or reviewed the notes and reflected on the interview to identify gaps that he would need to explore in a follow-up interview. In the context of this study, the researcher spent up to two months collecting data from the schools.

The researcher sent transcripts to the participants to verify the authenticity of the information. The recorded data will be stored in a safe place where no one except the researcher and his supervisor will have access to it. The recorded data will henceforth be stored safely for at least seven years by the supervisor of this research.

#### **4.10 DATA ANALYSIS PROCEDURE**

Hinckley (as cited in Maree & Van der Westhuizen, 2012) describes data analysis as, "the process of observing patterns in the data, asking questions of those patterns, constructing conjectures, deliberately collecting data from specifically-selected individuals on targeted topics, confirming or refuting those conjectures, then continuing analysis, asking additional questions, seeking more data, furthering the analysis by sorting, questioning, thinking, constructing and testing the conjectures, and so forth."

The researcher used ATLAS.ti, a data analysis software program, to code transcripts. According to Nieuwenhuis (2012c), coding is, "the process of reading carefully through one's transcribed data, line by line, and dividing it into meaningful analytical units." Coding is as a result defined as

marking the sections of data with signs, expressive words, or distinctive identifying names (ibid, 2012c). It simply means that the researcher assigns a code or label to signify that particular segment whenever he/she finds a meaningful segment of text in a transcript.

The coding procedure allows researchers to quickly recover and gather all wording and other data that they have linked with some thematic idea so that the arranged small pieces can be scrutinised together, and different cases can be compared within. This process is also known as open coding. This process is continued until the researcher has segmented all the data and has completed the initial coding.

Once the transcribed data has been coded, the researcher moves to the next phase of the data analysis process where the codes are organised or where related codes are combined into categories. Each category is assigned a label or identifying name, using its own descriptive phrases or words from the text to establish a category. After establishing the categories and labelling the data, the coded data is then grouped into categories. Categorising is continued until all coded data are identified and labelled into relevant categories. Once categorisation has been completed, the initial transcripts are reread to check whether all the essential insights that emerged from the data through coding and categorisation have been captured.

The next step is to bring order and structure into the categories through themes. These themes are then analysed to reveal the true meaning of the data so as to derive conclusions that will form the basis of new knowledge or support existing knowledge.

#### **4.11 SUMMARY**

This chapter presented the research design and methodology for this research. It assumed a subjectivist ontology, which propagates that something exists only when one experiences and gives meaning to it. It presented an interpretive epistemology, which takes it for granted that knowledge can only be made and understood from the point of view of the people who live and work in a particular society or organisation.

The chapter also presented the qualitative research design, data collection method, population and the sampling methods. The interview guide, comprising open-ended questions, was presented as the research instrument that was used in the semi-structured interviews to collect data. The chapter was concluded by explaining how the data were analysed through coding, categorising and coming up with descriptive summaries of the collected data. The next chapter will focus on data presentation.

## CHAPTER 5

### DATA PRESENTATION

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#### 5.1 INTRODUCTION

This chapter focuses on data presentation. It presents the findings of the interviews that indicate the perceptions of the participants on how agency and structure as practices influence the possible implementation of TQM, based on the use of leadership and organisational structure, to improve academic quality in schools in Zimbabwe.

Six schools participated in the study. They were all located in the Mbare/Hatfield District of Harare Province and were selected on the basis of their performance in the ZIMSEC examinations at Grade 7 and Ordinary Level in 2015. Three schools were primary schools, and three schools were secondary schools, representing diversity of sector-level schooling. In each of these categories, the best-, average- and worst-performing school in the district was selected.

The communities served by these schools were all urban. The participants in the interviews were school principals, deputy principals, HoDs, and senior teachers.

Four themes emerged from the data, namely:

- Effective leadership and learning environment;
- Philosophy and principles of Total Quality Management (TQM);
- Total Quality Management (TQM) implementation; and
- Proposed changes to organisational structure.

The theme *effective school leadership and learning environment* revealed how the practices of agency and structure in schools influenced the possible implementation of TQM, based on the use of leadership and organisational structure, to improve academic quality in schools in Zimbabwe. It also provided an explanation as to how agency and structure explain the relationship between organisational structure and leadership.

The theme *philosophy and principles of TQM* revealed how the participants understood the philosophy of TQM, its principles, the principles that had been implemented in schools and those that had not yet been implemented. It also revealed the TQM principles that influence academic quality improvement in schools.

The theme *TQM implementation* revealed the factors that inhibit or promote leadership as key factor for the implementation of TQM to improve academic quality in schools.

The theme *proposed changes to the organisational structure* revealed the changes that needed to be made in the organisational structure of the schools in Zimbabwe so as to create an environment to implement TQM.

## 5.2 BIO-DATA OF PARTICIPANTS

Four participants from each school participated: the school principal, the deputy school principal, the head of department (HoD), and a senior teacher. Twenty-three out of a possible 24 participants took part in the study, because School E had the HoD doubling up as the senior teacher.

### 5.2.1 Gender of participants

**Table 5.1: Gender of participants**

Position	Female	Male	Totals
School Principals	4	2	6
Deputy School Principals	5	1	6
Heads of Department	6	0	6
Senior Teachers	4	1	5
Totals	19	4	23

In Table 5.1 above, 4 out of 6 school principals in the study were females. Two were males.

Five out of 6 deputy principals were females. Two were males.

All HoDs were females.

Four out of 5 senior teaches were females. One was male.

Of the 23 participants in the study, 19 were females. Only 4 were males.

### 5.2.2 Age of participants

Table 5.2 shows the age of the participants in the study by position of responsibility in the school.

**Table 5.2: Age of participants**

School	School Principal (Age)	Deputy School Principal (Age)	Heads of Department (Age)	Senior Teachers (Age)
A	45	47	45	35
B	57	44	44	54
C	59	53	53	39
D	45	47	43	40
E	48	45	43	N/A
F	57	50	49	35

Table 5.2 shows that three of the school principals were in their late fifties, whilst the rest were in their forties. Two of the deputy principals were in their fifties, whilst the rest were in their forties. Only one HoD was in her fifties, whilst the rest were in their forties.

Only one senior teacher was in her fifties, whilst two were in their thirties. Only one was forty. Results on the age of the participants show that the majority (13) of them were in their forties, seven in their fifties, and only three were in their thirties.

### 5.2.3 Teaching experience and professional qualifications of participants

In Table 5.3 below, the professional experience and qualifications of the participants in this study are tabulated.

**Table 5.3: Teaching Experience and professional qualifications of participants**

School	Professional Experience		Highest Professional Qualifications
A	Principal	21 years	Master's in Education Management
	Deputy Principal	26 years	Bachelor's in Education Management
	Head of Department	22 years	Bachelor's in Education Management
	Senior Teacher	11 years	Diploma in Education
B	Principal	29 years	Master's in Education Management
	Deputy Principal	22 years	Bachelor of Science in Psychology
	Head of Department	14 years	Bachelor of Science in Psychology

	Senior Teacher	28 years	Diploma in Education
C	Principal	37 years	Master's in Education Management
	Deputy Principal	24 years	Master's in Education Management
	Head of Department	37 years	Bachelor of Arts in English
	Senior Teacher	16 years	Masters in Peace & Conflict Management
D	Principal	15 years	Master's in Education Management
	Deputy Principal	22 years	Bachelor of Science in Geography
	Head of Department	19 years	BA General in English
	Senior Teacher	14 years	Diploma in Education in English
E	Principal	23 years	Bachelor's in Education Management
	Deputy Principal	17 years	Bachelor's Degree
	Head of Department	19 years	Bachelor of Science in Counselling
	Senior Teacher	N/A	N/A
F	Principal	35 years	Master of Education Management
	Deputy Principal	26 years	Bachelor of Arts Degree
	Head of Department	16 years	Bachelor of Commerce in Accounting
	Senior Teacher	13 years	Bachelor of Arts Degree in History

The table above shows that, at the time of the study, five of the school principals had been in the teaching service for more than 20 years. Only one had been in the teaching service for less than 20 years. Five of the deputy school principals had been in the teaching service for over 20 years. Only one deputy school principal had been in the teaching service for less than 20 years. Four of the HoDs had been in the teaching service for more than 14 years, but less than 20 years, whilst the remaining two HoDs had been in the teaching service for more 20 and 30 years respectively. Only one senior teacher had been in the teaching service for more than 20 years. The rest had been in the teaching service for more than 10 years, but less than 20 years. All participants in the study were qualified teachers who held additional qualifications such as bachelor's or master's degrees.

An analysis of the experience and professional qualifications of the participants (Table 5.3) confirmed what was said earlier: schools in Harare Province had teachers and principals with high professional qualifications (1.1).

This suggests that participants had the craft literacy and competence to provide credible views of how, in the context of Zimbabwe, they would implement TQM, based on the use of leadership and organisational structure, to improve academic quality in their schools.

#### 5.2.4 Academic performance of the participating schools

Table 5.4 shows the Grade 7 and Ordinary Level results at national level in Zimbabwe for the years 2013 to 2015 for each of the participating schools.

**Table 5.4: Grade 7 and Ordinary Level national pass rates for participating schools**

School	Year	Grade 7 National Pass Rate	Ordinary Level National Pass Rate (%)
A	2013	N/A	7.74
A	2014	N/A	5.4
A	2015	N/A	3.9
B	2013	54.87	N/A
B	2014	53.33	N/A
B	2015	59.04	N/A
C	2013	78.5	N/A
C	2014	85.5	N/A
C	2015	88.9	N/A
D	2013	N/A	25.3
D	2014	N/A	20.5
D	2015	N/A	24.8
E	2013	98.15	N/A
E	2014	100	N/A
E	2015	98.15	N/A
F	2013	N/A	62.86
F	2014	N/A	80.56
F	2015	N/A	75.86

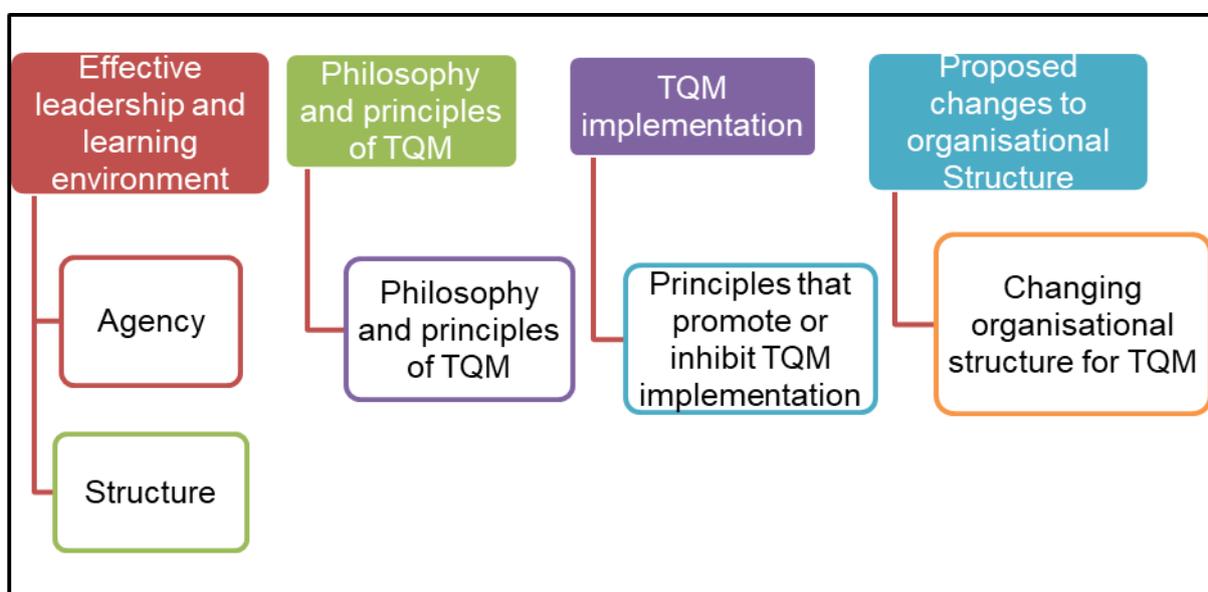
Table 5.4 indicates the pass rates of the participating schools from 2013 to 2015. These schools were grouped into three categories, namely bottom-performing schools, average-performing schools, and high-performing schools.

Schools A and D were in the bottom category with regard to performance in the national examinations in the category of secondary schools. School B was in the average-performing category of primary schools.

Schools C, E and F were in the high-performing category in their respective categories. These results confirmed that the performance of learners in some schools was not good, thus confirming the problem of low pass rates in schools in Zimbabwe.

### 5.2.5 Research themes, categories and codes

While cognisant of the fact that data do not speak and that the messages stay hidden and need teething out, this section provides the codes, themes and categories that emerged from the interview transcripts. Participants' views about how principals, deputy principals, HoDs and teachers as leaders, would implement TQM, based on the use of leadership and organisational structure, to improve academic quality in their schools converged under four themes, as is illustrated in Figure 5.4 below.



**Figure 5.4: Themes and categories**

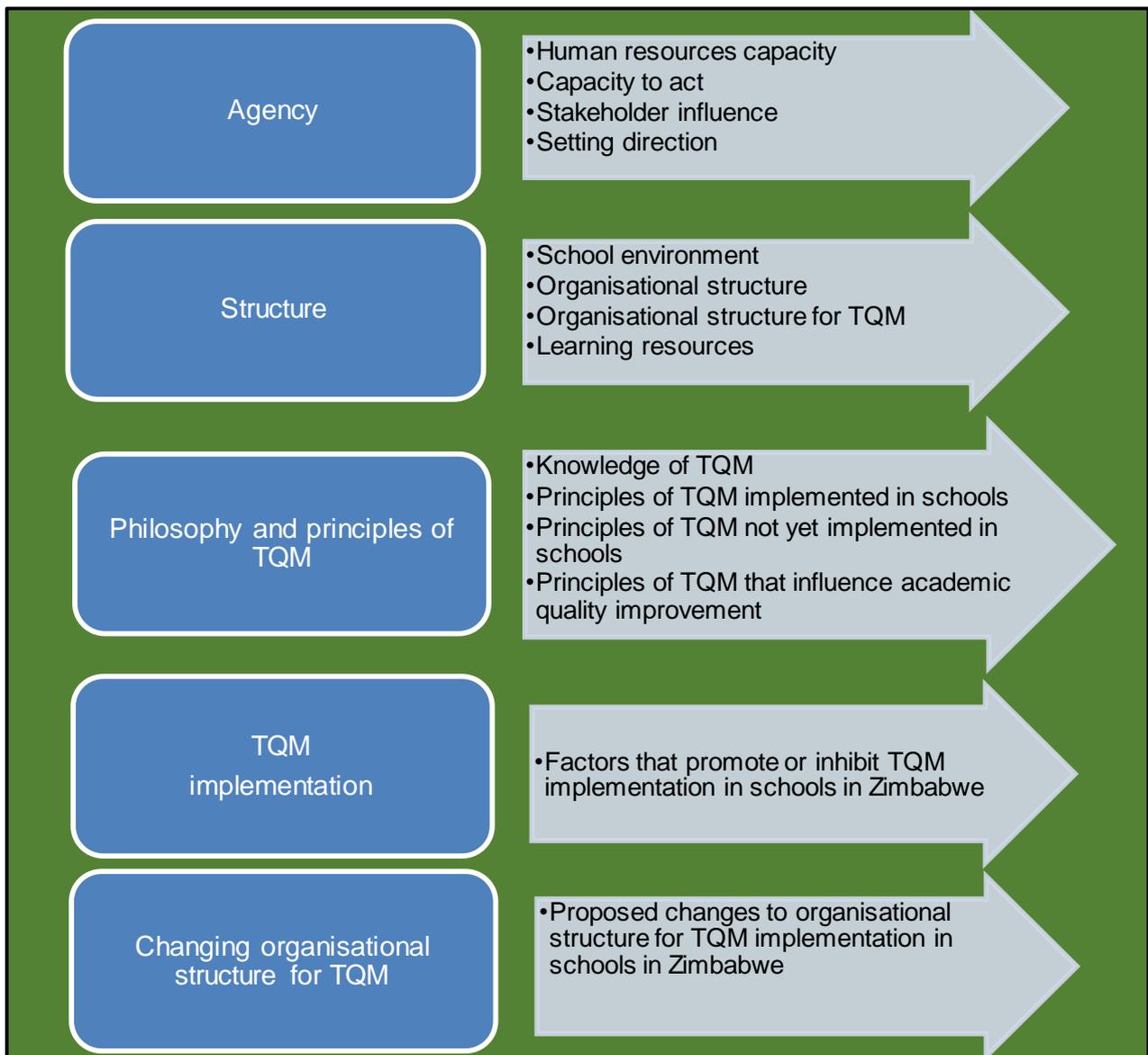
The data from the interview transcripts were analysed using ATLAS.ti. Codes were selected from the interview transcripts using open coding. The codes were then categorised into five categories, all falling under themes that are linked to the research questions and aims, as shown in Figure 5.4 above.

The first theme, *effective leadership and learning environment*, had two categories, namely agency and structure.

The second theme, *philosophy and principles of TQM*, had only one category that bears the same name as that of the theme.

The third theme, *TQM implementation*, also had one category, namely the principles that promote or inhibit the implementation of TQM in schools.

The fourth theme, *proposed changes to organisational structure*, only had one category named *changing organisational structure for TQM*. These categories were made up of the selected codes whose names were suggestive of the criteria that was used in coming up with the codes. Figure 5.5 shows the categories and their corresponding codes. There are fourteen codes altogether.



**Figure 5.5: Categories and codes**

Where there was only one code in the category, it was because ATLAS.ti allows the merging of codes that are a duplication of other codes. Although the schools in this study were purposefully selected based on performance status, the views of the participants, as will be indicated in

subsequent discussions, were in most cases similar. This suggests that the way principals, deputy principals, HoDs and teachers would implement TQM, based on the use of leadership and organisational structure, to improve academic quality in their schools, was similar regardless of the performance status of the schools.

### **5.3 THEME: EFFECTIVE SCHOOL LEADERSHIP AND LEARNING ENVIRONMENT**

The theme “effective school leadership and learning environment” reveals how principals, deputy principals, HoDs and teachers as leaders exercised their agency within and through the organisational structure of their schools to improve academic quality. It also reveals how they used the bureaucratic structures to improve pass rates.

Leadership and organisational structure plays an important role in the schools in Zimbabwe. The leadership in schools in Zimbabwe have a causal relationship with the organisational structure in their schools. They have the agency to effectively manipulate the organisational structure in their schools. In the same vein, agency and structure are mutually constituted in their leadership and together they are potentially requisite for the implementation of TQM in schools to improve academic quality.

It is in this context, the findings as presented under the theme *effective school leadership and learning environment* established that the practices of agency and structure in schools influenced the implementation of TQM, based on the use of leadership and organisational structure, to improve academic quality in a very significant way. It also provided an explanation as to how agency and structure explain the relationship between organisational structure and leadership.

The presentation of results under this theme is presented under the categories of agency and structure.

#### **5.3.1 Agency**

The presentation of findings under the category of agency is in the context of the participants’ possession of the experience, skills, qualifications and competencies to achieve set objectives; their ability to use their capability to take action in their schools; and the extent to which they use that capability to their full potential.

It also is in the context of the participants’ ability to set direction for their schools. It is also in the context of the influence of the school’s stakeholders and the extent of this influence on the teaching and learning process in schools.

### 5.3.1.1 Human resources capacity

Human resources capacity is an agentic factor that is premised on the participants' possession of the requisite qualifications and experience necessary for the implementation of TQM, based on the use of leadership and organisational structure, to improve academic quality in their schools. It is also premised on the participants' attitudes towards their work.

All participants interviewed in Harare Province revealed that their schools had experienced and capacitated teachers. For instance, the principal from School B had the following to say:

I have the staff compliment of 23 teachers. All are qualified teachers, which goes a long way in influencing our pass rate because we are dealing with people who are specifically trained for the job.

This was supported by the principal from School C who said:

Yeah, the teachers I would say the majority of our teachers are quite experienced teachers. Once in a while, if one teacher retires, he/she is replaced by those coming from college. So, the majority of our teachers are quite elderly – a good number of them, I would say, more than 50% are over 40/50 years, thereabout. So, we've quite experienced members of staff.

The HoD from School A provided an overall picture of the extent to which teachers in the schools under study were qualified when she had this to say:

I have a Diploma in Education. I have a Bachelor of Education Degree in Educational Administration, Planning and Policy Studies, and that's it. I'm currently studying with Unisa towards a Bachelor of Social work, with special emphasis on people with disabilities or abnormal behaviour in children.

There is tremendous evidence in this study to suggest that staff at all levels were fully involved, which enabled their abilities to be used for the school's benefit. In this regard, this is what the principal from School C had to say:

I believe that if you want to introduce anything in this school, you want it to be owned by everyone. So, we normally consult our members of staff. So, if there's

anything that we want to introduce, we invite people to a meeting, and then we discuss.

When asked about the attitudes of teachers towards their work, participants agreed that they were hardworking. This is what the principal from School C said:

I would simply say all of them are quite very hard working and our results will tell that these people are working very hard. Just on Friday, the 10th of this month, June 2016, we got an award of having come second as far as our academic results are concerned in the district, yes.

Deputy heads offered a similar account, with the deputy head from School D saying:

The teachers there are very good. Staff here, very cooperative members of staff who just mind their own business; why they are here and myself and my duties, I have no problem whatsoever with the staff in general. They are very cooperative.

One principal from School D went further to describe the extent of the teachers' hard work by saying:

They are quite positive and motivated, even with the factors of the environment and delays in pay and whatever; but they are generally very highly motivated, and they accept their students because we enrol on a first-come, first-served basis that should give teachers an attitude as to the calibre we grow, but they are highly motivated.

Teachers also described the extent of their colleagues' hard work, with the teacher from School F saying:

Teachers at this school are very hardworking, yes, and they have a good attitude towards work. They are self-motivated. Just the environment encourages people to work.

Principals described how they championed the ideals of ownership of the school by teachers, with the principal from School E saying:

The attitude of the teachers is very good, and we normally encourage our teachers to own the school to say, 'the school is ours whatever we are doing the achievements we are doing, getting now is our achievements, it's not for the head or the responsible authority, but it's for our achievements as a team'. So that's how we operate here.

One deputy principal from School F suggested that such an attitude by the teachers was as a result of positive reinforcement and intrinsic rewards to inspire actions that achieve outcomes by the principals, when she said:

Because normally the district holds merit awards and those merit awards make them really to be self-driven, because each one would want to get a merit or an award of some sort for performing well.

#### **5.3.1.2 Capacity to act**

Capacity to act is yet another agentic factor that is premised on the capacity of the participants in the schools to not only act, but also use this capacity to their full potential. All the participants in this study suggested that they had the capacity to act in their schools and were able to use that capacity to their full potential.

All the accounts of principals' interactions in their schools revealed that they were absolutely clear about their leadership prerogatives. This was aptly espoused by the principal from School F, who had this to say about her capacity to act in the school:

Yeah, School F is a quite challenging school in the sense that its central location lures people of different nature and for that reason, we have a lot of challenges, not only from the parents, but also from the members of staff themselves, because most of the people come here sometimes related in one way or another to senior officials and usually, some of those people tend to be mischievous because they feel they have some kind of backing. So, I have learnt to apply all the different types of management and leadership that I learnt, assess the situation and then I say, 'no, this one I should take a low profile. This one requires confrontation, this one requires this and that', and I have managed to resolve a lot of problems using the environment. You get even when you are enrolling pupils, members who simply walk in to say, 'my child is supposed to learn from this side'. You also get instructions from senior people to say, 'no take

the child of this person'. So, all those things would help you to manage situations. In some cases, you give in and in other cases, you stand your ground to say, 'no, no that's not the proper way of operating or managing', and with respect to the different types of behaviour, you really need to be very tactful in order to lure people to carry out duties regardless of their different opinions, as long as the core duty is done – sometimes that is of paramount importance.

The deputy principals weighed in and supported that they had the capacity to act, with the deputy principal from School A saying:

I totally agree that if you're a leader, definitely, you should not be the only leader. People show different leadership and skills at different levels. A teacher should be able to show his or her leadership abilities at any level, even the learners. Once you catch them young, then they will become better leaders tomorrow. So, I think it's good to provide that leadership at any level so that everyone can better themselves.

The HoDs concurred that they were in a position to act in their schools in Harare Region. The HoD from School A said:

Yes, we are very free, actually what may happen is, we are the ones that may fail, but the school gives us the autonomy to run whatever affairs we are supposed to run.

The school teachers also acknowledged that they, too, were in a position to act in matters concerning their school, with the teacher from School D stating:

As teachers, we are also the stakeholders of this school, so we are given the chance to say our views if they are for the good of the school and for the good of the students. You see it being implemented. So, I think it's good.

### **5.3.1.3 Setting direction**

Setting direction is yet another agentic factor that is premised on the participants' ability to set the direction in which they intend to take their schools. Findings of all participants in this study revealed

that their schools were not only able to set their own visions and mission statements to achieve the school's goals, but were also actually guided by them.

All school participants admitted to having a vision and mission statement in their schools. This is what the HoD from School A had to say:

Our vision is to build children who would become better men and better women in the future.

The principal from School B said:

We think that we must lead and other must follow and as a vision, we are saying that we want to be the leading provider of quality and relevant education assemblies to the Mbare community, in particular.

The principal from School C said:

There's need for those in the organisation to know their vision. You must decide where you want to go: 'What is our vision, where do we want to go, what are the expectations of the learners', because it will be folly to just struggle without aiming at a certain point. I believe if you sit down in the beginning of the year, 'let's see what is it that we want to achieve', that way you'll get to where you want to go, yes. My vision is to see School C doing very well, preferably in all areas. It is our vision that we want to see our school performing very well academically and sport wise as well as cultural activities.

The principal from School D had this to say when asked if she had a quality vision:

Yes, yes, we have. Yes, we do, we do, we do.

The principal from School F said their vision was:

To mould a total lady.

All participants agreed that they had mission statements in their schools. The principal from School A said that her quality mission was:

To build a child, to have a complete student in Zimbabwe who fits in every area, economically, academically, sport, arts and culture.

The principal from School B said:

We are saying we want to provide high-quality, exclusive relevant education and which is relevant, that is a spiritual nature and holistic to our pupils and wherever we provide a service of distinction to follow our stakeholders.

The deputy principal from School D had this to say when asked if they had a quality mission in their school:

Yes, yes, we have.

The deputy principal from School E said:

Alright this is school E's mission statement. School E: following tradition that dates back to our founders at Dominique would desire the salvation of all the people is committed to the education and development of the whole person. Spiritually, intellectually, emotionally, physically, morally and socially is it's finding to achieve its goals. The Convent School encourages respect for each other and respect for life. The development of a positive relationship to self, to God and neighbour is worth to society and the environment around us. The proper mission of truth in all discipline, the formation of conscience and the acquisition of self-discipline for the sake of personal growth and good communal relationships. Preparation for life and all its dimensions; we are not just looking at it academically, it's profoundness, it's meaning and transformation beyond death and eternal life. That is our mission statement.

The principal from School F said:

We know we have a vision, we have a mission statement and the core values.

Some of them are on that banner.

#### **5.3.1.4 Stakeholder influence**

Stakeholder influence is another agentic factor that is premised on not only the stakeholders' influence, but also the extent to which this influence is requisite for the implementation of TQM in schools to improve academic quality. The stakeholders identified in this study were the school governing body (SGB), Department of Education (DoE), parents, and suppliers.

When asked about the influence of the SGB, DoE, parents and suppliers on the learning process, most participants in the study concurred that they indeed had a very positive influence. The principal from School E had this to say about the SGB:

They are very, very supportive. They are always with us. On top, there we have Dominican sisters who are the responsible authority and we also have the management board. They are always holding meetings with us and see, they want to hear from us how far we've gone, problems that we are facing, how we can mitigate some of the problems, and they will also help us and give us some advice for how to go about it. But they are quite influential, and they want to make sure we have enough resources and we are quite happy.

The above is a representation of the situation in most schools. There was, however, one exceptional case at School D, where the school principal had this to say about her SGB:

But for School D, the school governing body has not been supportive at all. For School D, the school governing body has plunged the school into a debt, which is going to take us 4 years, 5 years to recover. And there were more of personal interests than individual interests. So, we are trying to reverse the situation. That makes the school in a difficult situation, because if we have to pay, say, an average of \$35 000 per term for the next term, 9 terms so as to cover a debt which was never used in the school, which was used for personal interest – that is the greatest challenge. So, we are trying in the future to get such school governing body members who have the interest of the child at heart. I think that's the reason why I'm here to make sure that we reverse the situation.

Most participants to a greater extent regarded the DoE officials as having some positive influence on the learning process in their schools. The principal from School F aptly summarised that influence when she said:

They enunciate policies which are difficult to implement, others which are straight forward, and we go on. You try to meet the challenges as well as what's physically on the ground so that you are seen to be adhering to what is required, and at the same time, managing the meagre resources that you have and maybe the negative attitude by either both the students, the teachers and parents as well coming in. They also help with the pieces of advice when we encounter challenges, workshops that are conducted all in an effort to make sure that the education system remains of quality.

However, there were some participants who felt that the DoE officials to some extent had a negative influence on the learning process. These participants believed they were faultfinders. Other participants in the study believed the DoE officials were interested in paperwork and files. They were of the view that the officials were not interested in knowing what exactly went on in classes and the kinds of students in the classes. The principal from School D had this to say:

These people come in to find fault. They cascade their policies down, the top-down approach as usual. They only come in to make sure their policies are effected regardless of the situation; regardless of the possibility of having such policies implemented in different setups and my major complain is when you put things and ideas at their desk, they take their time to react. The bureaucratic system that we have in Zimbabwe, one letter can take months to get to the Provincial Education's desk, let alone to the minister's desk. So, it's quite a challenge, but it comes with the bureaucracy – that is where we are. We don't have any option, but of course the DEO being quite close – it helps us a lot.

Some participants from secondary schools in this study revealed that they had had infrequent encounters with officials from the DoE. They pointed out that the kind of supervision they received from officials from the DoE was not specific to their needs and therefore irrelevant. However, they pointed out that the Department was sending in a team of school principals to assist in supervising in areas in which they are specialised. The deputy principal from School D had this to say:

I've been supervised once by my subject EO once in 20 years. The Department

actually sends a team of other principals who are moving around to assist in the subject areas. Yes, they are specialists in their areas. So, in a way I think on that note, they are playing their part.

The HoD from School F concurred and went on to say:

I've never been supervised by anyone from Department.

Participants in this study from primary schools appeared to have had more interaction with officials from the DoE in Harare Province, and they were in the majority of participants who spoke positively about them. One school principal from a primary school, which performed the worst in the Grade 7 final examinations in Harare Province in the preceding year, spoke positively about the DoE officials. This is what the principal from School B had to say:

I'm glad to say that we get maximum support from the ministry officials in the way of supervision, because they come in to supervise the teaching and learning process. There's this new programme that's called the TPS, which is the Teacher Professional Standards, where they are equipping the teachers with skills to operate in the classroom. So, they are extremely supportive.

When it came to the parents and their influence on the learning process, most participants in the study were of the view that it was a mixture of parents who had a positive influence and parents who had a negative influence. The school principal from School F provided the general sentiment shared by participants when she had this to say:

You have a mixture. Some are supportive, others are not, because even when you invite them to discuss a pertinent issue, you get to know the parents, 'no it's not important', and so on and so forth, and you realise that, no, this person does not understand. And then sometimes you get others, 'no, no I've given you my child and you're acting in loco parentis. Do whatever you want'. So, they differ.

The findings revealed that school leaders and parents differed regarding the payment of fees and attendance of school meetings. Those parents labelled non-supportive or having a negative attitude towards the learning process, were those who were not paying school fees, neither were they attending meetings called for by the schools. The teacher from School A had this to say:

Ummm, the parents of this community are something else. They don't pay school fees; it's a problem here. School fees are a problem. If they are invited to meetings, they don't come; only just a few come. So, it means they don't care about it, whatever.

The participants from primary schools felt that some parents had a negative influence when it came to the supervision of homework. The teacher from School B said:

Yes, they just complain. They require us to give homework, but the homework is not, they do not assist the pupils to do their work.

However, some participants in the study regarded the influence of the parents towards the learning process as positive. This was supported by the deputy principal from School B, who had this to say:

Yeah, they are also supportive. In short, they are also supportive, and they come for consultation. When we have consultation days, they do come to consult, and they also support us during our speech and prize-giving days, and even if we also commemorate with the World Health Day every year at this centre. It's an Anglican school and it is a centre that has been chosen to host all these activities every year, so, the parents also come – they come in numbers to support the activities.

### 5.3.2 Structure

Rigby et al. (2016) contend that scholars who focus on structure attend to such issues as the policies, the influence of organisational structures and the allocation of resources, all of which Oppong (2014) says fall under environment, which he also refers to as structure.

The presentation of findings under the category of structure is therefore in the context of the conduciveness of the environment in which the participants in the study work, the influence of organisational structure, organisational structure for TQM, and the availability of learning resources in schools.

### 5.3.2.1 School environment

School environment is a structural factor that is premised on the conduciveness of the environment in which the participants work to the implementation of TQM to improve academic quality.

Most participants (Schools A, B, C, D, E and F) revealed that their schools had very conducive teaching and learning environments that motivated their staff to work very hard and come up with good results. This was confirmed by the teacher from School F, who had this to say:

The environment is very conducive. The head, yes, she is very organised, and she motivates people to work. There are resources at this school. Teachers at this school are very hardworking yes, and they have a good attitude towards work. They are self-motivated. Just the environment encourages people to work.

This was supported by the HoD from School F, who had this to say:

I think the environment is very, it's conducive, maybe for the learning of the pupils as well as the teaching of those pupils. And also, the environment is also encouraging that you would want to come up with very good results. And also, when I talk of the environment, maybe we are talking of my resources in the department. The school has provided us with some resources to use in the department so that we are able to give the pupils what they are supposed to be given and this also contributed to the pass rates of our pupils. And also, we are given the chances to go to maybe if there are some seminars and there is some staff development, we are given the chances to go there and being staff developed. And we also help, when we go to my HoDs as we go to for staff development, we come back, and also, I staff-develop subordinates and it also helped our pass rate to be high.

The principal from School E had this to say about the environment:

The environment is quite conducive. As you have seen, we start from outside, our outside environment is quite healthy for our children and also the teachers. We encourage teamwork and basically, that's how we come up to have very good results. It's because we encourage teamwork and always, we call it veritas: telling the truth. Whenever the child is not doing well, we do not hide anything from our parents. We tell them the truth and then help each other to see that the

child improves in his or her academic areas. So, teamwork is our motto.

The teacher from School A, however, had this to say about the conduciveness of the environments in which they work:

Okay, the environment is quite conducive being located in the outskirts of Mbare, it means the area is quiet. We've got hot sitting due to shortage of classrooms, some come in the morning, and some come in the afternoon. This therefore means pupils have a few hours at school – the time is not enough for them.

The principal from School A concurred when she said:

The school environment is conducive. However, the students have a negative attitude towards academic work.

The principal from School B said:

Yeah, the environment is conducive. We don't have adequate classrooms. At the moment, we have a total of 7 classrooms housing 14 classes. However, the responsible authority has offered us alternative accommodation by way of rooms in the halls that are within the school premises.

The majority of participants revealed that the leadership in their schools espoused policies and practices that promoted interactions between teachers and their leaders, thereby promoting effective teaching and learning. When asked about the policies that influenced them as leaders to improve national pass rates in their schools, the participants revealed a number of policies. This is what the teacher from School A had to say:

We work in teams; making sure that everyone improves by attending staff development courses. Yes, we work in teams. We also work in groups depending on the classes; we usually do that on all levels. We do what is called team teaching.

The deputy principal from School A concurred and said:

We encourage them to do team teaching at department levels and at school level. We've got this school's policies on work coverage, policy number 36 on work coverage. This policy was well done: it encourages the teacher to give enough work to the students.

The principal from School A said:

As a school, firstly we have the policy of maximum attendance to the students. We encourage all the teachers to be in their lessons, maximum attendances. So, we instructed the prefects, the monitors, the class monitors to report whenever a teacher absence himself unnecessarily. The administration also carries out what we call spot supervision. It is a very big school, so we assign the administrators such as the deputy head, two senior male teachers, two senior female teachers; so, we assigned one another areas for spot supervision the moment we start our lessons.

The HoD from School B said:

We work as a team, like writing tests fortnightly. We can give them the badges, like at assembly motivating the pupils and even motivate the teachers as well. We also motivate the teachers by giving them certificates: the best teacher even in sports, school curricular. We make sure that the resources are available for the teachers and the pupils.

The deputy principal from School B went on to say:

Okay we encourage all the children to get to their classrooms early in the morning. As soon as they get to their classrooms and they start reading before assembly. Grade 7 classes stay until 4 o'clock. They will be doing revision. That's why the pass rates have improved. For the past 2, 3 years, it was around 40-something, 50-something, but last year it was 54%, so it has improved. We work in groups when we set exams. We even encourage our teachers to work as a team when setting exams, and then we display top 20 or top 10 for the Grade 7 to encourage them to keep working hard.

The principal from School B went on to say:

We create staff-development plans. We encourage hard work. We encourage self-discipline. We encourage teamwork or team spirit. We encourage responsibility amongst our teachers.

The principal from School C said:

Everybody in this school has got the school's vision and mission and our core values, objectives – it's like we all know where we're going. So, as a school, there's no hide and seek, everybody is involved. We are in agreement as to what we want to achieve as a school.

The teacher from School D said:

The pupils are encouraged to speak in English, because they write as we speak. So, if they exposed to the environment whereby they are supposed to speaking in English, it helps them and when they are communicating, when they are writing it is easy for them. Teamwork, yeah, it is there, especially in our English department, we work very well. We, I think my HoD told you something, yeah, we work very well. And what we do here, one thing that is important stuff, we maintain this strategy of consistency, for example, the previous focus, that are the pass rates that we were talking about, I started with them (learners) in form 1 so I moved with them up to form 4 so I would actually know the difficulties each pupil would face, and then I'll try to help and advise how I, like in form 4, I get to a state were our normal students you know, one-on-one, I could actually tell when I could tell this composition was written by so and so just by looking at the handwriting. So, this is how close I get to, I got to know them. So, I sort them out to help them. So, I think that is a policy that is quite effective. Yeah, we do monthly tests. Yeah, we do monthly tests, and those who perform well in those monthly tests are announced during assembly and they actually are motivated, they are given some tokens, some certificates.

The principal from School D said:

Teamwork is one of our values, it's one of our chief values. It's one of our chief values so we believe in working in teams so that we cascade teamwork policy right down to the students because the students we encourage them to work in groups in what we call, clusters something. So, they have permanent groups so that, especially the A Levels and the O Levels where they share ideas, they look at questions, they brainstorm the questions, they give the teachers to mark whatever.

The principal from School E said:

We encourage teamwork and basically that's how we come up to have very good results, it's because we encourage teamwork. Whenever the child is not doing well, we not hide anything from our parents. We tell them the truth and then help each other to see that the child improves in his or her academic areas. So, teamwork is our major priority. Our way of teaching is a bit different from the way we normally do or see in government schools, because we have split, for example, let's take, for example, the language, English language: we have split the English language into different concepts and so each booklet has its own concepts. So, the teacher is compelled to make sure that in each of the concepts, all the topics are being taught. So, what we normally do in staff development – we ask them to give us topics where they feel they need improvement and then we might ask each other to maybe present. There might be a teacher who's good at maths or good in English and then they will present, but we also do grooming department we call outsiders to come in and they help our teachers with grooming and department and such topics.

The principal from School E further said:

About grooming, we want our teachers to be role models for our children, so we ask outsiders to come and demonstrate or talk to our teachers the way they should dress, the way they should walk with confidence, and all those aspects. Even the way they should communicate with the parents, because our parents are stakeholders and they are our customers. So how do you communicate with the parents? Even if a parent comes in and complaining about something – how do you react as a teacher, because that parent is a customer, so how do you react to that? And what does the children see in you in the way you're dressing?

Are they going to say, to dress like the principal or someone else or like my teacher, because you are being a role model to them. So, if they are being told we are taught grooming, we also impact them with the skills, to the children as well.

When asked whether they had a TQM policy document in their school, the teacher and deputy principal from School A said that they did not know whether it was there. However, the HoD and the school's principal both confirmed that it was there and that they were actually implementing it. This is what the teacher had to say:

I don't know whether it's there.

The HoD from School A said:

We have it. We are trying to implement it.

However, the deputy principal had this to say:

Maybe it's there, but because I am also learning, I was not informed about it.

Participants from School B all indicated that they had a TQM policy document, with the school principal indicating that they were actually implementing it. All participants from School C also indicated that they had that policy document in place and were actually implementing it. Participants from School D said that they had departmental policies, not a TQM policy document, per se. This is what the teacher from School D had to say:

Yes, we do, a policy, yes, we do. A departmental policy whereby it says the amount of work is to be given to pupils, yes, we do that.

The deputy principal from School D was more elaborate when she said:

It's not a document, but we have the vision, mission, core values and objectives.

The principal from School E indicated that they had the TQM document, whilst her counterpart from School F, also mentioned the same. However, this was contradicted by a teacher from her school, who said:

Aha, we don't have the document per se, but we have a vision, we have a mission statement, and the core values. Some of them are on that banner.

### **5.3.2.2 Organisational structure**

Findings revealed that most participants in the study described organisational structure as synonymous with the hierarchy of positions in the school.

The teacher from School A said:

We've got the Head, the HoD, the Deputy Head, the Senior ladies, each one of them are assigned to a certain course here. Like when you want something, you know that you have to approach this one.

The HoD from School A also said:

Organisational structure is how the, what can I say, the management, how the school is managed, who is at the top. Who is looking after what, like maybe we have the head, the senior master, the head of department, the prefects. O sorry, the teachers, then the prefects, and then the students.

The deputy principal from School A said:

We are looking at the hierarchies of the institution. Who is at the helm of the institution? We are looking at the Head, his or her deputy, and then we have got the TICs if they are there, or the HoDs and then the teachers, the ancillary staff and the student body.

The principal from School A said:

We'll be talking about the hierarchy of the professional duties at the school. At

this school, on top is the school head. The school head communicates to the ministry through the DEO, the administrative office. Following the school head is the deputy head. The deputy head communicates the school's activities, challenges, day-to-day challenges, and day-to-day successes to the school head. Then we have got from the deputy head, we've got senior teachers. The senior teachers are the ones who now and then support the students, now and then mix up with teachers.

The HoD from School B said:

Organisational structure is like, at the top, there's the head and then the deputy head, the teacher in charge, and the senior teachers.

The principal from School B went on to say:

Organisational structure, it, you know, the organisation is made of people, and this are the people who make up the structure to run the school. For example, I, being the school head does not do the administration alone, I work with my lieutenants, the deputy head and the teacher in charge of the department as well as the senior teacher. So that is the structure of the school.

The teacher from School C said:

If we have to talk about organisational structure. Obviously, we have to visit the organogram where we are looking at who is who at the top, starting with the Head, the Deputy Head, the TIC cascading to the Senior Teacher and the other staff, and we also have the ancillary staff that also has a Head.

The view of the principal from School C reflected the general views of the participants on what organisational structure is:

Organisational structure, I understand that you mean we are looking at how the organisation is structured. You have the supervisor, you have the supervisees, your operations like in a school as an organisation. It's an organisation that is aiming at the improvement of the learning process and in that organisation of

improving the learning process, you've your head at the top of the organisation and you have your deputy head, you have your senior teachers, you have the teacher in charge in your primary school, and then you've got your senior teachers, you have the teachers, the prefects and the general student body. So, in a school as an organisation that's how we understand it.

The teacher from School D said:

Yeah, I know there is the Head at the top followed by the Deputy Head, the senior teachers, 1 male 1 female, HoDs, then the teachers.

The HoD from School D went further and said:

Maybe that everyone has got a role that he plays, that has got a form of hierarchy in the school.

The principal from School D said:

What comes in to my mind is the organogram. We have, at this school, we have the Head and we have the SDC. We have the deputy, we have the TIC, senior woman, and senior master. We have the HoDs, then we have the teaching staff.

The teacher from School E had this to say about organisational structure:

Organisational structure is as I've noted before, the beginning from the responsible authority, the management board, the school council, the Head going down that is the structure of the school. From the hierarchy, I suppose that's what we're talking about?

The teacher from School F said:

Well, I would think that is to the Head is sort off at the top, then the Deputy Head followed by the HoDs.

The HoD from School F described organisational structure as:

Maybe, what I understand is the organisational structure if, even it coming from the Head then the Deputy, and the HOD, and teachers.

The principal from School F had this to say about organisational structure:

We have from the bottom the student body, then prefects, and then of course, we have the class monitors. Then we have the prefects: the head girl, we have what we call, top five, which are the head girl the most senior vice, then what is known the senior prefect, the games captain and the vice captains. So that's our top senior prefects. We have then the teachers, heads of departments, and then we have the senior master, the senior woman, the deputy head, and the head.

The majority of the participants revealed that the leadership in their schools espoused practices that promoted interactions between teachers and the leadership. The teacher from School B aptly provided the general feeling within teachers when he had this to say:

I can say its democratic. Our teachers are free to do whatever they want.

The principal from School C said:

If I were to asses myself, I would say I'm more democratic. I believe if you are more democratic, the quality will improve. Most people will feel you are part of them, you are one of them, you discuss issues, you debate, you come up with one position after discussions. Yeah, that way I believe, it is the best way.

The HoD from School C seemed to concur with his principal about the practices in the school when he said:

It's more democratic. I thought my understanding is, when I say a more democratic, it gives the teachers the freedom. We are working as a team.

The principal from School E went further and said:

It's democratic because at your level you're able to, if you're a school head, you're able to do what you want to do to shape the organisation in the way you want it to go within your parameters and they give you the leeway to do that as long as you are within the structures of the organisation.

The teacher from School F concurred, and had this to say:

Okay, I would say when it comes to issues concerning departments, it's quite democratic. If it's not a policy that is supposed to be implemented from maybe the ministry or something, if it concerns maybe which textbooks to be bought and which assets the department requires and what to be done to improve results. We do hold staff briefings to put in our opinion.

However, the principal from School F aptly provided compelling evidence of the kind of practices at their disposal as leaders in the schools when she had this to say about the practices in her school:

Yeah. It is bureaucratic. Starting from the bottom up there, normally it's starting from the top. Sometimes people get to know we are doing this. Of course, when we look from different levels, take the admin, yeah, as an admin we share information and it becomes quite democratic, and then of course when you come down to teachers there are certain issues that can be democratic, but others are just pronounced because you cannot negotiate. Both should be used because there are certain instances when you can just be authoritative or just, this is what we are complaining much about our ministry, so we can't do it in schools. So, you also have to consider, be considerate of others and let each other understand why we should opt for that possible decision versus this one. So, in a way you are trying to be much democratic, while you also want certain thing to be done according to the requirement for instance the issue of sending away students for fees. Some teachers will be saying, let's send away today, but if you look at the temperature outside, you notice you can't do so. So, democratically, they are saying let's do so, they are the majority, but you are saying, no, policy says this because you've noticed here and there at the moment it can't be implemented.

### 5.3.2.3 Organisational structure for Total Quality Management

When asked about the most appropriate organisational structure they would employ in their schools to effectively implement TQM, all participants chose a democratic structure. This is what a few selected participants had to say about why they chose a democratic structure as the most appropriate organisational structure for TQM:

The deputy principal from School A said:

I think a more democratic would be the most appropriate.

The teacher from School B also weighed in and said:

The democratic one; only people misuse it. It's okay, but at this school, if they try the democratic one, its better.

The HoD from School C said he chose the democratic organisational structure:

... because I'm not good at everything, my teachers, there are some teachers who know me better than me. That is why we say teamwork.

The principal from School C concurred and added that:

I believe the first one is a very democratic one because you are including everyone. I believe when it comes to the ownership of the results, everyone would say, 'this is ours'.

The principal from School E added:

I think a democratic structure suits all these here because the people are given an opportunity to air their views and also bring in their own ideas to the organisation and by so doing, they say 'okay this, these are our ideas so let's implement those'.

#### 5.3.2.4 Learning resources

Although there were a lot of concerns about the availability of learning resources and infrastructure in some schools, school principals always created opportunities and structures to enable their teachers to accomplish their vision. They were very clear on what they were doing in this respect, with the principal from School E saying:

We are never adequately resourced. We are continuously looking and want to improve our resources, although we are at the moment, we are happy, but we continue to look for more resources. Like now with the e-learning that is coming in, we want to phase out chalkboard and bring in white boards, but we are still looking for some money to do that. So, that's the area we are still looking at. We haven't prepared our grounds well for our children to go and play outside and their playing field because this is a pretty new school. We're concentrating on building structures. We still need another Early Childhood Development block so that we have enough children to take up to the high school, yes.

The principal from School C offered a similar account when he had this to say about the availability of learning resources in their school:

These are not enough. All the time you'll find as far as enrolment is concerned it is always on the upward trend. It is because schools are not enough and because of our good results, you find some learners leave where they are learning right now to join us, and the rumour always travels very fast that if you send your child to [School C], that child is going to improve in his learning. So, because of this influx of new students our resources are never enough. If you buy textbooks, new textbooks today, next time you'll find you've got new students, you'll need to provide them with textbooks. This also applies to the furniture. So, as far as resources are concerned, they are not enough. Infrastructural, textbooks and other learning requirements they are not enough. Right now, we are applying to build an extra classroom block for our Early Childhood Development learners, because right now, they are not, they don't have enough learning space. So, we are in the process of applying for authority that we build an Early Childhood Development block, because we've realised our classrooms are not enough, yes.

The HoD from School E offered a similar account and added that the leadership in her school always espoused an ideal that everybody had to work together to achieve results deemed desirable:

I should say from the administration we get all that we ask for in terms of materials to be used. We have enough books: even revision books the extra books that are provided for. The parents are also cooperating: they come in to help whatever we ask from them, the contributions they are willing to help. The attend meetings, we plan together. So, we have what we need and because we work together in an environment that is free for everyone, so even a teacher which is teaching grade 4 can come and assist the Grade 7s.

Finally, when it came to the influence of school suppliers on the learning process, all participants were clear that they had an interdependent and mutually beneficial relationship that enhanced the ability of both to create value. The school principal from School A had this to say about suppliers:

Our suppliers are good. We just accept they come and leave their quotations. Whenever we want something, we just take the quotations and make comparative schedules and we phone the suppliers, if they have got enough quantities in what we need off.

The deputy principal from School A concurred and had this to say about school suppliers:

They always bring in exercise books and textbooks timeously. They do have a positive influence. Sometimes we do have functions and they bring in gifts, like if there's a speech and price-giving day, in terms of books. So, in a way, it's a positive way to positively influence the learning and teaching process.

#### **5.4 THEME: THE PHILOSOPHY AND PRINCIPLES OF TOTAL QUALITY MANAGEMENT**

The philosophy of TQM has been suggested in theory to be successful in improving performance in schools (Lunenburg, 2010; Oduwaiye et al., 2012). Kumar (2011) says that it is anchored in a set of hypothetical beliefs that try to gather together organisational resources to enhance stakeholder contentment.

It is in this context that findings under the theme *philosophy and principles of TQM* were based on the need to find out if the participants in the study could describe what TQM was, identify the principles of TQM implemented in schools from those that were given (Appendix H), identify those TQM principles not yet implemented in the schools, and the principles of TQM that influence academic quality improvement.

#### 5.4.1 Knowledge of Total Quality Management

Findings revealed that most participants described TQM as some sort of participation, cooperation, supervision, monitoring, or way of looking at quality. Others described it as a form of management that ensured that results were achieved and quality education were delivered. The HoD from School A said:

It's a form of management whereby one is ensuring that results are achieved and quality education is delivered. There is cooperation on all.

The deputy principal from School A said:

It is a good managing method in a sense that everyone is being involved and everyone contribute and once you've got contributions from all the participants, then we are bound to come up with the best management systems.

The principal from School A went on to say:

Total quality management at a school is the supervision and the monitoring process to the teachers or I can say to all the workers in operation to see that they achieve the school values, the school mission, the school vision.

The principal from School B said:

Right, total quality management is, to begin with, we are looking at quality. And we then are saying in whatever we are doing we want just not only quality, but it must be top quality, but which is well managed so that we produce results.

This is what the principal from School C had to say:

Total quality management in a school environment, I believe you want to achieve total quality and that has to be managed and when it is managed by all stakeholders, I believe you achieve.

The deputy principal from School D had this to say:

I think this involves some supervision in all areas. In all areas if it's total, so I think it means someone to bring total, I mean should be aware what exactly is happening in the school in all areas.

The principal from School E weighed in and said:

Okay, total quality management. I think we're talking of, if you're talking of quality, it's something that is way up, it's quite, quality is something that is of high value. Total quality management is like here at this school that's what we promote, and we try by all means to make sure we have given our customers quality that we think we as Dominican schools should deliver to our parents and to our customers. Yes, that's why maybe we have a number of parents coming in to look for places because of the quality that we offer.

The deputy principal from School F had this to say about TQM:

I understand it as a term that refers to the coverage of all areas in the school, be it the academic side, the practical side or the co-curricular side, where we are supposed to make sure that is totally managed.

The principal from School F went further and had this to say about TQM:

With respect to students, we want to make sure the child is morally groomed. We also want to ensure that academically, the child has achieved something, being that in sporting, cultural activities, the person is excelling and whether the person will fit into the society because you may have the academically qualification that is quite highly appreciated; but if the person is unable to mix with others, share talk, even to work, the person is unable, so we aspire to say all areas a person is exposed to or even if a person is unable as such, let that person be equipped

with moral, morality ability to know what is good, what is bad, to be considerate of other people, be cooperative, have integrity. Those are values that we would expect or create a total person – one who can analyse and reason with.

#### 5.4.2 Principles of Total Quality Management implemented

Most of the participants submitted that most of the principles of TQM that they were shown, were being implemented in their schools. Specifically, the following of Deming's fourteen principles were mentioned:

##### 5.4.2.1 Establishing, adopting and implementing TQM

Findings revealed that most of the participants indicated that they were in a position to establish, adopt and implement TQM in their schools. All participants from School A said this was a good thing and that they were already doing that.

The principal from School B said:

The way we did it, we sat down as a school and came up with what we call our own school policy where every, every member contributed and although it was touch wood on a number of subjects here and there, but in fact, we needed also to look at quality. We made sure that the aspect of quality was dealt with thoroughly in that document. So, everybody, every teacher that was here and that what was what we preach here, is that of quality; quality in anything in what you do yes, yes.

The principal from School C said that they were already implementing the principles of TQM. The teacher from School F said:

Aha, we don't have the document per se, but we know we have a vision, we have a mission statement and the core values. Some of them are on the banner. Yes, we do. Using and implementing the total quality policy document and initiating the production and implementation of the school's total quality? Yes, we are. Yes, of course we do have the documental policy.

When asked whether it was possible to implement what was in their TQM document, the principal from School D said:

Yeah, it's possible, it's possible. You, it's like you have to make sure that you have in mind your vision, you have in mind your core values and objectives so that whatever decision that you're making in whatever department in whatever, at whatever time, is in line of the school so that it's identified.

#### **5.4.2.2 Planning and improving the process of teaching and learning**

When asked whether they planned the process of quality teaching and learning, doing what was planned, checking the effects of implementation, and acting by adjusting the process to weed out errors, most participants admitted to doing that, with the deputy principal from School A saying:

I think planning helps in the sense that we are doing it together, yes. So, everyone is involved in the planning. So, if it is to fail, we are all to blame.

The deputy principal from School E said:

Implementing processes of control of the work in classes – yes, we are doing this, the head goes 'round checking also, and the TIC goes 'round checking, the deputy head goes round doing spot checks and also encouraging ...

The HoD from School F concurred and said:

Yes, it's fine we're doing that, planning the process of quality teaching and learning, doing what was planned, checking the effects of the implementation, and acting by adjusting the process to weed out any errors. Like planning for the process of quality teaching and learning, we draw the schemes of work and plan for the whole term so in the (to soft) of work we'll be writing our objectives of what we want to achieve maybe in on that topic. So, at the end of that period or at the end of lesson, you should be able to identify whether you've achieved of what you've planned to do. If you haven't achieved, what have you done to achieve that, yes. In most of our lessons we encourage teamwork. Like when you are doing your lessons, you give them work to do as a group and then they come to present the work they've done as a team.

The deputy principal from School E also said:

Planning the process of quality teaching and learning, doing what was planned, checking the effects of the implementation and acting by adjusting the process to weed out any errors. Teachers plan their work and we make sure they follow what is on the plan so that they don't just teach from nowhere. If need be, you are just looking whether you've planned enough, you know or less and then checking the effects of the implementation, and acting and by adjusting you need to make some, you don't need to stick to old things.

Most of the participants confirmed that their schools provided them with opportunities for constantly improving the processes of teaching and learning. The senior teacher from School B had this to say:

We encourage all the children to read, to get to their classrooms early in the morning. As soon as they arrive they get to their classrooms and start with reading before assembly. Even now, Grade 7 classes they stay until 4 o'clock. They will be doing revision. That's why the pass rates have improved. For the past 2, 3 years it was around 40 something; 50 something, but last year it was 54%. So, it has improved.

The principal from School E went on to say:

Continuous improvement, what we do here is we have our lessons from morning to afternoon, so we encourage our children, we teach our children to do studies in the afternoon. So, they are here from 2 to 4 doing study and so they improve themselves and through study and under the supervision of their teachers. So, if they've being supervised by teachers we make sure children are improving themselves and as they grow up and they go to secondary schools, they are able to study by themselves, because they've already started, and we've caught them young.

When asked about the TQM principles that influence academic quality improvement, the deputy principal from School A had this to say:

Teamwork, open communication, building trust between the role players in the school, the leader being a change agent and establishing all-inclusive total policy document. Teamwork, it means everyone is involved. Open communication, it

means people are able to communicate. Yes, without fear of favour, everyone is given an opportunity to be a leader in their own area.

The HoD from School B went on to say:

Through teamwork they should be that team spirit where they should be just open to work.

The principal from School C went on to say:

In total agreement, because like this one where we are going to adjust, like planning the process, of quality teaching and learning and doing what was planned, checking the effects of the implementation and checking by adjusting the process without any errors. I think because if you're going to make progress, you want to evaluate where you are going, what you have achieved, what you've failed, so where there are errors, obviously, you want to correct them.

The principal from School D went on to say:

I've tried open communication. I believe in an open-door policy. Everyone should come in and say and contribute and I found it working. Providing training on the job, yes, we've tried this one and it worked it's only that the time is a problem, but for us, we have it every afternoon on Friday, we use for this.

#### **5.4.2.3 Providing education and training**

All participants confirmed that they were provided with education and training on the job in their schools. Most of the participants referred to this as staff development. The principal from School A had this to say:

We've got staff development here, meetings. We can even look for facilitators, external facilitators. We've got staff development workshops outside the school, we send our HoDs, our senior teachers, and from that meeting, the senior teacher comes, the HoDs comes, the deputy head comes and implementation of what is instructed.

The principal from School C said:

Our students, our teachers: we will always urge them to keep on learning. Right now, as we speak, we've got quite a number of our teachers who are embarking on degree programmes and a good number of them are post-grade programmes.

The principal from School D went further to say:

Every Friday 2 o'clock we have a different staff development, either from someone outside or from within, but usually we invite different companies, team builders whatever, and you have to lay them out your vision. You have to lay your values, you have to lay your challenges so that they can try to align. Once in a while, we even go out with the neighbouring staff so that in a different environment, they are given an insight into the value system.

The deputy principal from School E had the following to say:

Providing education and training on the job for all those involved with this implementation action plan. Providing education and training, yes, we do. Only that this year it's been very difficult, because we did not have one, we did not get the people that we wanted to come and assist also our teachers. We usually have internal training, but it's also in the pipeline, we do that to help our teachers, not only in teaching, but also grooming, you know. Grooming, you know, this ethical things they also need to know.

Findings of the study revealed that some schools had in place vigorous programmes of education and retraining in their schools. The principal from School B said:

Yeah, we are focusing on the teachers. We are saying nothing is enough until you get to the highest level. So, once you're not satisfied with any level that you may reach aim to get higher and higher. So, we've created a number for our teachers here who are, who join the teacher professional studies where they are registering and improving themselves. Some are at the Open University, some are doing it with the University of Zimbabwe, some are with the Great Zimbabwe University, and so generally, the spirit here are the people want to advance

themselves and cascade this kind of attitude to our learners. That way we must continue to read and read and improve ourselves.

The principal from School E concurred and said:

For the teachers themselves, we encourage them to even go to colleges like Zimbabwe Open University and any other university to just improve themselves. We also do staff development and yeah, by so doing, we call outsiders to come and give different lectures on different topics that we think our teachers would need for their improvement apart from them going to colleges and improve themselves.

#### **5.4.2.4 Providing leadership**

The majority of participants confirmed that they provided or were provided opportunities to make total quality decisions relating to themselves and their learners through designing programmes in which they exercised personal choice and carried out actions that suited those choices. The principal from School D said:

We allow teachers to exercise leadership because these are leaders in the making and so if somebody in terms, for example, if somebody is a sports director we give that person the autonomy to make decisions, whether this decisions has anything to do with financial management or procurement of resources that are required in that area, that person must come up with a budget and then we allow that person to do that. Yes, we empower them.

The deputy principal from School E went on to say:

Providing leadership in the school by providing teachers and learners with opportunities to make total quality decisions, that's in their class, relating to themselves and their learning through designing programmes that they can exercise personal choice and carry out actions that go with those choices. At the beginning of the year, we involved the children in deciding on the sporting activities that they wanted, other co-curriculum activities they wanted, and I think this is part of this point. We are saying, okay, your child, you know your areas of strength what would you want to do, so at least when we've got co-curriculum

activities, there are no children in the class they are involved in those areas or you got computers, we have got music and I mean Catholic's are for the Catholic's, but for those who also who would like to join, it's open to them. We've got scouts, we've got girl guides, so we leave it open to the children to decide and then they take their papers home saying, mum this is what I've decided. Even the teachers as well, we say choose the club that you would like to see yourself exceeding in as you help the children as well.

The principal from School F simply said:

Providing leadership in the school by providing teachers and students with opportunities to make total quality decisions, that's being done. For this one actually, when we choose our prefects, students contribute by name the possible candidate, teachers will equally do the same and then of course, for the top five, we then have the final list after carrying out interviews from the select pool.

Most of the participants in the study indicated that the leadership in their schools carried out practices that helped them to overcome the fear of them doing their work efficiently. The principal from School A had the following to say:

Yes, we do not encourage competition, but we say let's work together, like here at School C, we have two streams and so, if let's say a teacher, two teachers are in grade 1, we encourage each to help each other – not to sort of inspect one another and report, but if you see that someone is lacking somewhere, you have to help that person or you have to go and ask if you're not sure of what content you're teaching. So, we encourage teamwork, we do not encourage teachers to compete, but to help each other.

The principal from School C went further and said:

I believe that, if you want to introduce anything in this school, you want it to be owned by everyone. So, we normally consult our members of staff. So, if there's anything that we want to introduce, we invite people to a meeting and then we discuss.

The deputy principal from school D had the following to say:

As a team, yes, we encourage that. We encourage teamwork. Yes, we encourage teamwork even in the teaching itself, we encourage those demonstration lessons. We also encourage members of staff to help each other in areas where they have strength and weaknesses. Yes, we also look at the potentials of other members of staff and they help each other in the department.

Most participants indicated that the leadership in their schools promoted practices that broke down barriers amongst them. The HoD from School B had this to say:

The teachers are improving a lot because now, they're working as a team, they share. If one is not knowledgeable about the subject, then you or she is free to ask others. There's a free policy in asking and we also do like classroom visits together with the, teachers are demonstrate (sic) how to teach and there's openness. So yeah, we mainly do that, teamwork.

The principal from School D further said:

The teachers work in their individual departments. They work in their individual department, that's one group; they are also working in their sporting groups. They disbar the groups when it comes to sporting activities and their working groups and for this team, we also have a team-building exercise, as a company that work. Yes, that way we build our administration as a team. The HoDs have a separate team, the teachers are another team again and then we try and make sure that as a group they come together for the school.

The principal from School E went on to say:

We encourage teamwork and basically, that's how we come up to have very good results. It's because we encourage teamwork.

### 5.4.3 Principles of Total Quality Management not yet implemented

Most participants said that there was no particular principle that they had not yet implemented. However, a few indicated their preferences in terms of those principles that they would have loved to have implemented in their schools, with the teacher from School A saying:

We want to be provided with education in training.

In support of what the teacher from her school said, the HoD from School A went on to say:

You see what is happening is things are changing and then you'll find that most of us that are in the administration posts, we are people who trained more than 20 years ago, and things have changed, and things are changing. So, through interactions with the other schools and their new staff members that have recently trained, we are also changing and moving with the times.

A teacher from School D said:

Yeah, refresher, like refresher courses.

The principal from School D said:

Providing leadership in the school by providing teachers and learners with opportunities to make total quality decisions relating to themselves and their learning through designing programmes that they exercise personal choice and carry out actions that go with those choices. I think we have to really look at this one. I would love to implement it. I would love to implement it, but I've not tried to move in this direction.

### 5.4.4 Principles of TQM that influence academic quality improvement

When asked to indicate the principles of TQM they thought positively influenced academic quality improvement, the deputy principal from School A said:

Teamwork; open communication; building trust between the role players in the school; the leader being a change agent and establishing all-inclusive total policy

documents. Teamwork - it means everyone is involved. Open communication - it means people are able to communicate. Yes, without fear of favour, everyone is given an opportunity to be a leader in their own area.

The HoD from School D said:

Like transparency, fairness and I think confidentiality, efficiency, integration and accessibility. The teachers are improving a lot because now they're working as a team, they share. If one is not knowledgeable about the subject, then you or she is free to ask others. There's a free policy in asking and we also do like classroom visits together with the, teachers are demonstrate (sic) how to teach and there's openness. So yeah, we mainly do that, teamwork. Through teamwork they should be that team spirit where they should be just open to work.

## **5.5 THEME: TOTAL QUALITY MANAGEMENT IMPLEMENTATION**

Mosadeghrad (2014) says that TQM can be successfully implemented if there is a supportive environment made up of supportive leadership, culture and structure. At the same time, its implementation in practice can be met with difficulties. It is in this context that findings under the theme *TQM implementation* were premised on the need to explore the factors that promote or inhibit its implementation in schools.

### **5.5.1 Factors that promote or inhibit Total Quality Management implementation in schools**

It may be a cliché to say that leadership is an essential ingredient in the implementation of TQM, and yet the very same leadership is met with challenges that inhibit their capacity to implement it.

Findings under this category are premised on the need to reveal the factors that promote or inhibit the implementation of TQM.

#### **5.5.1.1 Supervision**

The leadership in schools in Zimbabwe are responsible for providing adequate support to teachers and learners through supervision for the development of teaching and learning. This requires adequate dedication and more importantly, time to do so, and yet the majority of participants in this study confirmed the contrary.

The HoD from School A said:

I'm not supervising adequately. The reason being, the ministry has implemented a new, well this policy whereby a teacher is sick on leave cannot be replaced. You'll find like that in my department, for example, as head of a department I already have a full line of six periods and at the same time I have a teacher who is on indefinite sick leave. Those students need to be attended to then for me now to attend to my six periods, mark my books or deliver my lessons, these are my classes, I have 9 classes. Mark 9 classes, deliver the lessons and then go after a teacher when we already have classes that are unmanned that have a teacher that are not working which is another full load, to be honest, which is since the beginning of the year this, is impossible for my department.

The HoD from School A went on to say:

By trying whenever you're supposed to implement something all things must be equal, like I said. So, you find that at times we fail, not because we are unable, but because there are other obstacles.

The deputy principal from School A concurred and said:

Not being able to supervise all teachers timeously. Sometimes, as a leader, you are out attending workshops, you have your own classes to attend to.

The principal from School A weighed in and said:

The school head is ever committed attending the district meetings once or twice if things are not okay. Yeah, it depends with the environment and what is happening in the country. You can find yourself attending four meetings per week it depends with the current situation. Maybe because you know what one has got a supervision timetable. I draft my supervision timetable and give the different areas the timetable, so teachers will be expecting the head is going to come today. All of a sudden, I get a phone call there's a district meeting, it doesn't need any delegation, there's a provincial meeting it doesn't need any delegation. All those meetings I have them on my table, I have a timetable that on this day I'll go to such a meeting, on this day I've got such a meeting then all of a sudden, the meeting is postponed. You see? That's a challenge because you do not usually follow the supervision timetable.

The principal from School A, however, said:

Even if you have it (supervision timetable); so sometimes you'll find yourself that you'll be rushing when you are supervising, so that you supervise many of this people, but the supervision here is also decentralised were we've got our administrative body who is efficient. Yes, we decentralised the supervision process. 'Mr so and so, you supervise teachers with this (sic) two subjects, Mr so and so, these two subjects', we have six administrators. So, it's divided but the head's now is overall.

The principal from School A went on to say:

The head is out. Even if the head is not out, there are school commitments. Parents will be queuing up to see the head. There are some parents who say, I've come to see the head for e.g. the payment plan, you see? It's time for school fees and you're encouraging students to tell their parents to pay up. The moment you announce payment of fees at the assembly then the parents will come not to make payments, to make the payment plans. So, you'll be committed throughout. And sometimes other parents consider their students, those parents of incompetent students they come to school with the child and they beg, I want to sit and talk about the performance of my child, then the school head is there. I meet with the parent and the student. Many of the students are not performing well. So, it's my task again to call the teacher, the teacher comes, and we discuss. Should I ignore the parents?

The HoD from School B had this to say:

Yeah, failing to supervise also brings poor results. I'm not getting enough time. Most of the time, I'm also being teaching, yes. I've got a lot to do because I'm going to workshops; I need my time with my pupils. Yes, I don't have enough time.

The deputy principal from School B concurred when she said:

The challenges are sometimes, we may have right numbers or teacher-pupil ratio

and then as a result I may find it difficult to go to all the class rooms to supervise all the teachers but in our case, we can say it's a challenge because we only have two streams. Maybe time, right now, I'm coming from a meeting and tomorrow I'll be away. I've got a class.

The principal from School B went on to say:

On my part, I find it very difficult to carry out supervision at this school because I have several commitments. I hold several portfolios in the district, in the district and in the African Institution as a whole. So, I have a role to play in the African Institution and also roles to play in the ministry, e.g., I happen to chair science in the district and the head responsible for science in the district. I'm also a management member. I chair the cluster, a cluster of schools I chair. I'm also responsible for all the activities that are done by the responsible authority e.g. we have what we call (unclear) as it happens the chairperson must organise all those things. I also organise, the responsible authority has an office that drives HIV and AIDS programmes and I lead that again. So other than these other roles that I must play here as the school head, you know I find myself I have to satisfy all these other portfolios.

The teacher from School C had the following to say:

Because of the numbers, we are too many here, and it seems the head has so many things on his hands. If I tell you, this year his never being to my class not because he doesn't want, but I know the status which is written there, he was supposed to have see (sic) me this term. I know his door is open but there is so much going on, he wants to come here, he has to go there because I think our calendar is too congestive because we have a lot of games where he also holds some portfolios there. He also have (sic) the IPISA, which used to be there during the (unclear) we are so affiliate to that he also hold some positions there. So, maybe the way out is what you call it, sharing some responsibilities, delegation.

The deputy principal from School C had this to say:

Well, once we are called there then it's for official meetings all that they are doing is to give you policies. Policy guidelines without the knowhow as to what to do;

but of course the more often you go for these meetings the more disturbing it becomes because you wouldn't be at the station to do your routine supervising but here and there we're called, and we are enlightened to new developments and on what to do next and so on. So, a situation where you're called more often is not that conducive to routine supervision because you'll be away from the station you know, many times.

The principal from School C had this to say about time:

Time is never on our side, we don't have enough time. More often than not, you'll find you have visitors who come into the school and you (sic) enrolment (unclear) home from day one to last day of the school, people always come they want your attention and this will derail you from what you've planned to do.

The deputy principal from School D went on to say:

I've already talked about time. It's not failing. We are supervising but we want to supervise more and regularly so that you have more of that total control (speaking in different language) something like that, so we don't have the time to be hands on every time.

In terms of the time at her disposal, this is what the principal from School D had to say:

Yes, we have quite some targets in ways of supervision, teacher professional standards and you barely have the time to do so because they are a lot of reports to be met; meetings 2 or 3 times a week, because you're supposed to go for meetings. So, even if you have your draft for supervision timetable, you can hardly adhere to that supervision timetable. Definitely, definitely, definitely, because you are hardly at school.

The principal from School E went on to say:

Paperwork, administrative, you are going for meetings you know the ministry of education, our DEO normally arrange meetings for us and also do staff developments for school heads and also the responsible authority is arranging

also staff development and meetings for us, so we also have some work to do in the office. So, you never have enough time. It's combined actually, right now we are busy with the new curriculum. So, we are being asked to come and maybe attend some workshops on the new curriculum what we are expected to do and how we are going to do, what we are supposed to prepare in our schools. So, such meetings they are very important you don't want to be left behind. We also have some sports meetings, as I said we have ball games this term we are supposed to attend as school head. We are supposed to attend and be with your children at the school and with other school heads. So, we normally, first of all have meetings to arrange all these for us to have a good sports term. We also have seasonal meetings.

On not having adequate time, this is what the principal from School F said:

Yeah, that's another contribution. It may not give you the quality that you require because most of the time you're out running around and like they say going for revenge I got it from under that if you're gone as a leader then the subordinates will sit down [laughing] for going for revenge [laughing], so that kind of supervision also. Nowadays, it's almost deviating from supervision to inspections once again.

#### **5.5.1.2 Statutory instruments**

Participants in the study had the following to say about how statutory instruments disempowered them:

The HoD from School A said:

The Department of Education has implemented a new policy whereby a teacher who goes on sick leave cannot be replaced. You'll find like that in my department, for example, as head of a department I, already have a full line of six periods and at the same time, I have a teacher who is on indefinite sick leave. Those students need to be attended to then for me now to attend to my six periods, mark my books or deliver my lessons, these are my classes, I have 9 classes.

The principal from School A went on to say:

Yeah, we are disempowered because in our ministry whatever is done at a school organisation should be done according to the policy, so there is no certainty to success. For example, you want to buy a school vehicle, you cannot just suddenly buy the school vehicle. The Department of Education wants you to apply for a purchase of a school vehicle and this application should have an attachment of parents' signatures from an extraordinary meeting, where the parents said, surely, we needed a vehicle. The ministry will be having votes and the source of those funds and then settlement is needed.

The principal from School A went further to say:

Someone donates things to you; a company donates a machine, an ICT machine. You're not allowed to use what has been donated. You firstly apply to the Department of Education for the authority to receive and use those donations. You'll be called to explain, who these people who are donating this. Maybe there are people who are not wanted, so you're asked to give back the donation, you see.

The teacher from School B went on to say:

If you compare with other schools that are around us, they are schools that are doing these extra lessons, but with us here, when we say, we tell them that others are doing this and that then they say, the policy says no extra lessons.

The principal from School C went on to say:

Yeah, statutory instruments, e.g., I will give an example, of say one wants to build a classroom block. There are certain policies that we have to follow and as a result we are going to take a long time and this bureaucratic process would delay the process. So, I believe some of these are not necessary, yes. We were allowed to give teachers some incentives and then there was a policy circular issued by the Department of Education that no more incentives and that has really demotivated everyone, yes.

On statutory instruments, the principal from School C had this to say:

Yeah, statutory instruments, e.g., I will site an example of say one wants to build an ECD (early childhood) block, there are certain policies that we have to follow and as a result, we are going to take a long time and this bureaucratic process would delay the process. So, I believe some of these are not necessary, yes. We were allowed to give people some incentives and then there was a policy circular issued by the minister that no more incentives, and that has really demotivated everyone, yes.

The principal from School D went on to say:

The ministry is so clear they don't send away students for none payment of fees. We are to admit students to the school without demanding fees, yes. So, they propose that we take all the parents to the civil court which is not practical for none payment issues. So, in the end, the students just pay as they come into form 1 and they go through the entire system without paying, because we are not allowed to send them back to collect the fees from their parents. So, because of that the parents never take responsibility of paying fees, and there's no way the school can develop. There's no way we can pay for our infrastructure. There's no way we can buy textbooks. There's no way we can get our laptops and improve our email, our computer labs and everything, our projectors so we are stuck.

The principal from School D went further to say:

Not a single statutory instrument empowers the principal. Not a single, not a single. I think policy-making must be done in conjunction and in consultation with the implementers because we are just implementers of policy. Whether policies are feasible or not feasible, in your particular environment, you are just supposed to implement policies. So, policy does not take in consideration in the environment in which someone is operating neither does it take into consideration the calibre of students. So, you'll find it's quite a challenge, we're just holding on.

### **5.5.1.3 Work overload**

The teacher from School B had this to say:

The problem is the overload work to be done, yes. You'll find that like we have the Grade 7s, the 5 hours that they are not enough to conduct our lessons. If we can teach from till 8 to 1, then they break then you teach from 2 to 4, maybe you'll be able to.

The HoD from School C went on to say:

The number of children, it doesn't give my teachers time, because a teacher with 60 kids, yeah as much as 65 in a class. So, the teachers, yes, I know they are giving much help, but they are also people. Normally, when they started here in our classes were 35. I don't have time, because I've got a class.

The deputy principal from School C had this to say:

Problems yes, high enrolments. Classes, you know the high pupil/teacher ratio, it affects you know, results in the end. Also, you know it demotivates the teaching staff.

#### **5.5.1.4 Mobility of teachers**

The principal from School B also cited another challenge when he said:

You know, I regard my school is a bus stop, you see. Teachers that are coming from Mashonaland East: their first port of call is around is Mbare/Hatfield district, around, Mbare and so on and they are transferred from that school to either School B primary school or School A, and they hardly stay on here, after which they are transferred to other district areas. Yeah, you know, example, my school is a small school and it was established specifically for members of the community and you know when somebody is vulnerable in the community it means that person is vulnerable inside and so the flow of revenue here is very, very poor, yes.

#### **5.5.1.5 Inadequate resources**

The principal from School C said:

All the time, you'll find as far as enrolment is concerned it is always on the upward trend. It is because schools are not enough, and because of our good results, you find some learners leave where they are learning right now to join us, and the rumour always travel very fast that if you sent your child to School C, that child is going to improve in his learning. So, because of this influx of new students, our resources are never enough. If you buy textbooks, new textbooks today, next time you'll find you've got new students you'll need to provide them with textbooks. This also applies to the furniture. So as far as resources are concerned, they are not enough. Infrastructural, textbooks and other learning requirements, they are not enough.

The teacher from School D cited a shortage of resources when she said:

Maybe the common one is shortage of resources. I'm so much demotivated, but you know, that being the case, we are humans we have this conscious of wanting more. At times, you wake up and not feeling like you're not going to work at all, but if you just think about these students, for example, I have form 4 classes this year, then you just I have to help these kids, despite you know A, B, C going on, I just have to help these kids. Their future is in my hands, if you tell yourself that you'll find energy to work, but the remuneration, ah, it's something else.

The principal from School D had this to say about resources:

Parents never take responsibility of paying fees, and there's no way the school can develop. There's no way we can pay for our infrastructure, there's no way we came pay for textbooks, there's no way we can get our laptops and improve our email, our computer labs and everything, our projectors, so, we are stuck. Failure to collect revenue; failure to collect revenues; it has a negative impact to the resource base. Much as we have dreams, we may not be able to achieve our dreams without resources.

The HoD as well as senior teacher from School E had this to say about resources:

Sometimes it's resources like I mentioned the e-learning part. Some of our teachers are really into you know, computer edge right, but they don't have the resources to use and even our children are far ahead they also want that, but

they don't getting (sic) it at the school at the moment.

On the problem of resources, this is what the principal from School F said:

We also have the challenge of resources. You may want to do as much as you can for instance as a school, you want each child to have a book in order for the child to read on her own, but you can't provide that you end up sharing. It reduces the level of quality that you want, and even different perception amongst the people when we say let's work, let's go to class they say no, this is actually tampering with my human right, what human rights, it's something else. Yes, so it also disturbs transfers which may not be understood well that really we are overstaffed and so on, what will lead to the reduction of material or if somebody is demotivated, for instance, even salaries someone is supposed to get salaries does not, the level of teaching, you're only going there to fulfil a duty.

#### **5.5.1.6 Resistance to change**

The principal from School F cited a problem of resistance to change when she said:

We are facing challenges of, what can I say, negative attitude to change, resistance to change. For instance, as a school, you are saying no suppose we do this and that and that in a bit to promote quality, some of them will say no we have always done it at this school why should we change. The teachers, yes, for instance, even when I came here, people are fighting systems why, because I had come from a former group B school, why should we have a former group B person come here? So, whatever you say, it's inclined to group B. So that make a (sic) attitude of change hinders in quality.

### **5.6 THEME: CHANGING ORGANISATIONAL STRUCTURE FOR TOTAL QUALITY MANAGEMENT**

Badrick and Preston (2001) conceded that organisational structure is critical if TQM is to work. An enabling organisational structure has been suggested in principle to improve academic improvement (Jason et al., 2013). It is in this context that findings under the theme *Changing organisational structure for the TQM implementation* were premised on the need to explore the changes that were needed in the organisational structure of the schools to implement TQM.

### 5.6.1 Proposed changes to organisational structure for TQM

When asked about the changes they proposed to make to the organisational structure of their schools so as to create an environment to implement TQM, some of the participants were happy with the way things were. They believed the organisational structure was fine as it was. This is what some said:

The principal from School C saw nothing wrong with the existing organisational structure in his school, and had this to say:

Because for us to, right now our organisational structure, I believe what it is now is what it should be. It would be folly for me to say the teacher in charge becomes the deputy head, you know (laughing). I believe what it is, is what it should be.

The deputy principal from School D went on to say:

I don't think of any changes. I think of what we're doing is fine.

The deputy principal from School E saw nothing wrong with the organisational structure when she had this to say:

Here, looking at the structure I don't think I would change anything. So, I'm happy with this.

However, most participants suggested changes ranging from changing the terminology used in schools, changing policies and procedures, removing centralisation of decision-making, and changing the communication methods used in the schools.

#### 5.6.1.1 Changing the terminology used in the school

On changing the terminology used in the school so as to create an environment to implement TQM, this is what the participants had to say:

The deputy principal from School B said:

We're discussing changing the name Head Master, because it will be a lady we can't say headmaster, just school head or just head.

The principal from School B concurred and said:

You know some of the terms that we've been using are terms that we've inherited from the system; however, when we are applying them, we apply them without any adverse connotations, but the general understanding that, if somebody is the senior teacher, the assumption is that she is more senior than others in terms of experience. And naturally it entails that at some point this person is the person who becomes eligible for promotion, yes. However, when somebody becomes a team leader, it's more ideal to say team leader yes, because he or she is now leading a team, and the team is supposed to actually give their support to the leader. Yeah, I think in terms like head mistress, deputy head mistress. Those are derogatory, I think we would change.

The principal from School C went further and said:

I believe when the term headmaster was coined, I think the majority of heads then were men, but things have since changed we now have ladies being in head positions. I would prefer just the name head, the head.

The HoD from School F had this to say:

Yeah, I think a team leader is good than to be the senior teacher, because if we can, if we are saying a senior teacher, it means most of us we are just juniors and they are the seniors and they know everything.

#### **5.6.1.2 Changing the policies and procedures**

On changing policies and procedures to those that promote participation and teamwork, this is what the participants said:

The deputy principal from School A had this to say:

We are still using policies that will make someone feel withdrawn; so, I think it's best to come up with new policies, yes, that would allow everyone to participate.

The teacher from School B proffered a different view when she said:

The problem is the overload work to be done, yes. You'll find that like we have the Grade 7s, the 5 hours that they have are not enough to conduct our lessons. If we can teach from till 8 to 1, then they break then you teach from 2 to 4, maybe you'll be able to.

The HoD from School B suggested that:

There should be an open-door policy.

The deputy principal from School B went on to say:

We need to choose the right people. People who have interest in doing things, like let's say we want to have those who are responsible for the science competitions or sports organisers. We need to choose people who are really committed to duty, not just to choose at random.

The teacher from School C said:

There's some things that are happening in individuals, not as a team. If that is improved I'm sure ... [interruption].

The deputy principal from School C also weighed in and said:

Yeah, we would want a situation maybe where we have team teaching. Yeah, team teaching at grade 6 and 7 where teachers specialise in a particular subject area. We need teachers that just teach English, this one teaches Tsonga, this one general paper, this one maths, so you see, you know it produces more results. And you know we wish for, too, relocate our enrolment so that it is not that choking to the teacher, you know, so that we can better results than we are having.

The principal from School D had this to say:

I believe that although there's room to improve, but I believe there should be

such an open-door policy that we make sure that everyone's concerns are taken onboard, whether they are from 1 student or as part of the ancillary staff or whatever, if you group all the ideas from different people, we can make it.

The principal from School E said she preferred practicing both democracy and bureaucracy when she said:

I think I would prefer the two, to work with the two, yeah, and choose what suits the situation best for that moment, because if, yeah, if you have the democratic one, fine, it's good, but it doesn't, you have that leeway, but it doesn't have much control as far as workers are concerned.

One teacher from School F proposed a similar suggestion to that made by the principal from School E when she had this to say:

If there's something in-between, I think, that would be okay, because democracy when not properly enforced, sometimes things might get out of hand. There's need for that iron fist sometimes.

She went further to say:

Maybe I would like a situation whereby we rotate the position of being HoD, yes. It will, well the first thing is, there is much work and the other members actually don't understand why you do or some things that you do or you go through. So, I think if they all have a chance to having that position, they would be more cooperative the next time that they are not.

### **5.6.1.3 Removing the centralisation of decision-making**

When asked about their views on removing the centralisation of decision-making from being the responsibility of a few to becoming the responsibility of all in the school, this is what the participants had to say:

The principal from School B said:

What I'm doing at the moment, I'm decentralising authority to power to my

subordinates. Example, you look at that small office, it used to house the head and the deputy head. The deputy will soon be having her own office, the TIC has now her own office and she's running her own department right, but we are also suspecting the same to be done by the deputy head, she'll run the unit department while the TIC run's the info department but to continually hold admin meetings where we discuss issues then issues are ironed out.

The HoD from School D said:

I believe that everyone has got a part to play, no one would feel that it's only one person who is making decisions for us. They have their input in whatever is taking place in the school.

The deputy principal from School D concurred and said:

If your decisions are centralised, all things centralised, it becomes a problem. Yes, it becomes a problem in management, because no one knows everything, you have to involve others, because then you make your final decision and form ideas. You'll find that maybe you also get the best idea from someone.

The teacher from School E said:

I would like a situation whereby we rotate the position of being HOD, yes. The thing is there is much work and the other members actually don't understand why you do or some things that you do or you go through. So, I think if they all have a chance to having that position they would be more cooperative.

#### **5.6.1.4 Changing the communication methods**

When asked about changing the communication methods in their schools to create an environment to implement TQM, the participants said the following:

The deputy principal from School A had this to say:

Like I've said, we are not always using open communication – sometimes we use closed communication, so I think we should be in a position to always use the

communication that will enable us to have total quality management.

The teacher from School C said:

I'm saying the method of communication which is hierarchical; you have to go through the senior teacher, the TIC, the deputy up to the head. Even when you want to report favouritism to the SDC, there's a channel that you have to follow.

The principal from School C said:

Right now, we're using the circular method, where we write circulars. If there's anything new we want to communicate with the teachers, we write a circular which goes 'round and teachers are signing it to show that they've seen the circular. And I believe the circular method is working very well. If there could be a bit of more communication between the stakeholders, and if all the stakeholders could be given a chance to give their voice, I think it will bring quite some change.

The principal from School D said:

Sure, if there could be a bit of more communication between the stakeholders and if all the stakeholders could be given a chance to give their voice, I think it will bring quite some change.

The principal from School E said:

Yes, we are quite happy at the moment, although we still want to improve ourselves, because we want to create a website so that the parents will have a lot of information from the school. But, at the moment, the newsletters that we are writing, it shows that they are reading and at times, we sign the paper with messages we're sending home, and it shows that our children listen at assembly as we tell them to go and sending the messages home. So, we are quite happy.

## **5.7 SUMMARY**

This chapter focused on data presentation. It presented the findings of the interviews in the form of data that indicated the perceptions of the participants on how agency and structure as practices

influenced the possible implementation of TQM, based on the use of leadership and organisational structure, to improve academic quality in schools in Zimbabwe.

Six schools participated in the study. They were all from the Mbare/Hatfield District of Harare province, selected on the basis of their performance in the ZIMSEC examinations at Grade 7 and Ordinary Level in 2015. Three schools were primary schools, and three were secondary schools, representing diversity of sector-level schooling. In each of these categories, the best-, average- and worst-performing school in the district was selected.

The communities served by these schools were all urban. The participants that were interviewed were school principals, deputy principals, HoDs, and senior teachers.

Four themes emerged from the data: effective leadership and learning environment; philosophy and principles of TQM; TQM implementation; and proposed changes to organisational structure.

The theme *effective school leadership and learning environment* revealed how the practices of agency and structure in schools influenced the possible implementation of TQM, based on the use of leadership and organisational structure, to improve academic quality in schools in Zimbabwe. It also provided an explanation as to how agency and structure explained the relationship between organisational structure and leadership.

The theme *philosophy and principles of TQM* revealed how the participants understood the philosophy of TQM, its principles, the principles that had been implemented in schools and those that had not yet been implemented. It also revealed the TQM principles that influenced academic quality improvement in schools.

The theme *TQM implementation* revealed the factors that inhibit or promote leadership as key factor for the implementation of TQM to improve academic quality in schools.

The theme *proposed changes to organisational structure* revealed the changes that needed to be made in the organisational structure of the schools in Zimbabwe so as to create an environment to implement TQM.

## CHAPTER 6

### DATA ANALYSIS AND INTERPRETATION

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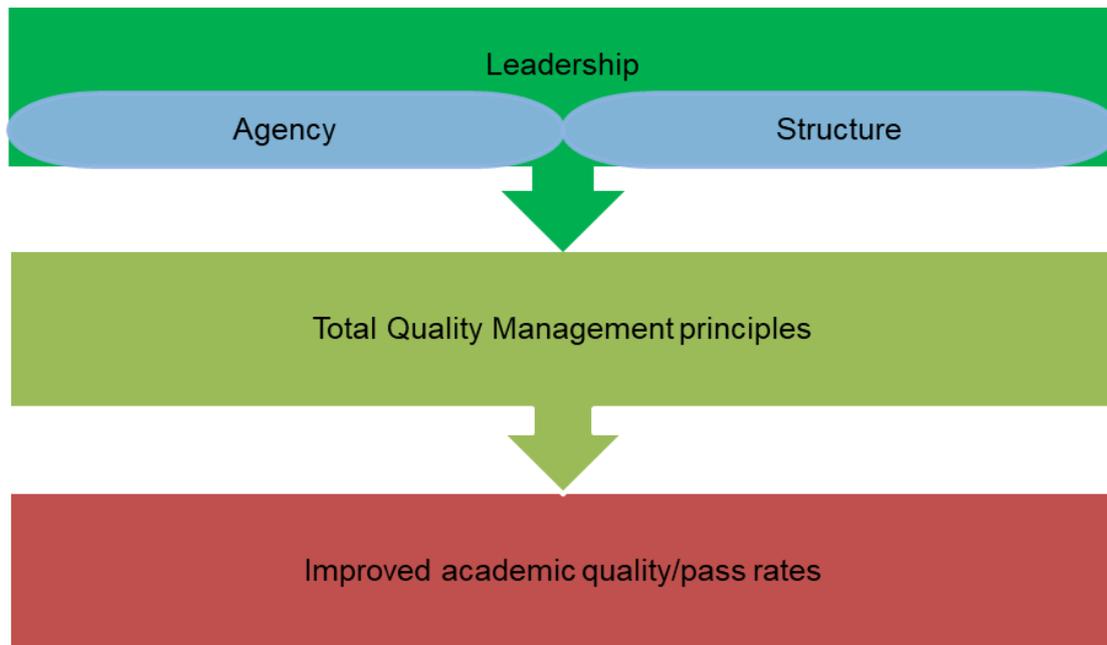
#### 6.1 INTRODUCTION

Chapter 5 presented the findings obtained from the interviews that indicated the perceptions of the participants on how agency and structure as practices influenced the possible implementation of Total Quality Management (TQM) based on the use of leadership and organisational structure. This was after a realisation (§ 1.5) that there was a problem of poor academic quality in schools in Harare Province in Zimbabwe.

This chapter therefore analyses and interprets:

- how agency and structure in schools in Harare Province in Zimbabwe are influencing leadership;
- how agency and structure explain the relationship between organisational structure and leadership;
- how leadership, through agency and structure, TQM and organisational structure are brought together to indicate their relationships and causal influence;
- the factors that may inhibit or promote leadership as a key factor in the implementation of TQM to improve academic quality in the schools;
- the changes that need to be made in the organisational structure of the schools to create an environment to implement TQM in Zimbabwe.

The TQM framework (Figure 6.1) indicates how to use leadership and organisational structure to improve academic quality in schools with TQM principles. It based on an analysis of the practices of agency and structure in all six schools in this study. It is useful for illustrating the relationships between leadership, agency, structure, TQM and academic quality. It can be used extensively to explain how agency or structure, or both, can be used to implement the principles of TQM to improve academic quality in schools.



**Figure 6.1: The TQM implementation framework using leadership, agency and structure to improve academic quality**

Although the schools in this study were purposefully selected based on performance status, the views of the participants, as will be indicated in subsequent discussions, were in most cases similar. This suggests that the way principals, deputy principals, HoDs and teachers viewed how agency and structure as practices influenced the possible implementation of Total Quality Management (TQM) based on the use of leadership and organisational structure was similar regardless of the performance status of the schools.

The thematic analysis and interpretation of effective school leadership and learning environment will be discussed next.

## **6.2 THE INFLUENCE OF AGENCY AND STRUCTURE ON LEADERSHIP IN SCHOOLS IN ZIMBABWE**

Based on the thematic analysis and interpretation of effective school leadership and the learning environment, the empirical data extracted from the interviews suggested that leadership in the schools in Zimbabwe is very important and is characterised by two main overarching and interdependent practices of agency and structure. This section is therefore premised on this flexible ontology that seeks to establish how agency and structure were influencing leadership in the schools in Zimbabwe.

## 6.2.1 Leadership and agency in schools in Zimbabwe

The analysis and interpretation of findings under the category of agency in this study is in the context of the participants' understanding of how their leadership used their agency to improve academic quality. In this regard, it will thus look at the relationships that existed between academic quality in their schools, as is indicated in Table 5.3, and the human resources capacity in the schools, their capacity to act, and their relationship with stakeholders.

### 6.2.1.1 Human resources: qualifications and academic quality in schools

Findings from the participants in this study revealed that their schools had qualified teachers with the necessary skills to achieve the schools' objectives (§ 5.3.1.1). An analysis of the participants' teaching experience and professional qualifications (Table 4.1) confirms this as it shows that almost all of them were degreed and experienced.

Participants described the attitude of teachers towards their work as generally very good as they were found to be hardworking and cooperative (§ 5.3.1.1). In some schools, the teachers were described as positive and motivated. District and provincial merit awards were cited as some of the motivating factors contributing towards such motivation (§ 5.3.1.1).

An analysis of the academic performance of the schools in this study in the national examinations, as indicated in Table 5.3, revealed that most of them were performing above average. However, two schools (Schools A and D) were performing far below average in the national examinations (see Table 5.3), despite almost the entire leadership in the schools having degrees (see table 4.1). An analysis of what the participants from the schools said revealed that the schools had problems of inadequate supervision (§ 5.5.1.1), statutory instruments (§ 5.5.1.2) and inadequate resources that they felt demotivated them (§ 5.5.1.5). According to Mosadeghrad et al. (2008), employee motivation is certainly linked to their loyalty to their organisations. Failure to motivate becomes a complexity to the leadership in schools if they are not creative enough to provide it to their staff, regardless of whatever challenges they may face in doing so.

Mosadeghrad (2014) says that employees who are well motivated and satisfied are receptive to organisational change and are in a position to support it. Demotivated employees are difficult to motivate, and attempting to motivate them, becomes a complexity to the leadership in schools. Seebaluck and Seegum (2012) concur and say that demotivated teachers negatively affect the performance of learners thereby lowering the quality of education.

Based on the above analysis, it can therefore be concluded that schools in this study that had teachers who were qualified and motivated to do their work, had the agency to influence academic quality improvement.

#### **6.2.1.2 Capacity to act**

An analysis of the participants' responses revealed that the leaders in schools in Harare Province had the capacity to act and were exercising their agency. Most of the participants confirmed that their leaders were carrying out leadership practices, suggesting that they were exercising their agency (§ 5.3.1.2). These results are confirmed by Frost (2006), namely that agency was relevant and an essential condition for the pursuance of leadership.

The results are also consistent with Bourdieu's theory of practice, which suggests that school leaders have a certain degree of liberty in their choice of strategies and practices to use in their schools (Waither, 2014). Most participants confirmed this, the HoD from School A emphasised this when she said that teachers at her school had the autonomy to run affairs of any kind in the school (§ 5.3.1.2).

The results are also consistent with Bandura's social cognitive theory, which posits that people do not just react to the environment, but are able to create or change the environment to suit their contexts. This appeared to have been the case in this study, with most of the participants (particularly from School D, a low-performing school) clearly confirming that they were allowed to express their views, which would then be implemented (§ 5.3.1.2).

The leaders in the participating schools were exercising their influence using different forms of agency, as proposed by Bandura (2000). The fact that some participants (for example, a teacher from School F) said that their principal motivated them to work, suggested they had personal agency, which implied that they brought their influence to bear on what they controlled directly (§ 5.3.1.2). In Schools C, D, E and F, there was evidence of both proxy and collective agency, since the participants referred to consultation, collaboration, participation, and working for the good of learners in the schools (§ 5.3.2.1).

The accounts of the participants in all schools in this study revealed that their leadership was absolutely clear about what to do and how to do it. Some of the practices by the leadership that were mentioned most, were applying contingent leadership (§ 5.3.1.2), allowing teachers to exercise their freedom in the execution of their tasks (§ 5.3.1.2), and allowing them to air out their views (§ 5.3.1.2). The leadership at all levels in the schools were found to be fully involved in decision-making, which enabled their abilities to be used for the schools' benefit (§ 5.3.1.2). This finding is consistent with the views of Ngware et al. (2006), who found that morale increased if

teachers were allowed to make decisions and instigate action. Hadebe (2013) says that this participative approach practiced in schools creates a sense of ownership of the ideas created, thereby creating positive relationships that show support and consideration for divergent views from members of staff.

Participants also revealed that the leadership in their schools were not only able to set their own vision and mission statements, objectives and core values so as to achieve their schools' goals, but were also actually guided by them. This was confirmed by all the participants in the study (§ 5.3.1.3).

According to Schultz (2013), being able to articulate a compelling future through vision and mission building is one of the distinctive skills that leaders in schools are able to execute. He suggests that using this distinctive skill enables them to be able to define and communicate their schools' principle purposes and creates maps that focus attention on their long-term survival. Kumar (2011) refers to the abovementioned skill as a leadership competence that is quite influential in the implementation of the principles of TQM, which Evans et al. (2012) believe is relevant in an educational context.

The above view is also shared by Cook (2014), who says that leaders who communicate and advance widely-understood school visions, foster and facilitate a positive school culture, encourage collaboration and shared decision-making, and promote leadership sustainability, which is essential for the academic growth of learners.

Based on the above analysis, it can therefore be concluded that the leadership in schools in this study did not only have the capacity to act, but were also able to use it to their full potential to influence academic quality improvement.

### **6.2.1.3 Stakeholder influence**

Findings under stakeholder influence (§ 5.3.1.4) revealed that stakeholder support and involvement was the key to a school's success. The stakeholders identified in this study were the parents, SGB, DoE, and suppliers.

From what the participants said regarding parental support (§ 5.3.1.4), schools where there was good rapport between them and parents seemed to have equally good pass rates in the national examinations (Table 5.3). In schools where there was some kind of negativism on the part of the parents, the pass rates were significantly low.

These findings are consistent with the views of Blanchard (2015), who observed that relationships of any kind are based on trust, which he considers an extremely important commodity. He says that trust is crucial in how people work together, listen to each other and build successful bonds.

Leithwood et al (2010) suggest that caring for and protecting trusting relationships with learners and parents is an essential feature in improving the learning. They point out that the leadership of a school is an important contributor to trust among teachers, parents and learners. They suggest that trust is created when school leaders accommodate parents in the school and demonstrate to them that they are reliable, accessible and sincerely honest in the way they interact with each other. They conclude that teacher learner relations that are characterised by trust have the potential to make the learners succeed in their academic work.

Five of the six SGBs in this study were found to be very supportive. However, there was one exceptional case (§ 5.3.1.4) where the school principal had nothing kind to say about the SGB. This finding brought to the fore issues of trust between stakeholders in schools. They seem to mirror what Blanchard (2015) suggests when he says lack of trust results in scepticism, suspicion and concern that leads to employees in organisations not being productive. As trust remains a predictor of student success (Leithwood et al., 2010), it not surprising to note that the performance of schools in this study that appeared to have trust issues seemed to be significantly low when perhaps compared to those that had trusting relationships.

An analysis of what the participants said about officials from the DoE revealed what appeared to be intriguing revelations. Low-performing schools seemed to be critical of officials from the DoE, whose supervision they had labelled as more of witch-hunting or fault-finding (§ 5.3.1.4). High-performing schools seemed to be highly appreciative of the officials whom they said helped with advice when they encountered challenges and also arranged workshops for them in an effort to make the education system remain of quality (§ 5.3.1.4).

Perles (2002) says that achieving quality requires external collaboration, especially working closely and cooperatively with customers and suppliers. External customers participate with suggestions on improving processes and services, and monitor their improvement, which is precisely what the DoE officials appeared to have done in the schools.

An analysis of participants' accounts about the influence of school suppliers on the learning process revealed that they were supportive of the schools. Based on what they said (§ 5.3.1.4), it would be apparent to suggest that all schools in this study were quality-focused organisations because they had good relations with their suppliers.

Garcia and Martinez-Lorente (2014) say that one of Deming's fourteen principles about relationships with suppliers advises organisations to avoid buying based only on price. It advises organisations to establish long-term relationships with a small number of suppliers, which would lead to loyalty as well as mutual improvement opportunities, since the suppliers know that only quality goods are acceptable. In this regard, quality-focused organisations will therefore not consider expenses as the main criteria in the supplier selection. Perles (2002) says that this relationship with suppliers is an important principle of TQM.

Since the stakeholder focus is the anchor-point concept of TQM (Chiles & Choi, 2000) and working well with stakeholders is the panacea for achieving quality (Perles, 2002), it can therefore be concluded that trust and relationships with all stakeholders in schools in this study were a prerequisite for the implementation of TQM to improve academic quality.

## 6.2.2 Leadership and structure in schools in Zimbabwe

Results from this category of the theme *effective leadership and learning environment* revealed the dynamic interaction between three structural factors, namely the environment, policies and organisational structure in schools in this study.

According to Moustaka-Tsiolakki and Tsiakkiros (2013), each of these factors is a structural component of a school's capacity for change. They suggest that the dynamic interaction of these and other factors not mentioned in this category leads to specific learning outcomes and outputs that feed back and reconfigure this interaction, remodelling the school's capacity for change and improvement. It is in this context that each of the three factors was analysed and interpreted according to what the participants in this study said.

### 6.2.2.1 Environment

An analysis of the environment in the schools in this study indicated that it had constraints that varied from school to school, although all participants said it was conducive (§ 5.3.2.1). For instance, in some schools, the participants said that their leadership was not supervising due to time limitations (§ 5.5.1.1). In other schools, the participants said that statutory instruments from the DoE were demotivating them (§ 5.5.1.2). Yet, in other schools, they were constrained by inadequate resources (§ 5.5.1.5). However, it was pleasing to note that the leadership in these schools, according to the participants, were carrying out various initiatives to address constraints such as these (§ 5.3.2.1). The principal from School B, for instance, had inadequate classrooms in the school, but could find alternative accommodation to address the problem. The HoD from School F spoke of how their leadership enabled them to attend staff development courses and seminars to improve instructional learning. The principal from School E spoke of how teamwork

was enabling them to come up with very good results in the national examinations (Table 5.3). The principal from School C spoke of using the school's vision and mission and involving everyone in what the school wanted to achieve (§ 5.3.2.1). The performance of these schools in the national examinations, as indicated in Table 5.3, was above average.

The above analysis seems to be consistent with the views of Albert Bandura's social cognitive theory (Denler, Wolters, & Benzon, 2014), which suggests that people create the environment which consecutively guides them. This relationship allows them to shape the direction in which they want their lives to take.

Kumar (2011) concurs when he says that leaders create new environments in organisations by their interpersonal influence, which involves others in the change process. He says that TQM literature suggests that leaders are able to influence their followers to create and adopt shared visions and to work cooperatively in teams. Oponng (2014) further concurs when he says that people do not just react to structure. They are in a position to create their own structure or to change it to suit their contexts.

Based on the above analysis, it can therefore be concluded that the leadership that had the agency to positively transform their environmental circumstances in schools in this study, had the potential to use their influence to improve academic quality.

#### **6.2.2.2 Policies**

Results from this study indicate that the leadership in the schools in Zimbabwe implemented policies that promoted interaction between teachers and their leaders (§ 5.3.2.1). The most-mentioned school policies were teamwork, maximum attendance by learners, writing tests fortnightly, giving learners early morning work, grooming, and staff development. This finding is consistent with the views of Rigby et al. (2016), who claim that implementing policy is something that takes place every day in schools.

An analysis of the policies found in the schools revealed that most of them helped learners more in terms of academic quality improvement. Policies like maximum attendance by learners, writing test fortnightly, giving learners early morning work and grooming benefited the learners, whereas policies like teamwork and staff development served the teachers (§ 5.3.2.1).

According to Wu et al. (2013), when rules (policies) and procedures are used to solve work problems, they are enabling. Hoy and Sweetland (2001) says that such rules and procedures foster trust, value differences, engages in interactive dialogue, and facilitate problem-solving.

Based on the analysis above, it can therefore be concluded that the leadership in schools in this study that had the agency to implement policies that were enabling, had the potential to improve academic quality in their schools.

However, participants in this study indicated that there were policies that came in from the DoE through statutory instruments. Some of the participants felt that those policies demotivated them (§ 5.5.1.2). Take for example the policy from the DoE, where a teacher who goes on sick leave cannot be replaced. Participants felt that this policy left the other teachers at the school overloaded with work (§ 5.5.1.3), thereby compromising quality.

Take for instance the policy that forbids schools from sending away learners for not paying fees (§ 5.5.1.5). Participants said that this policy disenfranchised them, resulting in their schools not paying for the much-needed resources like textbooks (§ 5.5.1.2). School D appeared to be worst affected by this policy. Participants from this school said that, at times, there were learners who completed the whole cycle of education without paying their fees (§ 5.5.1.2). Coincidentally, the performance of this school in the national examinations was not so good (Table 5.3).

There were other policies from the DoE – like the authority to buy a school vehicle, banning of extra lessons in schools, banning of paying incentives to teachers, and the authority to build in a school – which most of the participants said negatively influenced academic quality improvement (§ 5.5.1.2).

Wu et al. (2013) say punishment-centred policies tend to hold back creative work practices, thereby causing hostilities. Rather than promote learning in organisations, using force or threats compels obedience, and this may result in a lot of absenteeism, anxiety, work frustration and hostility (ibid, 2013). Reading the sentiments of some of the participants regarding policies from the DoE (§ 5.5.1.2), these policies seemed to have influenced them negatively with regard to improving academic quality in their schools. However, Hadebe (2013) says that policies from the DoE are not meant to kill individual flair, but to merely give guidelines and provide a framework within which schools should operate under the principal as the driver. This view is also shared by Wenner and Settlege (2015), who say that school principals are capable of continuously tailoring policy to suit their contexts. They say school principals can do so through changing policy to make it suit local circumstances on behalf of stakeholders.

Furthermore, Bourdieu's theory of practice suggests that school leaders have some freedom of choice in regard to strategies and practices that can be used in their schools and are free to execute their own plans in schools (§ 2.5.3). He says, however, that the school leaders should do

so in accordance with rules (policies). Already, the principal from School F confirmed doing so when she said that she was able to manage the situation by being tactful (§ 5.3.1.2). This school was doing well in the national examinations (Table 5.3).

Based on the above analysis, it is therefore concluded that the leadership that had the agency to perpetually adjust policies from the DoE to suit their contexts, had the potential to influence academic quality improvement in their schools.

### **6.2.2.3 Organisational structure**

Findings indicated that all participants described organisational structure as hierarchical: the school principal, then the deputy, HoDs, and then the teachers (§ 5.3.2.2). This description is synonymous with that of Andersen and Jonsson (2006), who refer to it as the division of work and authority in organisations. This is further affirmed by Hoy and Miskel (2012), who describe organisational structure as structures with a chain of command that directs decision-making at each level of the organisation. Leaders at each level have positional power which, in combination with the formal policies of and procedures in the school, is a source of influence. Parr (2009) concurs and further affirms that conventional models of school organisation are hierarchical structures that give authority to the school principal.

Based on the above analysis, it can therefore be concluded that the leadership of schools in this study that had the agency to understand what organisational structure is, had the potential to influence academic quality improvement, since they were cognisant of their responsibilities.

Wu, et al. (2013) theorise about hierarchy of control, which they refer to as centralisation (§ 3.5.3). They say centralisation can hinder or help the operation of an organisation. From what most of the participants in this study said (§ 5.3.2.2), the level of centralisation in their schools was enabling. Siniden et al. (2004) say that enabling centralisation helps participants to solve their problems, with the leadership facilitating work across recognised authority boundaries. They say enabling centralisation is flexible, cooperative and collaborative. School leaders in such structures are known to use their power and authority to help teachers by designing structures that facilitate teaching and learning (§ 3.5.3).

A further analysis of the schools in this study revealed that the same schools with enabling hierarchy of authority (enabling centralisation, § 3.5.3) also had policies that were enabling (enabling formalisation, § 3.5.2). These schools were performing well in the national examinations (Table 5.3). An organisational structure formed by a combination of enabling formalisation and enabling centralisation, is called an enabling bureaucracy (Hoy & Sweetland, 2001). According to

Hoy and Sweetland, an enabling bureaucratic organisational structure is hierarchical and the leadership that uses it implements policies that are helpful and lead to problem-solving among members.

Hoy and Miskel (2012) say that the prototype for an enabling bureaucracy is a hierarchical authority structure that helps rather than hinders and a system of rules (policies) and regulations that guides problem-solving. Findings by Hoy and Sweetland (2001), Wu et al. (2013) and Siniden et al. (2004) reveal that an enabling bureaucratic structure facilitates problem-solving, enables cooperation, encourages collaboration, promotes flexibility and encourages innovation. What is significant about these characteristics is that they have been found to have the best fit with TQM implementation (Garcia & Lorente, 2014; Mosadeghrad, 2014).

Based on the above analysis, it is therefore concluded that the leadership that had the agency to adopt a bureaucratic organisational structure in their schools, had the potential to implement the principles of TQM to improve academic quality.

An analysis of the participants' responses revealed that the leaders in schools in Harare Province had the capacity to use their organisational structure as part of their agency to inform and improve pass rates in their schools. This finding is in line with the views of King (2011), who argued that the actions of agents are always guided by structure. Oppong (2014) also argues that actions enable agents to follow structure, while structure prescribes how agents ought to act, leading to the conclusion that agency creates structures which, in turn, guide agents. It was expected that both agents and structures would influence behaviour. This was quite evident from participants' responses, with almost all of them expressing how they worked under a team structure (§ 5.3.2.1) and carried out democratic practices (§ 5.3.2.2). This is significant as it confirms Archer's theory of critical realism, which states that there is a dynamic relationship between structure and agency as they deal with and inspire each other (Archer, 2007, 2010). This theory posits that agency can change the structure. In turn, new structures lead to new and different ways of applying agency. For example, participants in this study reported using teamwork in their schools (§ 5.3.2.1). According to Marzano, Frontier and Livingston (2011), teamwork allows engagement of expertise within an organisation. Learners are therefore exposed to the influence of all experts in a school. By using a team structure, the leaders in the schools in this study demonstrated their agency, because schools are bureaucracies. This finding also confirms Giddens' Structuration theory. This theory highlights the relationship between agency and structure, namely that structure is continually influenced by and changed through agency (Caldwell, 2012). According to this theory, agency and structure are inseparable and connected through what is referred to as the duality of

structure (Oppong, 2014). According to participants in this study, they had democratic structures, and they also highlighted democratic practices in their schools (§ 5.3.2.2).

The finding further confirmed what was found by Hoy and Sweetland (2001), that is, schools have bureaucratic organisational structures that vary along a single continuum, with enabling bureaucracy at one extreme end and hindering bureaucracy at the other. The expectation in this study was that the organisational structure of the schools is bureaucratic and hierarchical. However, it seemed as if the participants in this study could use their agency to work within the supposed rigid bureaucracy and had a more enabling bureaucracy, or as they indicated, a democracy.

The fact that the participants in this study had the autonomy to run whatever affairs they wanted, could be consulted, had the opportunity to express their views, were allowed to look at the potential of others and to use such potential to assist others, and could use open-door policies, suggested that the principles of bureaucracy were not being strictly applied. Hoy and Miskel (2012) believe that an enabling bureaucracy is a hierarchical power structure that allows the leaders as agents to make some changes to the structure rather than allow it to obstruct their agency. By frequently referring to the organisational structure of their schools as democratic, the participants in this study were possibly suggesting that the enabling bureaucratic structure could have been the same as or similar to a democracy. This observation seems consistent with that of Hoy and Sweetland (2001), Sinden, Hoy and Sweetland (2004), and Wu *et al.* (2013), who found tenets of democracy – such as problem-solving, cooperation, collaboration, flexibility, and change – in enabling bureaucratic structures in schools. They described enabling bureaucracies as flexible, cooperative and collaborative, as is evident from the well-functioning teams in the schools in this study.

An analysis of the schools where most participants identified the organisational structure as being democratic revealed that they were also doing well in the national examinations. For example, the teacher from School B said the organisational structure in her school was democratic. The HoD from School C said it was more democratic. The principal from School E said it was democratic, and the teacher from School F said their organisational structure was democratic (§ 5.3.2.2). If one compares the schools that indicated that their organisational structures were democratic with their performance in the national examinations (Table 5.3), one would find that there was a significant positive relationship.

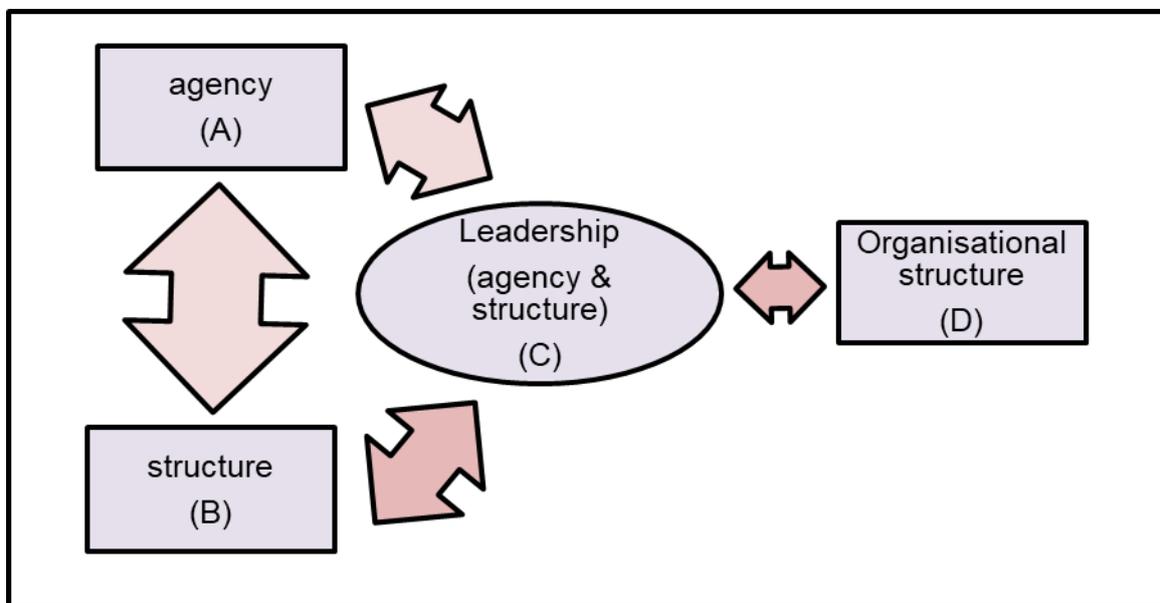
From these findings, it can be concluded that the leadership in schools that had the capacity to use their agency within and through the organisational structure of their schools, had the potential to improve pass rates.

When asked about the most appropriate organisational structure they would employ in their schools to effectively implement TQM, all participants chose a democratic structure (§ 5.3.2.3). The reasons given for their choice were that some felt they were not good at everything and therefore they needed teamwork. Others said that a democratic structure involved the participation of everyone, resulting in ownership of results by everyone. An analysis of what these participants said seemed to suggest that, what they were referring to as a democratic organisational structure, was in fact an enabling bureaucratic organisational structure. According to Wu et al. (2013), this is because virtually all schools have the trappings of bureaucracy. According to Wu et al., while these have been criticised and even demonised as structures that produce over-conformity and rigidities, blocked and distorted communication and stifled innovation (§ 3.6), research has shown that guided behaviour clarifies responsibility and enables individuals to be more effective.

From these findings, it can be concluded that the leadership in schools that had the capacity to use their agency within and through the organisational structure of their schools, had the potential to implement TQM.

### 6.2.3 Agency and structure in relation to leadership in schools

Figure 6.2 below illustrates more profoundly the overall findings of this study on how agency and structure explain leadership.



**Figure 6.2: Agency and structure in relation to leadership**

An analysis of all six schools under study revealed that their leadership (C) was using its agency (A) and structure (B) to influence how they improved academic quality in their schools. As part of

structure, the organisational structure (D) was found to be an enabling bureaucratic structure (§ 6.2.2.3).

In these schools, the leadership was found to carry out practices such as teamwork (§ 5.3.2.1), consulting teachers (§ 5.3.1.1), collaboration (§ 5.3.1.1), problem-solving (§ 5.3.1.2) and innovation (§ 5.3.2.1). In School E, for instance, participants revealed how their leadership had shown their innovativeness by breaking down individual subjects into subject concepts, which each learner was supposed to understand in the process of mastering the subject(s) (§ 5.3.2.1). An analysis of its performance in the national examinations suggested that it was performing well (see Table 5.3).

There was evidence of teamwork (§ 5.3.2.1) and stakeholder participation (§ 5.3.1.4) in some of the schools in this study. From what the participants said, such schools were flexible in their conduct. The principal from School F, for instance, was able to buffer her teachers from unnecessary interference from the DoE without any reprisals from them (§ 5.3.2.2). Her school was doing well in the national examinations (see Table 5.3).

What the participants in this study said was reflective of the interplay between agency (A) and structure (B). In the context of this study, the leadership in the schools (C) were using their agency (A) through their competences (§ 5.3.1.1 & Table 4.1), capacity to act (§ 5.3.1.2 & 5.3.1.3) and stakeholders (§ 5.3.1.4), as well as their structure (B), that is, their environment (§ 5.3.2.1), organisational structure (D; § 5.3.2.2) and learning resources (§ 5.3.2.4).

That the organisational structure in the schools was found to be hierarchical and enabling (§ 6.2.2.3), suggests that the leadership in the schools were using their agency to make it enabling. Taken in this context, this would suggest that the leadership in the schools were using more of their agency, with the organisational structure playing a secondary role.

This analogy is also reflected when one is to analyse the theories of agency and structure. Bourdieu's theory of practice (§ 2.5.2.1) suggests that school leaders have a degree of liberty in their choice of strategies and practices to use in their schools. However, they do so in accordance with the rules (structure) and the leaders' relative position in the schools (§ 2.5.3).

Giddens' Structuration theory (§ 2.5.2.2) takes Bourdieu's account of agency and structure further as he provides a framework that shows that structure is continually being created through people's daily actions (Caldwell, 2012).

Archer's theory of critical realism (§ 2.5.2.3) contends that there is a dynamic relationship between agency and structure as they confront each other. It reinforces the idea that the individual actions of the leadership in schools, whilst constrained by existing structure in schools, also serve to change or reinforce those structures.

Bandura's social cognitive theory (§ 2.5.2.4) says that people do not simply react to environmental events. They actively create their own environments (structure) and act to change these environments. It suggests that the leadership in schools (C) can create structure (B), which in turn shapes them.

Based on the above analysis, it is therefore concluded that the leadership that was agency-driven, with structure playing a secondary role, had the potential to influence academic quality improvement in their schools.

### **6.3 THE INFLUENCE OF AGENCY AND STRUCTURE IN THE IMPLEMENTATION OF TOTAL QUALITY MANAGEMENT BASED ON THE USE OF LEADERSHIP AND ORGANISATIONAL STRUCTURE**

This section of data analysis and interpretation seeks to determine how agency and structure as practices influence the possible implementation of TQM, based on the use of leadership and organisational structure, to improve academic quality in schools. It is based on participants' knowledge and understanding of TQM and its principles and their influence in schools.

#### **6.3.1 Knowledge of Total Quality Management**

An analysis of all the definitions provided by the participants in this study did not reflect knowledge of TQM, which has been defined by Kumar (2011) as a management philosophy that is based on a set of theoretical principles that seek to mobilise organisational resources to increase stakeholders' satisfaction. This suggested that participants in these schools did not understand what TQM is.

Furthermore, although almost all schools indicated that they had a TQM policy document (§ 5.4.2.1), this was not found to be the case, as what they described appeared to be the vision and mission statements, co-values and objectives that apparently appeared to be a legal requirement in schools in Zimbabwe, given that they happened to be uniformly displayed in the offices of the principals of all schools visited.

### 6.3.2 The influence of the principles of Total Quality Management in schools

Judging by the participants' responses in all schools (§ 5.4.2), there is strong evidence to suggest that they were not implementing any of the principles of TQM.

Analysing what the participants said revealed that they were able to relate most of the principles as shown to them with what they were actually doing in their schools. For example, almost all participants equated the principle of education and training on the job with staff development (§ 5.4.2.3). They equated the principle of providing leadership with sending school prefects for training in leadership, to mention but a few examples.

It was clear that the principles participants indicated as principles of TQM, were certainly not. This is because the first and second of Deming's fourteen principles, for instance – creating constancy of purpose and adopting the philosophy (§ 2.4.5.1 & 2.4.5.2) – ask of leaders to be progressive and imagine what their organisations would be in the immediate future (Evans et al., 2012). They have to share the quality vision, mission and objectives with all stakeholders in the schools. The purpose of the schools must be to improve the quality of education for all learners (Lunenburg, 2010). Adopting this philosophy entails crafting the school's quality vision, mission and objectives collectively (ibid, 2010). This becomes the driving force behind whatever decisions are made in the schools (Evans et al., 2012).

Analysing these two principles revealed that they were referring to the leadership, coming up with a TQM policy document that spelled out the school's total quality vision, mission, core values, objectives and quality guidelines that can be used by all in the school. Although most of the participants in this study admitted that they had this document in their schools, this was found not to be the case (§ 5.4.2.1). This is because implementing these principles not only takes a great deal of effort and thought, but also requires unwavering commitment from the leadership in the schools. Fundamental to the process, is a transformation of the schools' basic assumptions, beliefs and values that give purpose to the behaviour of everyone in the schools. If the leadership in schools in this study were to create constancy of purpose and adopt the new philosophy, they would have had to use more of their agency and the unequivocal support of the structure they inhibited in the schools to drive academic quality improvement.

Deming's third principle (§ 2.4.5.3), for instance, encourages organisations to eliminate reliance on inspections and to build quality into their products and processes, and yet there is evidence to suggest that most of the supervision conducted in the schools in this study was more of inspection (§ 5.5.1.1). Whereas this principle dissuades leaders from conducting inspections in their schools, the situation on the ground in this study (§ 5.3.1.4; § 5.5.1.1) revealed that they were actually doing

so. If the leadership in schools in this study were to cease dependence on inspection to achieve quality, they would have had to use more of their agency, with structure playing a secondary role, in driving academic quality improvement.

Deming's fourth principle (§ 2.4.5.4) refers to ending the practice of awarding business based on price alone. Lunenburg (2012) suggests that schools need to move towards a single supplier at any time and develop long-term relationships of loyalty and trust with that supplier. In this study, schools were found to have had several suppliers (§ 5.3.2.4) per school. One school principal said that when they wanted something from their suppliers, the suppliers would come to the school and leave their quotations. The leadership in the school would then go through the quotations and then choose from the supplier who had enough of the quantities they needed. Adopting the principle of ending the practice of awarding business based on price alone, as is suggested by the fourth principle, would entail that the schools in this study became agency-driven, with structure playing a secondary role.

The fifth principle (§ 2.4.5.5) refers to improving constantly and for every process through the 'Plan-Do-Check-Act' (PDCA). Most of the participants equated this to the normal planning and teaching they did in their classrooms (§ 5.4.2.2). The principle provides the framework for planning, doing, checking and acting (§ 2.4.3). If the leadership in schools in this study are to implement the PDCA framework, they will have to use both their agency and structure to improve academic quality.

The sixth principle (§ 2.4.5.6) refers to instituting on-the-job training. According to Lunenburg (2010), training on the job entails three things. He suggests that the first thing is training teachers in new instructional processes that will have been developed. The second thing is to train teachers in using new assessment techniques. Finally, the teachers have to be trained in how the new system works. This training also includes ancillary staff. Analysing what this principle entails and what was found in the schools suggests that there was no training on the job in these schools. Participants talked about staff development. The way participants described what they did during staff development (§ 5.4.2.3) suggested that it was quite different from the principle of instituting on-the-job training. For instance, some participants talked about urging teachers to keep on learning as part of training on the job (§ 5.4.2.3). School principals talked about how they encouraged their teachers to join universities as part of training on the job (§ 5.4.2.3). There was therefore a difference of perception with regard to instituting training on the job by the participants and what they referred to as staff development. If the leadership in schools in this study were to adopt the principle of instituting on-the-job training, they would have to use both their agency and structure to improve academic quality.

Lunenburg (2010) states that the seventh principle of instituting leadership (§ 2.4.5.7) resembles Peter Senge's (2006) systems thinking. It is synonymous with the theory of knowledge (§ 2.4.3), which implies that it is the job of the leadership and not those who work under them to make changes to the system so that it is improved. Lunenburg (2010) asserts that the work of leaders should be that of minimising the differences that might exist amongst the different stakeholders in the school so as to bring everyone towards one purpose. Despite this being the case, the participants in this study talked about how their leadership were providing them with opportunities to make their own decisions through designing their own programmes (§ 5.4.2.4). For example, one school principal talked about how he gave the sports director in her school the autonomy to make decisions (§ 5.4.2.4). The other one talked about how she allowed learners to decide on the sporting activities of their choice as part of providing leadership (§ 5.4.2.4). Based on these few examples, it was clear that there was a huge gulf between what this principle said and what the participants said. If the leadership in schools in this study were to adopt the principle of providing leadership in their schools, their schools would become structure-driven, with agency playing a secondary role.

The eighth principle talks of driving out fear (§ 2.4.5.8). Salammi and Akpobire (2013) claim that one of the basic assumptions of TQM is that people want to do their job if an enabling environment is created. Lunenburg says that the focus should then be on improving the processes and outcomes instead of blaming individuals for failing.

According to Evans et al. (2012), successful leaders are the ones who use data and provide constant responses to identify the source of fear and ultimately drive it out. This is contrary to what the participants in this study said about driving out fear. They indicated that their leadership carried out practices that helped them to overcome the fear of them doing their work efficiently by discouraging competition and encouraging teamwork (§ 5.4.2.4). Other participants said that they drove out fear by involving their staff in decision-making.

An analysis of what the participants said and what the principle says about driving out fear suggested some form of disconnection on their part. However, in both cases, it would imply that the leadership that adopts this principle will become agency-driven, whilst structure plays a secondary role.

The ninth principle talks of breaking down barriers among staff areas (§ 2.4.5.9). Evans et al. (2012) say implementing this principle requires developing teams comprising members from across all departments to work together on issues of mutual concern. Such teams would be

cognisant of the functions and interconnectedness among departments and willing to encourage team work amongst them and to work on areas of mutual concern.

The participants in this study said that their leadership broke down barriers between departments by working as a team (§ 5.4.2.4). Others talked about working in different groups, but getting to their departments when they had completed their tasks. Analysing what the participants in this study said about breaking down barriers and what the principle says revealed some form of convergence on their part. This implies that the leadership in schools in this study that adopted this principle became structure-driven, whilst agency played a secondary role.

The tenth principle encourages schools to do away with using slogans, catch phrases and objectives (§ 2.4.5.10). Lunenburg (2010) says that most of these imply that subordinates can do better if they worked harder. He finds it offending rather than inspiring the team, thereby creating adversarial relationships. While this principle is true for business organisations, schools generally have been known to use slogans, exhortations and targets (ibid, 2010), and schools in this study were no exception. Whichever the case, this would suggest that the leadership in schools in this study, or indeed elsewhere, that adopts this principle, will have to use both their agency and structure to improve academic quality.

The eleventh principle encourages schools to eliminate numerical quotas for the staff and goals for the leadership (§ 2.4.5.11). These include rigorous and systematic teacher evaluation systems, merit pay, management by objectives, grades and quantitative goals (Lunenburg, 2010). Once more, while this principle is true for business organisations, schools generally have been known to use systematic teacher evaluation systems, management by objectives and quantitative goals (ibid, 2010), and schools in this study were no exception. Whichever the case, this would suggest that the leadership in schools in this study, or indeed elsewhere, that adopts this principle, will have to use both their agency and structure to improve academic quality.

The twelfth principle encourages schools to remove barriers that rob teachers of pride in their work (§ 2.4.5.12). Lunenburg (2010) says most people want to do a good job and that elimination of demotivators such as lack of involvement, poor information, annual or merit rating and leaders who do not care, are critical. This calls for effective communication.

An analysis of what the participants said with regard to communication in their schools (§ 5.6.1.4) suggested that it was not effective enough. One participant confirmed that they sometimes used closed communication. Another participant said that the method of communication in his school, which was hierarchical, made it difficult to communicate on sensitive issues. Other participants

wished that there would be more communication between stakeholders in the school. This therefore implies that, if the leadership in the schools in this study were to implement this principle, their schools would become structure-driven, with agency playing a secondary role.

The thirteenth principle (§ 2.4.5.13) encourages organisations to support continuing education for its members. In the context of schools, this would imply ongoing professional development for system- and school-based leaders, which is critical for improvement efforts. An analysis of what the participants said in this regard revealed that their leadership were supporting continuing education for their members (§ 5.4.2.3). Participants spoke of how their leadership encouraged them to join teacher professional studies in universities across the country. This therefore suggested that schools that implement the principle of supporting continual education of its members are agency-driven, with structure playing a secondary role.

The fourteenth principle (§ 2.4.5.14) promotes a transformation process through which all members in an organisation contribute to creating a shared vision for the school. According to Schultz (2013), being able to articulate a compelling future through vision and mission building, is one of the distinctive skills that leaders in schools are able to execute. This therefore suggests that schools that implement the principle of promoting a transformation process through which all members in the school contribute to creating a shared vision must use both their agency and structure to improve academic quality.

Based on the above discussion, it can therefore be concluded that agency and structure are requisite if the leadership in schools in this study are to implement all the fourteen principles of TQM so as to improve academic quality.

### 6.3.3 The Total Quality Management implementation framework in schools

Figure 6.1 illustrates a TQM implementation framework, which is derived from the analysis done in this study and is interpreted in light of the interaction dynamics between leadership, agency and structure as well as TQM, as found in this study. It suggests that the leadership in schools can use their agency (§ 5.3.1) and structure (§ 5.3.2) to implement the principles of TQM (§ 5.4.2) to improve academic quality. This is particularly so, given that the preceding sections in this study demonstrated how the leadership in schools that use their agency and structure have the potential to implement the principles of TQM. This is not surprising because Archer's theory of critical realism (§ 2.5.2.3) suggests that the behaviour and experience of agents are generated by organisational structure, but agents can dynamically exert their subjective agendas in response to it. This theory assumes that agency is pivotal, since it states that, what is central to human beings, is not the meaning, but doings (Archer, 2000). In the context of this study and the implementation

framework (Figure 6.1), this suggests that the leadership through their agency and structure have the potential to implement the principles of TQM so as to improve academic quality in their schools.

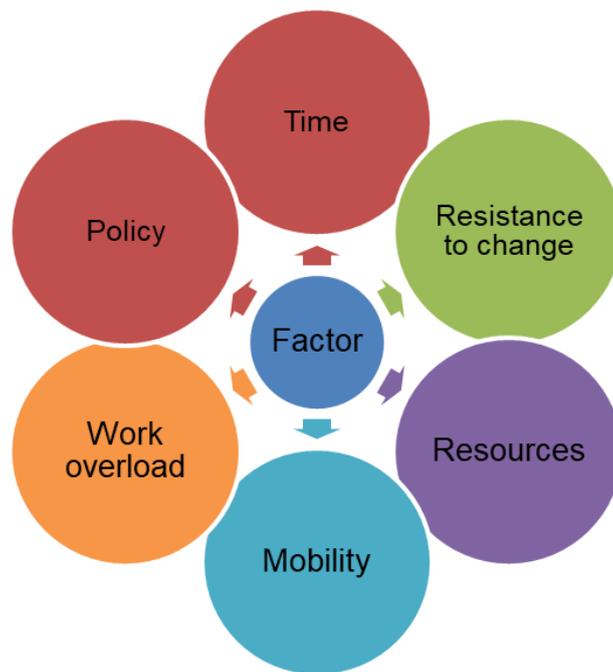
Findings indicated that the organisational structure of schools in this study was an enabling bureaucratic structure (§ 6.2.2.3). Hoy and Miskel (2012) state that the prototype for an enabling bureaucratic organisational structure is a hierarchical authority structure that helps rather than hinders, and a system of rules (policies) and regulations that guides problem-solving. According to Jason et al. (2013), an enabling bureaucratic structure facilitates problem-solving, enables cooperation, encourages collaboration, promotes flexibility, and encourages innovation. What is significant about these characteristics, is that they have been found to have the best fit with TQM implementation (Garcia & Lorente, 2014; Mosadeghrad, 2014).

From the above analysis, it can therefore be concluded that schools in this study had the leadership and the organisational structure to implement the principles of TQM to improve academic quality.

#### **6.4 FACTORS THAT INHIBIT OR PROMOTE LEADERSHIP AS KEY TO THE IMPLEMENTATION OF TOTAL QUALITY MANAGEMENT IN SCHOOLS**

Leadership is an essential ingredient in the implementation of TQM (Mosadeghrad, 2014), and yet the very same leadership could be met with challenges that may inhibit or promote the implementation of TQM principles in schools so as to improve academic quality.

Figure 6.3 shows the factors cited in this study that could inhibit or promote leadership as key to the implementation of TQM in schools in Zimbabwe.



**Figure 6.3: Factors that inhibit or promote leadership as key to the implementation of TQM in schools to improve academic quality**

#### 6.4.1.1 Time

The leadership in schools in Zimbabwe are responsible for providing adequate support to teachers and learners through supervision for the development of teaching and learning. This requires adequate dedication and more importantly, time to do so, and yet the majority of participants in this study confirmed the contrary. They were not finding enough time (§ 5.5.1.1). This finding is consistent with the one by Ah-Teck and Starr (2014) in a study on the implementation of TQM principles in Mauritian schools. They also found that school principals and teachers cited time as a constraint to the implementation of TQM principles. In the study, the participants said they did not have time to sort and analyse data about their schools, believing this to be an extra constraint to their already-demanding professional life (§ 3.3.3.3). As a result, when it came to analysing the results of the research, there was no evidence to suggest that they carried out any systematic and transparent use of data by both the school principals and the teachers. Furthermore, Mosadeghrad (2014) insinuates that the implementation TQM brings along with it more work. This can be taken by teachers as an obstacle, resulting in it being a factor of their dissatisfaction.

In view of the above analysis, in this study, it can therefore be concluded that the time factor could have been one of the reasons why the leadership in this school was not implementing the principles of TQM.

### 6.4.1.2 Policy

Results from this study suggest that some participants felt demotivated by policies. The policies cited in this study as demotivating were those from the DoE. For example, participants felt demotivated by the policy on sick leave, authority to buy, donations, extra lessons, authority to build, and school fees (§ 5.5.1.2). Participants said, for instance, that the policy on sick leave resulted in them having extra lessons, adding to their already full loads as they covered for the teachers on sick leave. The policy on donations demotivated them because the DoE had the authority to deny schools such donations destined for them from perceived hostile donors, despite the donations being helpful to the schools. Participants said the policy on extra lessons demotivated them in much the same way as the policy that required schools to seek the authority to buy from the DoE. The story was the same for all the other cited policies from the DoE.

According to Pun and Jaggernath-Furlonge (2012), lack of motivation is a major contributory factor to the failure of TQM programmes in organisations. Seebaluck and Seegum (2012) identified two factors that affected the motivation of teachers. These were intrinsic and extrinsic factors. They suggested that intrinsic factors included achievements of both learners and teachers and the learners' positive attitudes, chances for progressing, promotion and possibilities for growth. They also included positive mutual relationships, satisfaction with teaching, responsibility, varied work that is meaningful and teachers who are professional, capable, empowered, recognised and rewarded.

Extrinsic factors consisted of modified educational policies, supervision that is poor, deteriorating importance of teachers, unfriendly treatment by the leaders in schools, mounting loads of work, poor salaries, poor working conditions and no job security. From an organisational behaviour and management perspective (Owens & Valesky, 2011), motivation can be linked with the power to influence people. It is one important aspect that is available to school principals to enhance the performance in their schools (ibid, 2011).

Employees' motivation is related to their commitment to their organisations in a positive way (Mosadeghrad, Ferlie, & Rosenberg, 2008). Failure to motivate becomes a complexity to the leadership in schools if they are not creative enough to provide it to their staff, regardless of whatever challenges they may face in doing so. Employees who are extremely motivated and content have an attitude that is positive towards programmes of change and are more inspired to support those changes in organisations. Demotivated employees are difficult to motivate, and attempting to motivate them, becomes a complexity to the leadership in schools (Mosadeghrad, 2014).

In view of the above analysis, it can therefore be concluded that policy issues could have been one of the reasons why the leadership in schools in this study were not implementing the principles of TQM.

#### **6.4.1.3 Work overload**

Findings of the study point to the fact that one school was overwhelmed in terms of the work it had to perform, considering the adverse effects brought about by policy consequences (§ 5.5.1.3).

School C admitted being the worst affected school as all participants complained about the teacher-pupil ratio being as high as one teacher to 67 learners in a single class (§ 5.5.1.3). The reason why this school had this high teacher-pupil ratio was, according to the participants from this school, that it was performing so well in the national examinations, that parents wanted their children to be at that school (§ 5.5.1.3).

In view of the preceding analysis, it can therefore be concluded that the issue of work overload could have been one of the reasons why the leadership in this school was not implementing the principles of TQM.

#### **6.4.1.4 Mobility of teachers**

Findings of this study show that the mobility of teachers affected only School B. The principal of the school acknowledged that his school was regarded as a bus stop. Mosadeghrad (2014) says mobility of teachers from one school to another becomes an impediment to the implementation of TQM. Deming (1986) appears to suggest that such mobility is a deadly disease that discourages them from planning long term and committing to their goals.

The fact that only one school in this study was affected by the mobility of teachers implies that the other schools did not have this problem. This therefore effectively suggests that all the other schools had the potential to implement the principles of TQM to improve academic quality. It is therefore concluded that schools that are affected by the mobility of teachers do not have the potential to implement the principle of TQM to improve academic quality.

#### **6.4.1.5 Inadequate resources**

Burcher et al. (2010), Khan (2011) and Mosadeghrad (2014) claim that allocating the necessary resources is essential for the effective implementation of TQM. Mosadeghrad (2014) singles out financial resources, effort and time as the most-needed resources for the successful implementation of TQM in schools.

All schools in this study indicated that they had challenges of inadequate resources in one way or the other. However, the principals in all schools said that they always created opportunities to enable teachers to accomplish their vision (§ 5.3.2.4). They said they were never adequately resourced, but they were continuously looking for ways to improve the resources in their schools (§ 5.3.2.4).

Based on the above analysis, it can therefore be concluded that the leadership in most of the schools in this study had the agency to implement the principles of TQM, using the available resources at their disposal to improve academic quality.

#### **6.4.1.6 Resistance to change**

Only one school cited the problem of negative attitude to change. The principal from School F said that she was facing challenges of negative attitude and resistance to change. She gave an example of instances where she had proposed certain things in a bid to promote quality, but had faced stiff resistance from some teachers who wanted to maintain the status quo. The principal had come from a former group B school to a former group A school. Group B schools were for the black children in the townships, while group A schools were mainly for the white children. The resistance to change stemmed from the fact that the longest serving teachers at the school resisted initiatives from this principal who had come from a former group B school (§ 5.5.1.6).

Mosadeghrad (2013) says employees' resistance to change is the primary obstacle to TQM implementation in an organisation. This is because TQM is said to be a potential source of fear and anxiety (Khan, 2011). The TQM change is said to challenge individuals, cultures, systems and existing power relations and hence it can be perceived to be a threat to the status quo, as was the case with School F.

The facts that only one school in this study was affected by resistance to change suggests that all the other schools were able to implement the principles of TQM to improve academic quality.

### **6.5 PROPOSED CHANGES TO ORGANISATIONAL STRUCTURE FOR TOTAL QUALITY MANAGEMENT**

When asked about the changes they propose to make to the organisational structure of their schools so as to make it enabling for TQM, some of the participants were happy with the way things were. They believed the organisational structure was fine as it was. For instance, the principal from school C saw nothing wrong with the existing organisational structure in his school and said that, at that time, their organisational structure was what it should have been. The deputy principal from School D concurred and said that she did not think of any changes and confirmed

that the organisational structure in her school was fine because they were doing fine in the school. The deputy principal from School E saw nothing wrong with the organisational structure of her school and said that there was nothing she could change as she was happy with it.

However, some other participants suggested changes ranging from changing the terminology used in schools, changing policies and procedures, removing centralisation of decision-making, and changing the communication methods used in the schools.

### 6.5.1 Changing the terminology used in schools

On changing the terminology used in schools to create an environment to implement TQM, the deputy principal from School B said that they were in the process of changing the name headmaster, because it would not make sense to say headmaster if it was a lady at the helm of the school. She suggested calling the principal the school head or just head.

The principal from School B concurred and said that these terms were inherited from the colonial system and they were just applying them without any adverse connotations; but the general understanding was that, if somebody was the senior teacher, the assumption was that she was more senior than others in terms of experience, and naturally, it entailed that this person would become eligible for promotion at some point. However, he found that, when somebody became a team leader, it was more ideal to say team leader, because he or she was now leading a team and the team was supposed to actually give their support to the leader. He acknowledged that terms like head mistress and deputy head mistress were derogatory and had to be changed.

The principal from School C went further and said that he believed that when the term headmaster was coined, most heads then were men, but things have since changed as now, there were ladies in head positions. He said he would prefer just the name head – the head.

The HoD from School F said that she thought a team leader was better than the term senior teacher, because if one was to say senior teacher, it meant that most of the teachers were just juniors and the senior teachers knew everything.

The abovementioned findings are consistent with the findings of Parr (2009), who found that the traditional terms such as senior teacher were seen to signify a hierarchical status, while suggested terms such as team leader signalled the leadership component of their role. She discovered that the proposed terms signalled a collaborative approach instead of hierarchical labelling. Terms such as school head were found to be based on relationships rather than on hierarchy.

Parr (2009) suggests that these changes to terminology in schools informs of how organisational structure can improve leadership. This is significant in that the changes indicate how leadership can be extended to all levels – something that is consistent with TQM (Kumar, 2011).

### 6.5.2 Changing the policies and procedures

On changing policies and procedures to ones that promote participation and teamwork, the deputy principal from School A confirmed that they were still using policies that made someone feel withdrawn, and said it was time to come up with new ones that would allow everyone to participate. She did not specify the policies she was talking about, but she could have been referring to the policies mentioned earlier on (§ 5.6.1.2) that were affecting academic quality in the schools under study.

The HoD from School B suggested that there had to be an open-door policy where everyone was free to approach whoever they wanted for consultation. As it stood, one had to go through the hierarchy of the school if they wanted something.

The deputy principal from School B said there was a need to choose the right people who were committed to duty when filling positions of responsibility in the school, because she reckoned there were some who were never committed to duty and were not interested in doing things like sports, science, and so on.

The teacher from School C said that sometimes people did not work as team and that this affected academic quality.

The principal from School D said that there was room to improve, but he believed there had to be an open-door policy that ensured that everyone's concerns were taken on board, whether they were learners, the ancillary staff, or whoever.

In a study conducted by Hadebe (2013) on whether school principals in Zimbabwe should be leaders, managers, or both, it was clearly revealed that, while schools were governed by national policy, the implementation of policy was to reveal the innovativeness of the school principal. The study through the provincial director reiterated the fact that policy merely gave guidelines, but the "how" depended on the principal. According to the provincial director, policy was not meant to kill individual flair. It merely provided a framework within which the school would operate under the leadership of the principal as the driver.

This then brings into play the agency of the leadership in schools in Zimbabwe and serves to justify what has been found in this study: schools that are agency-driven, with structure playing a

secondary role, had the potential to improve academic quality in their schools. In this study, such schools have been found to be capable of implementing the principles of TQM.

### 6.5.3 Removing the centralisation of decision-making

When asked about their views on removing the centralisation of decision-making from being the responsibility of a few to becoming the responsibility of all in the school, the principal from School B confirmed doing that by decentralising authority to his subordinates. He said that each of his subordinates (deputy head and the HoD) had their own offices from where they ran their departments efficiently.

The HoD from School D felt that everyone had a part to play and that no one should have a monopoly in making decisions for the teachers, as they also had to have a say. The deputy principal from School D concurred. According to this deputy principal, if decisions were centralised, it became a problem, because no one knows everything. There had to be involvement by others, because the best ideas sometimes came from elsewhere.

The teacher from School E said that she would like a situation whereby positions of responsibility, particularly the HoD, in the school was rotated so that everyone could appreciate what the position actually involved and become cooperative. She said this because she felt that sometimes, as subordinates, they did not realise what HoDs went through, so she reckoned this would give them the chance of having a feel of the position and become more cooperative.

It seemed clear from participants that they were committed to developing structures that supported interdependence, collaboration, collegiality and shared decision-making that characterised concertive leadership. These are attributes that made the implementation of TQM principles in schools in Zimbabwe possible.

### 6.5.4 Changing the communication methods

When asked about changing the communication methods in their schools so as to create an environment to implement TQM, the deputy principal from School A said they were not always using open communication. She confirmed that she sometimes used closed communication. She therefore envisaged a situation where she would always use communication that would enable the school to implement the principles of TQM. Coincidentally, this school was not performing well in the national examinations (Table 5.3).

What the deputy principal from School A said is in direct contrast to what participants from her school said earlier when they described the organisational structure at their school as democratic. A democratic structure has no room for closed communication.

The teacher from School C said that the hierarchical methods of communication in schools – that is, information having to pass through the senior teacher, HoD, deputy principal up to the principal – had to go. She said that it was impossible to report favouritism, for example, because of this channel of command. What the teacher from School A said about communication methods in her school is in direct contrast with what the participants from his school said when they described the organisational structure in their school as democratic.

The principal from School C said that he envisaged a situation whereby all stakeholders' voices in the school could all be heard to create harmonious relationships that would be conducive for the implementation of the principles of TQM.

The principal from School D concurred and only wished that there would be more communication between the stakeholders and that all the stakeholders could be given a chance to add their voice. This, in her opinion, would bring about some change. This is not surprising, coming from the principal of the school where the SGB had embezzled school funds.

The principal from School E said that she wanted to enhance communication in her school using websites so that the parents would have a lot of information of the school.

What participants in this study seemed to have suggested was that the leadership in the schools knew what they wanted. They had the potential to bring the best out of their teachers through increasing their capability for cooperation, motivation and aligning them to vision, and communicating the vision both orally and in written form. These are the hallmarks of a leadership that has the potential to implement the principles of TQM in their schools (Kumar, 2011).

## **6.6 SUMMARY**

This chapter analysed and interpreted:

- how agency and structure in schools in Harare Province of Zimbabwe were influencing leadership;
- how agency and structure explained the relationship between organisational structure and leadership;
- how leadership through agency and structure, TQM and organisational structure are brought together to indicate their relationships and causal influence;

- the factors that potentially inhibited or promoted leadership as a key factor in the implementation of TQM to improve academic quality in the schools;
- the changes that needed to be made in the organisational structure of the schools to create an environment to implement TQM in schools in Zimbabwe.

The TQM framework (Figure 6.1) indicates how to use leadership and organisational structure to improve academic quality in schools through the use of TQM principles. It is based on an analysis of the practices of agency and structure in all six schools in this study. It is useful for illustrating the relationships among leadership, agency, structure, TQM and academic quality. It extensively explains how agency or structure, or both, can be used to implement the principles of TQM to improve academic quality in schools.

## **CHAPTER 7**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

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#### **7.1 INTRODUCTION**

This chapter will serve as a link between Chapter 1 and the findings of the study. It will link the research rationale and research questions with the final findings. It will provide the summary of the research undertaken as well as the summary of the findings. Conclusions from the findings will also be drawn, and recommendations and suggestions for further research will be provided.

#### **7.2 SUMMARY**

This section provides the summary of the study as well as the summary of the findings.

##### **7.2.1 Summary of the study**

Chapter 1 presented an orientation to this study. This study stemmed from a realisation that schools were not performing well at the Grade 7 and Ordinary Level, according to the ZIMSEC examinations which are conducted annually. The study therefore presented the background to this problem of poor academic quality in schools in Zimbabwe.

Chapter 1 further covered the rationale for the study, before outlining the purpose of the study. It proceeded to present the aims of the study, the problem statement, main research question and sub questions of the study. It also presented the conceptual frameworks, followed by the clarification of the concepts. The philosophical perspective and paradigm were presented.

Chapter 1 further presented the research design and methodology for this research. It assumed a subjectivist ontology, which propagates that something exists only when one experiences and gives meaning to it. It presented an interpretative epistemology, which assumes that knowledge can only be created and understood from the point of view of the individuals who live and work in a particular culture or organisation.

The chapter also presented the qualitative research design, data collection method, population and the sampling methods. The interview guide, with open-ended questions, was presented as the research instrument that was used in semi-structured interviews to collect data. The chapter was concluded by explaining how the data were analysed through ATLAS.ti.

Chapter 2 provided the theory that underpins Total Quality Management (TQM) implementation based on leadership. It embraced the philosophy of TQM, which was developed by Edwards

Deming to increase productivity in industry. This chapter provided an opportunity for practicing leaders in schools to familiarise themselves with the theory behind leadership and TQM. It examined TQM from the perspective of the systems theory. It provided the theory behind the systems theory and how it relates to TQM. It pursued Deming's system of profound knowledge, which provides theory of related principles that require the leadership to consider all aspects of the school when making decisions. It provided an explanation on how an organisation like a school interacts as a system, and how such relational interaction helps to improve the quality of education. From the system of profound knowledge, emerged the fourteen principles, which Deming claimed were principles of transformation for improving the practice of management. It was further theorised how the leadership in schools could use Deming's fourteen principles to improve the academic quality of education in schools.

The chapter further covered Pierre Bourdieu's theory of practice, Anthony Giddens' structuration theory, Margaret Archer's Theory of critical realism, and Albert Bandura's social cognitive theory, explaining how agency and structure as practices influence the possible implementation of TQM, based on the use of leadership and structure in organisations. They showed how agency and structure explained the relationship between structure and leadership. Whereas the theory of practice, structuration theory and theory of critical realism provided a framework for bringing out the relationship between agency and structure, the social cognitive theory provided the conceptual framework that linked the macro focus of the structuration theory to micro-level agency and structures. These theories helped to provide an understanding of the interdependent relationship between structure and agency as practices that could possibly influence the implementation of TQM, based on the use of leadership and organisational structure, to improve the academic quality in schools.

The chapter was concluded by theorising about the potential factors that could either inhibit or promote leadership as a key factor in the implementation of TQM to improve academic quality in schools.

Chapter 3 provided the theory about organisational structure and how it is key to the implementation of TQM in schools. It began by addressing the applicability of TQM in schools. This was done by revisiting a number of instructive studies on the subject conducted in some countries in Africa. The phenomenon of interest was the organisation and how it was defined and explained through the lens of three perspectives, namely modernism, postmodernism, and symbolic interpretivism.

The chapter proceeded to pursue the connection between organisation and structure, before exploring the theory of organisational structure where the components of organisational structure, namely complexity, formalisation and centralisation, were explored. A critical probing of the organisational structures in schools was done, which revealed that they can still have enabling structures that can positively impact on the implementation of TQM even though they are bureaucracies.

The chapter was concluded by providing the theory which explored how organisational structure is a key factor in the implementation of TQM in schools.

Chapter 4 presented the research design and methodology for this research. It assumed a subjectivist ontology, which assumes that something exists only when one experiences and gives meaning to it. It also presented an interpretative epistemology, which assumes that knowledge can only be created and understood from the point of view of the individuals who live and work in a particular culture or organisation.

The chapter also presented the qualitative research design, data collection method, population and the sampling methods. The interview guide, with open-ended questions, was presented as the research instrument that was used in the semi-structured interviews to collect data. The chapter was concluded by explaining how the data were analysed through coding, categorising and coming up with descriptive summaries of the collected data using ATLAS.ti.

Chapter 5 focused on data presentation. It presented the findings of the interviews in the form of data that indicated the perceptions of the participants on how agency and structure as practices influenced the possible implementation of TQM, based on the use of leadership and organisational structure, to improve academic quality in schools in Zimbabwe.

Six schools participated in the study. They were all located in Mbare/Hatfield District of Harare Province, selected on the basis of their performance in the ZIMSEC examinations at Grade 7 and Ordinary Level in 2015. Three were primary schools and three were secondary schools, representing diversity of sector-level schooling. In each of these categories, the best-, average- and worst-performing school in the district was selected.

The communities served by these schools were all urban. Interviews were conducted with the following participants: school principals, deputy principals, HoDs, and senior teachers.

Four themes emerged from the data, namely: effective leadership and learning environment; philosophy and principles of TQM; TQM implementation; proposed changes to organisational structure.

The theme *effective school leadership and learning environment* revealed how the practices of agency and structure in schools influenced the possible implementation of TQM, based on the use of leadership and organisational structure, to improve academic quality in schools in Zimbabwe. It also provided an explanation as to how agency and structure explain the relationship between organisational structure and leadership.

The theme *philosophy and principles of TQM* revealed how the participants in the study understood the philosophy of TQM, its principles, the principles that had been implemented in schools and those that had not yet been implemented. It also revealed the TQM principles that influence academic quality improvement in schools.

The theme *TQM implementation* revealed the factors that inhibit or promote leadership as key factor for the implementation of TQM to improve academic quality in schools.

The theme *proposed changes to organisational structure* revealed the changes that need to be made in the organisational structure of the schools in Zimbabwe to create an environment to implement TQM.

Chapter 6 analysed and interpreted:

- how agency and structure in schools in Harare Province in Zimbabwe were influencing leadership;
- how agency and structure explain the relationship between organisational structure and leadership;
- how leadership through agency and structure, TQM and organisational structure were brought together to indicate their relationships and causal influence;
- the factors which may have inhibited or promoted leadership as a key factor in the implementation of TQM to improve academic quality in the schools;
- the changes that needed to be made in the organisational structure of the schools to create an environment to implement TQM in Zimbabwe.

It provided the TQM framework (Figure 6.1) which indicates how to use leadership and organisational structure to improve academic quality in schools using TQM principles.

## 7.2.2 Summary of findings

The summary of findings is presented under the theme *effective school leadership and learning environment*, the theme *philosophy and principles of TQM*, the theme *TQM implementation*, and the theme *proposed changes to organisational structure*. These themes were aligned with the main research question and sub questions as outlined in Chapter 1 (§ 1.6 & 1.6.1). These themes revealed how principals were using their leadership and the organisational structure in the context of their schools to implement TQM in Zimbabwe to improve academic quality.

### 7.2.2.1 Theme: Effective school leadership and learning environment

The theme *effective school leadership and learning environment* (§ 5.3) revealed how agency and structure explain the relationship between organisational structure and leadership. One research question was addressed under this theme:

1. *How does agency and structure explain the relationship between organisational structure and leadership?*

Agency and structure were directly linked to organisational structure and leadership in schools in this study through academic performance expressed and measured as pass rates. This was evident before the researcher analysed the academic performance of these schools in relation to their organisational structures.

In this study, it was found that the leadership that used their agency and structure to improve academic quality, had enabling bureaucratic organisational structures in their schools (§ 6.2.2.3). This finding is particularly significant, because it dispels the long-held view that bureaucratic organisational structures produce over-conformity and rigidities, block and distort communication, alienate and exploit workers, and stifle innovation (§ 3.6). Instead, it strengthens the argument that bureaucratic organisational structures enhance satisfaction, increase innovation, reduce role conflict, and lessen feelings of alienation in schools (§ 3.6). It further strengthens the argument that it is not the strict structure of bureaucracy but rather the kind of structure that separates good structures from poor ones (§ 3.6).

In this study, it was found that all participants understood what organisational structure is and thus were found able to influence academic quality improvement as they were cognisant of their responsibilities (§ 6.2.2.3). This was clearly supported by all participants who revealed that their leadership espoused practices that promoted interactions between teachers and the leadership. In this regard, they unanimously described the organisational structures in their schools as democratic, and according to them, this was the organisational structure they felt was the best to

help their schools to improve the quality of education in their schools (§ 5.3.2.2). For instance, the leadership in the schools carried out practices such as teamwork (§ 5.3.2.1), consulting teachers (§ 5.3.1.1), collaboration (§ 5.3.1.1), problem-solving (§ 5.3.2.1) and innovation (§ 5.3.2.1), which are all synonymous with an enabling bureaucratic structure (§ 6.2.2.3). In School E, for instance, participants revealed how their leadership had shown their innovativeness by breaking down individual subjects into subject concepts, which each learner was supposed to understand in the process of mastering the subject(s) (§ 5.3.2.1). The principal from School F, for instance, could buffer her teachers from unnecessary interference from the DoE without any reprisals from them (§ 5.3.2.1).

All these schools were found with bureaucratic organisational structures that were enabling. Their performance in the national examinations was found to be average to very good (Table 5.3). They were found to be using their agency to positively transform their environmental circumstances to influence academic quality improvement (§ 6.2.2.1). They were found to be using their agency to implement policies that promoted interactions between teachers and their leaders (§ 5.3.2.1). They were also found to be using their agency to perpetually adjust policies from the DoE to suit their contexts (§ 6.2.2.2). They were further found using their agency to make the hierarchy of authority in their schools enabling, which exposed the schools to the possible influence of academic quality improvement (§ 6.2.2.3).

Another critical finding in this study was that the leadership in the participating schools who used their agency to make the most of the bureaucratic organisational structures were producing average to very good results in the national examinations. It was found that Schools B, C, E and F all effectively made use of their bureaucratic structures (§ 5.3.2.2) and their results (Table 5.3) spoke volumes of their performance in the national examinations.

Although the leadership in Schools A and D were found with enabling bureaucratic structures, their performance in the national examinations was found to be below average (Table 5.3). One of the reasons for the latter could be that their leadership was not carrying out their agency practices of supervising teachers adequately due to time (§ 5.5.1.1). They were also being affected by structure in the form of policies from the DoE (5.5.1.2).

Another significant finding in this study was that trust and relations with stakeholders in schools were prerequisites for academic quality improvement in schools. This was more so, given that there were trust and relationship issues between the leadership in School D, its SGB and DoE officials. It was found that these trust and relationship issues had a negative influence on the school, thereby further contributing to poor performance in the national examinations (§ 5.3.1.4).

This finding is significant in that it buttresses the long-held notion that trust is an extremely important commodity to any relationship, personally or organisationally (§ 2.4.7.4). It consolidates the notion that academic quality improvement comes as a result of agency and structure as it relates to organisational structure and leadership.

The most significant finding in this study was that the leadership in schools that were agency-driven, with structure playing a secondary role, were found to be positively influencing academic quality improvement in their schools. This finding is particularly significant in that it gives possible answers to the concerns raised in the problem statement, that is, regardless of all the initiatives cited (§ 1.5), pass rates have remained significantly low.

Schools that were found to be agency-driven, while structure played a secondary role, had teachers and principals who were qualified and experienced in doing their work and who were using their agency to influence academic improvement (§ 6.2.1.1). The leadership in these schools was found not only with the capacity to act, but was also using that capacity to their full potential in influencing academic quality improvement (§ 6.2.1.2). Such leadership were found to be using their agency to implement policies, which were enabling to improve academic quality (§ 6.2.2.2).

It was further found that the leadership in these schools were using their agency to make the hierarchy of authority in their schools enabling, thereby influencing academic quality improvement positively (§ 6.2.2.3).

#### **7.2.2.2 Theme: Philosophy and principles of Total Quality Management**

The theme *philosophy and principles of TQM* revealed how the practices of agency and structure in the schools in Harare Province of Zimbabwe influenced the possible implementation of TQM, based on the use of leadership and organisational structure, to improve academic quality. Two research questions were addressed under this theme.

2. *How will agency and structure as practices influence the possible implementation of Total Quality Management, based on the use of leadership and organisational structure, to improve academic quality in schools in Zimbabwe?*

Based on what all the participants said when asked about their understanding of TQM (§ 5.4.1), it was found that they did not have knowledge about what TQM was (§ 5.4.1). Although they said they were implementing the principles of TQM (§ 5.4.2), in essence it was found that they were not doing so (§ 6.3.2).

This finding is significant in that it all but confirms the absence of TQM in the schools in this study, which has been touted as a possible solution to the problem of low academic quality. This could possibly explain why, despite Schools A and D having teachers and principals with high professional qualifications (Table 4.1), and despite all the initiatives cited in the problem statement (§ 1.5), their performance in the national examinations has remained significantly low (§ 1.5).

Although it was found that the participants in this study were not implementing the principles of TQM, it was, however, found that they were able to equate their day-to-day practices in the schools to the principles of TQM that were shown to them (§ 5.4.2). For example, almost all participants equated the principle of education and training on the job with staff development (§ 5.4.2.3). They equated the principle of providing leadership with sending school prefects for training in leadership, to mention but a few examples. It was found that they then assumed that they were actually implementing the principles of TQM by carrying out such practices.

It was clear from participants' accounts about their implementation of the principles of TQM in schools that they had the potential to use their agency and structure to improve academic quality. From what they were saying, it was established that:

1. If the leadership in schools in this study were to use more of their agency and the unequivocal support of the structure that they inhibit in the schools to improve academic quality, they would be able to implement the principles of creating constancy of purpose as well as the principle of adopting the new philosophy (§ 6.3.2).
2. If they were to use more of their agency, with structure playing a secondary role in driving academic quality improvement in their schools, they would be able to implement the principles of ceasing dependence on inspection to achieve quality (§ 6.3.2).
3. If the leadership in schools in this study were to become agency-driven, with structure playing a secondary role in improving academic quality in their schools, they would be able to implement the principles of:
  - ending the practice of awarding business on the basis of price alone (§ 6.3.2);
  - driving out fear (§ 6.3.2);
  - instituting a vigorous programme of education and self-improvement for everyone (§ 6.3.2).
4. If they were to use both their agency and structure to improve academic quality in their schools, they would be able to implement the principles of:
  - improving every process constantly and forever (6.3.2);
  - instituting training on the job (6.3.2);

- eliminating slogans, exhortations and targets for the staff (§ 6.3.2);
  - eliminating numerical quotas for the staff and goals for the leadership (§ 6.3.2);
  - putting everybody in the school to accomplish the transformation (§ 6.3.2).
5. If, however, they were to become structure-driven, with agency playing a secondary role in their schools, they would be able to implement the principles of:
- adopting and instituting leadership (§ 6.3.2);
  - breaking down barriers between staff areas (§ 6.3.2);
  - removing barriers that rob teachers of pride of workmanship (§ 6.3.2).

The most significant finding based on the above is that agency and structure are potentially requisite if the leadership in schools in this study were to implement all fourteen principles of TQM to improve academic quality. Their agency in the form of their leadership competencies (§ 5.3.1.1), capacity to act (§ 5.3.1.2 & 5.3.1.4), the influence of their stakeholders (§ 5.3.1.4) as well as their structure through their environment (§ 5.3.2.1), policies, organisational structure (§ 5.3.2.2) and learning resources (§ 5.3.2.4) would be important if they want to improve the quality of education. These were found to be compatible with the TQM behaviour factors (§ 2.4.7), which have been found to be consistent with the fourteen principles that have been found to be implementable in schools in this study (§ 6.3.2).

3. *How do school principals and teachers understand the role of leadership and organisational structure as requisite for the implementation of Total Quality Management to improve academic quality in schools in Zimbabwe?*

It was found that the leadership that used its agency to make the bureaucratic organisational structure in their schools enabling, had the potential to implement the principles of TQM to improve academic quality (§ 6.2.2.3). This finding is particularly significant in that it reveals that bureaucratic structures that are enabling show a better fit with TQM principles (§ 6.2.2.3), thereby making them (TQM principles) potentially requisite if schools are to improve academic quality.

It also dispels the notion that vertical coordination and vertical communication, which are synonymous with hierarchical chains of command found in bureaucratic organisational structures, do not show a better fit with the implementation of the principles of TQM. Rather, they show that these can actually be effectively used in schools that intend to implement the principles of TQM for as long as their bureaucratic organisational structures are enabling.

Figure 6.1 illustrates a TQM implementation framework, which was derived from the analysis done in this study and is interpreted in light of the interaction dynamics between leadership, agency and structure as well as TQM, as found in this study.

It was found that the leadership in schools would have been able to potentially implement the principles of TQM if they were to use their agency (§ 6.2.1) and were able to manage and use their structure (§ 6.2.2). This is particularly so, given that the preceding sections in this study showed how the leadership in schools that used their agency and structure had the potential to implement the principles of TQM.

The organisational structure found in the schools in this study was an enabling bureaucratic structure (§ 6.2.2.3), and this was found to be a hierarchical authority structure that helped rather than hindered, and a system of rules (policies) and regulations that facilitated problem-solving, enabled cooperation, encouraged collaboration, promoted flexibility and encouraged innovation.

The study found that schools in this study had the leadership and the organisational structure to implement the principles of TQM to improve academic quality.

#### **7.2.2.3 Theme: Total Quality Management implementation**

The theme *TQM implementation* revealed the factors that inhibit or promote leadership as key factor for the implementation of TQM to improve academic quality in schools. One research question was addressed under this theme:

4. *What factors may inhibit or promote leadership as key factor for the implementation of Total Quality Management to improve academic quality in schools in Zimbabwe?*

The factors that inhibit or promote leadership as a key factor for the implementation of TQM to improve academic quality in schools in this study have been identified. It was found that the time factor could have been one of the reasons why the leadership in schools in this study were not implementing the principles of TQM (§ 5.5.1.1).

It was also found that policy issues could have been one of the reasons why the leadership in schools in this study were not implementing the principles of TQM (§ 5.5.1.2). This is particularly so when considering that one school was found overwhelmed in terms of the work it had to perform because of the adverse effects brought about by policy consequences (§ 5.5.1.3). The teacher-pupil ratio in this school was found to be as high as one teacher to 67 learners in a single class (§

5.5.1.3). In view of the above, it was found that this issue of work overload could have been one of the reasons why the leadership in this school was not implementing the principles of TQM.

Findings of this study also indicated that the mobility of teachers affected only one school (§ 5.5.1.4). The principal of the school acknowledged that his school was regarded as a bus stop. The fact that only one school in this study was affected by the mobility of teachers implies that the rest of the other schools did not have that problem. It was therefore found that these other schools had the potential to implement the principles of TQM to improve academic quality. It was also found that the one school that was affected by the mobility of teachers did not have the potential to implement the principles of TQM to improve academic quality.

Findings of this study indicated that all schools in this study had challenges of inadequate resources in one way or the other (§ 5.3.2.4). However, it was found that the principals in all the schools always created opportunities to enable teachers to accomplish their vision (§ 5.3.2.4). They said they were never adequately resourced; but they were continuously looking for ways to improve the resources in their schools (§ 5.3.2.4). In view of the above, it was found that the leadership in most of the schools in this study had the agency to implement the principles of TQM using the available resources at their disposal to improve academic quality.

It was also found that only one school cited the problem of negative attitude towards change (§ 5.5.1.6). The principal of the school said that she was facing challenges of negative attitude towards and resistance to change. She gave an example of instances when she proposed certain things in a bid to promote quality, but had faced stiff resistance from some teachers who always wanted to maintain the status quo. It was found that the principal had come from a former group B school to a former group A school. The resistance to change stemmed from the fact that the longest serving teachers at the school resisted initiatives from this principal who came from a former group B school (§ 5.5.1.6). It was found that, since only one school in this study was affected by resistance to change, the other schools were able to implement the principles of TQM to improve academic quality.

#### **7.2.2.4 Theme: The proposed changes to organisational structure**

The theme *proposed changes to organisational structure* revealed the changes that needed to be made in the organisational structure of schools in Zimbabwe. One research question was addressed under this theme:

5. *What changes need to be made in the organisational structure of the schools to create an environment to implement Total Quality Management in Zimbabwe?*

It was found that some participants in this study were happy with the organisational structure in their schools. Participants from one school, for instance, saw nothing wrong with its existing organisational structure. They said, in their view, their organisational structure as it was at that time, was what it ought to be.

One deputy principal said that she did not think of any changes, and said that the organisational structure in her school was fine, as they were doing fine in the school. Another deputy principal saw nothing wrong with the organisational structure in her school and said that there was nothing she could change, as she was happy with it.

It was, however, found that some other participants suggested changes ranging from changing the terminology used in schools, changing policies and procedures, removing centralisation of decision-making, and changing the communication methods used in the schools.

On changing the terminology used in the school to create an environment to implement TQM, one deputy principal said that they were in the process of changing the name head master, because it would not make sense to say headmaster if it was a lady at the helm of the school. She suggested calling the principal the school head or just head.

One principal said that these terms were inherited from the colonial system and they were simply just applying them without any adverse connotations, but the general understanding was that, if somebody was the senior teacher, the assumption was that she was more senior than others in terms of experience and naturally it entailed that this person would become eligible for promotion at some point. However, he found that when somebody became a team leader, it was more ideal because he or she was now leading a team and the team was supposed to actually give their support to the leader. He acknowledged that terms like head mistress and deputy head mistress were derogatory and had to be changed.

According to another principal, when the term head master was coined, the majority of heads then were men, but things had since changed because now there were ladies in head positions. He said he preferred just the name head – the head.

One HoD said she thought the term team leader was better than the term senior teacher, because if one was to say senior teacher, it meant that most of the teachers were just juniors and the senior teachers knew everything.

On changing policies and procedures to those that promote participation and teamwork, it was found that some schools still used policies that made someone feel withdrawn, and participants felt it was now time to come up with new ones that would allow everyone to participate. It was also found that some schools had to use an open-door policy where everyone was free to approach whoever they wanted for consultation. As it stood, it was found that, in some schools, one had to go through the hierarchy of the school if they wanted something.

It was found that there was a need to choose the right people who were committed to duty when filling positions of responsibility in schools, because one HoD reckoned that there were some who were never committed to duty and were not interested in doing things like sports, science, and so on. This perhaps justifies why there is a need to change the organisational structure in some of the schools so as to create an environment to implement the principles of TQM.

It was found that participants in some schools acknowledged that their leaders decentralised authority to their subordinates. In some schools, it was found that each member of the leadership team had their own office from where they ran their departments efficiently.

Some participants preferred that positions of responsibility, particularly the HoD, be rotated so that everyone could appreciate what the position actually involved and became cooperative. They said this because they felt that sometimes, as subordinates, they did not realise what HoDs went through, so they reckoned this would give them the chance of having a feel of the position and become more cooperative.

Some schools were found not using open communication. Others were found with methods of communication that were hierarchical, that is, information having to pass through the senior teacher, HoD, deputy principal up to the principal, had to go. This type of communication method was found to be making it impossible to report, say favouritism, because of this channel of command.

It was found that some participants wanted to enhance communication in their schools through the use of websites so that the parents would have a lot of information of the school.

### **7.3 LIMITATIONS**

Some limitations of the research ought to be considered. The research scope and site were deemed limitations. The research site was limited to a few primary and secondary schools in Harare Province (1 out of 10 provinces) of Zimbabwe. Although the sampling procedures were implemented to ensure good representation of participants' views, the sampling was limited to a

few schools. Owing to time and financial constraints, a larger sample could not be selected to conduct the interviews. These limitations are acknowledged, but they do not under value the significance of the study, as they can provide potential avenues for further research. For example, the study may be replicated in rural provinces of Zimbabwe. Such further research could help improve school leadership in Zimbabwe.

#### **7.4 IMPLICATIONS OF THE STUDY**

This study makes a theoretical contribution to knowledge about school leadership in Zimbabwe. It provides knowledge on how school leaders can exercise their agency within and through the structure of their schools to improve academic quality, expressed by and measured as pass rates. It links two aspects (agency and structure) that have not been linked before in this context. It also provides knowledge on how school leaders can exercise their agency within and through the organisational structure in their schools to implement TQM. In so doing, the study elucidates how leadership as agency is related to structure in the context of Zimbabwean schools.

The research has further made a practical contribution to a Zimbabwean school context. From a practical point of view, findings which emerged from this study suggest that principals, deputy principals, HoDs and teachers possess agency and should therefore use it to work within the supposed rigid bureaucratic organisational structures to create enabling bureaucratic organisational structures, or as participants indicated, democratic structures. School leadership should use teamwork, problem-solving, cooperation, collaboration, and be flexible, and should change to create enabling bureaucratic structures which are consistent with TQM implementation.

#### **7.5 CONCLUSIONS**

The conclusions are presented in direct relationship to the study's aims, research questions and significance of the study, and they represent the contribution to knowledge.

It is hereby concluded that leadership that uses its agency and structure to implement the principles of TQM have the potential to improve academic quality in their schools. This is more so considering that agency and structure have been found to be directly linked to organisational structure and leadership through academic performance (academic quality). The leadership that understands what organisational structure is, is therefore able to influence academic quality improvement, since it is cognisant of its responsibilities.

The leadership that uses its agency to make the bureaucratic organisational structure in their schools enabling has the potential to implement the principles of TQM to improve academic quality. Trust and relations with stakeholders are thus a prerequisite in this process.

The leadership that is agency-driven, with structure playing a secondary role, influences academic quality improvement in schools positively. Agency and structure are therefore requisite if the leadership in schools are to implement all fourteen principles of TQM.

However, the time factor, policy issues, work overload, mobility of teachers, inadequate resources and negative attitude towards change are some of the factors that may promote or inhibit leadership as key to the implementation of TQM to improve academic quality in schools.

Although the organisational structure in schools has been found in some quarters to be fine as it was, there were some participants who felt that there had to be changes in the terminology, policies, procedures and centralisation and communication methods in schools so as to implement the principles of TQM to improve academic quality.

## **7.6 RECOMMENDATIONS**

It is recommended that the leadership in schools use their agency and structure to implement the principles of TQM, because there is a direct link between leadership and organisational structure in schools through academic performance (academic quality), and those schools that have used this relationship have been found to be doing well in the national examinations. In the context of this study, it is recommended that the leadership in the schools use their agency through their competencies (§ 5.3.1.1), capacity to act (§ 5.3.1.2 & 5.3.1.3) and stakeholders (§ 5.3.1.4). It is also recommended that they use structure through their environments (§ 5.3.2.1), organisational structure (§ 5.3.2.2) and learning resources (§ 5.3.2.4). The organisational structure should be enabling if there possibly is to be success in the endeavours to implement TQM.

The leadership in the schools should develop trust and good relationships with stakeholders by organising meetings where they draft their visions together, since those that had done so, managed to improve their academic quality. They should create space for stakeholders in the school and demonstrate to them that they are reliable, open and scrupulously honest in their interactions. They should be transparent, competent, benevolent and reliable if they are to persuade the stakeholders that they are trustworthy.

The leadership should be taught about TQM and its principles through staff development workshops so that they are capacitated to carry out important changes in their schools that may potentially help improve academic quality.

It is recommended that this study be replicated in schools that are knowledgeable about TQM and its principles, because in this study, participants demonstrated lack of knowledge in TQM and its

principles. To fill this gap in knowledge, it could be interesting to carry out the same study in schools where the school principals and teachers are knowledgeable about TQM. This could be done by first carrying out a survey to determine the level of TQM knowledge and awareness in the schools, before carrying out qualitative research in those schools that meet the selected criteria, namely knowledge and appreciation of TQM and its principles. This will assist in determining whether the same results as in this research will be realised.

With regard to policy contribution, findings from this study provide an important basis for the Ministry of Primary and Secondary Education in Zimbabwe to put forth educational policies, recommending leadership training for principals and teachers. Training on how to use their leadership as agency in the context of the organisational structure of their schools could help them to implement TQM and be more effective.

## **7.7 FURTHER RESEARCH**

It is recommended that further research be carried out on how the agency and structure perspectives can be used in the cognitive professional practice of buffering against policies from the DoE, which seem to distract the leadership in schools from carrying out their responsibilities effectively. This is because the practice of buffering was practised in one school in this study with seemingly good results. To fill this gap in knowledge, it could be interesting to explore how this practice is widespread in schools and whether it is achieving its intended benefits.

Finally, it is recommended that there be further research on whether changing the policies and procedures, terminology, communication methods and removing centralisation in schools can facilitate the implementation of TQM and its principles in schools, because in this study, these were suggested as proposed changes, and participants were simply describing how they felt about them. It would therefore be interesting to investigate how these can facilitate the implementation of TQM.

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# APPENDIX A

## ETHICAL CLEARANCE CERTIFICATE



NORTH-WEST UNIVERSITY  
YUNIBESITHI YA BOKONE-BOPHIRIMA  
NOORDWES-UNIVERSITEIT

Private Bag X6001, Potchefstroom,  
South Africa, 2520

Tel: (018) 299-4900

Faks: (018) 299-4910

Web: <http://www.nwu.ac.za>

**Institutional Research Ethics Regulatory Committee**

Tel: +27 18 299 4849

Email: [Ethics@nwu.ac.za](mailto:Ethics@nwu.ac.za)

### ETHICS APPROVAL CERTIFICATE OF STUDY

Based on approval by the Ethics Committee of the Faculty of Education Sciences (ESREC) on 26/05/2016 after being reviewed at the meeting held on 26/05/2016, the North-West University Institutional Research Ethics Regulatory Committee (NWU-IRERC) hereby approves your study as indicated below. This implies that the NWU-IRERC grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the study may be initiated, using the ethics number below.

<b>Study title:</b> Leadership and Organisational Structure as requisite for Total Quality Management to improve academic quality in schools in Zimbabwe																														
<b>Study Leader/Supervisor:</b>	Prof J Heystek																													
<b>Student:</b>	R Chingara																													
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<b>Application Type:</b>	n/a																													
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#### Special conditions of the approval (if applicable):

- Translation of the informed consent document to the languages applicable to the study participants should be submitted to the ESREC (if applicable).
- Any research at governmental or private institutions, permission must still be obtained from relevant authorities and provided to the ESREC. Ethics approval is required BEFORE approval can be obtained from these authorities.

#### General conditions:

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following:

- The study leader (principle investigator) must report in the prescribed format to the NWU-IRERC via ESREC:
  - annually (or as otherwise requested) on the progress of the study, and upon completion of the project
  - without any delay in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.
  - Annually a number of projects may be randomly selected for an external audit.
- The approval applies strictly to the proposal as stipulated in the application form. Would any changes to the proposal be deemed necessary during the course of the study, the study leader must apply for approval of these changes at the ESREC. Would there be deviation from the study proposal without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.
- The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date, a new application must be made to the NWU-IRERC via ESREC and new approval received before or on the expiry date.
- In the interest of ethical responsibility the NWU-IRERC and ESREC retains the right to:
  - request access to any information or data at any time during the course or after completion of the study;
  - to ask further questions, seek additional information, require further modification or monitor the conduct of your research or the informed consent process.
  - withdraw or postpone approval if:
    - any unethical principles or practices of the project are revealed or suspected,
    - it becomes apparent that any relevant information was withheld from the ESREC or that information has been false or misrepresented,
    - the required annual report and reporting of adverse events was not done timely and accurately,
    - new institutional rules, national legislation or international conventions deem it necessary.
- ESREC can be contacted for further information or any report templates via [Ema.Greyling@nwu.ac.za](mailto:Ema.Greyling@nwu.ac.za) or 018 299 4656

The IRERC would like to remain at your service as scientist and researcher, and wishes you well with your project. Please do not hesitate to contact the IRERC or ESREC for any further enquiries or requests for assistance.

Yours sincerely

Linda du Plessis

Digitally signed by Linda du Plessis  
DN: cn=Linda du Plessis, o=NWU, ou=Vaal Triangle Campus, email=linda.duplessis@nwu.ac.za, c=ZA  
Date: 2017.07.31 13:17:07 +0200

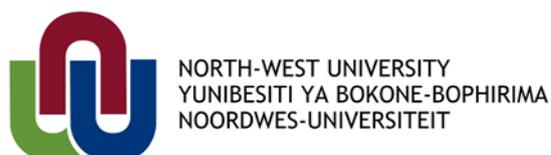
Prof Linda du Plessis

Chair NWU Institutional Research Ethics Regulatory Committee (IRERC)

**APPENDIX B**

**LETTER TO THE PERMANENT SECRETARY IN THE  
DEPARTMENT OF PRIMARY AND SECONDARY EDUCATION  
REQUESTING PERMISSION TO CONDUCT RESEARCH**

---



Mr Remigio Chingara  
North-West University  
Potchefstroom campus  
Faculty of Education Sciences  
School of Education Studies (Edu-Lead)

The Permanent Secretary  
Ministry of Primary and Secondary Education  
P O Box CY 121  
Causeway  
Harare

REQUEST FOR PERMISSION TO UNDERTAKE RESEARCH IN YOUR SCHOOLS IN HARARE

Dear Sir / Madam,

I am Mr Remigio Chingara - a Doctor of Philosophy in Education Degree student in Education Management and Leadership at North West University in South Africa. As part of my study I am required to write a dissertation in Education Management and Leadership. The main purpose of this study is to theorise about the possible implementation of Total Quality Management based on the use of leadership and organisational structure to improve academic quality in schools in Zimbabwe.

My research topic is: Leadership and Organisational Structure as requisite for Total Quality Management to improve academic quality in schools in Zimbabwe.

I hereby request for your permission to undertake the research in six schools in Harare region. I will interview school principals and teachers. The participants will take part on a voluntary basis and I will explain to them that there will be no remuneration for participation. The issue of confidentiality and their right to withdraw at any stage of the study will be clearly explained to them and participants will be requested to complete and sign the consent forms before engaging in the research process.

Interviews will be used in this study to collect data from the participants and the interviews will not interrupt with the school activities. The data will be used for the purpose of the study only and I undertake to ensure that the participants and the schools' identity will not be made public in my final report.

The information to be gathered from this study will contribute towards the improvement of the academic quality in schools in Zimbabwe. The research findings will be disseminated to the Ministry of Primary and Secondary Education through your office and schools that participated in the study.

If you have any questions or concerns about the research, please feel free to contact the research personnel:

Principal investigator: Prof. J. Heystek

Cell no.                    084 722 9136

Work tel. no.:            018 2991906

**E mail: [jan.heystek@nwu.ac.za](mailto:jan.heystek@nwu.ac.za)**

Work Address:            North-West University  
   Faculty of Education Sciences  
   School of Education Study

Yours Faithfully

.....

Mr Remigio Chingara (Student No: 25466968)

Date: 09/05/2016

Email: [rchingara@yahoo.com](mailto:rchingara@yahoo.com)

Mobile: 0774 693 304.

Signature for permission

The information above was described to me by Mr Remigio Chingara in English and I am in command of this language or it was satisfactorily translated to me. I was given the opportunity to ask questions and these questions were answered to my satisfaction.

I hereby provide permission to conduct this study. I have been given a copy of this form.

---

Name

---

Signature

---

Date

---

Name of researcher

---

Signature of researcher

---

Date

**APPENDIX C**  
**LETTER TO THE PROVINCIAL EDUCATION DIRECTOR OF**  
**HARARE PROVINCE REQUESTING PERMISSION TO**  
**CONDUCT RESEARCH**

---



NORTH-WEST UNIVERSITY  
YUNIBESITI YA BOKONE-BOPHIRIMA  
NOORDWES-UNIVERSITEIT

Mr Remigio Chingara

North-West University

Potchefstroom campus

Faculty of Education Sciences

School of Education Studies (Edu-Lead)

The Provincial Education Director

Harare Province

Ministry of Primary and Secondary Education

P O Box CY 716

Causeway

Harare

REQUEST FOR THE PERMISSION TO UNDERTAKE THE RESEARCH IN YOUR PROVINCE

Dear Sir/Madam

I am Mr Remigio Chingara - a Doctor of Philosophy in Education Degree student in Education Management and Leadership at North West University in South Africa. As part of my study I am required to write a dissertation in Education Management and Leadership.

The main purpose of this study is to theorise about the possible implementation of Total Quality Management based on the use of leadership and organisational structure to improve academic quality in schools in Zimbabwe.

My research topic is: Leadership and Organisational Structure as requisite for Total Quality Management to improve academic quality in schools in Zimbabwe.

I hereby request for your permission to undertake the research in six schools in Harare Province. I will interview school principals and teachers. The participants will take part on a voluntary basis and I will explain to them that there will be no remuneration for participation. The issue of confidentiality and their right to withdraw at any stage of the study will be clearly explained to them and participants will be requested to complete and sign the consent forms before engaging in the research process.

Interviews will be used in this study to collect data from the participants and the interviews will not interrupt with the school activities. The data will be used for the purpose of the study only and I undertake to ensure that the participants and the schools' identity will not be made public in my final report.

The information to be gathered from this study will contribute towards the improvement of the academic quality in schools in Zimbabwe. The research findings will be disseminated to the Ministry of Primary and Secondary Education through your office and schools that participated in the study.

If you have any questions or concerns about the research, please feel free to contact the research personnel:

Principal investigator: Prof. J. Heystek

Cell no.                    084 722 9136

Work tel. no.:            018 2991906

**E mail: [jan.heystek@nwu.ac.za](mailto:jan.heystek@nwu.ac.za)**

Work Address:            Northwest University  
                                  Faculty of Education Sciences  
                                  School of Education Study

Yours Faithfully

.....

Mr Remigio Chingara (Student No: 25466968)

Date: 09/05/2016

Email: rchingara@yahoo.com

Mobile: 0774 693 304.

Signature for permission

The information above was described to me by Mr Remigio Chingara in English and I am in command of this language or it was satisfactorily translated to me. I was given the opportunity to ask questions and these questions were answered to my satisfaction.

I hereby provide permission to conduct this study. I have been given a copy of this form.

\_\_\_\_\_  
Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name of researcher

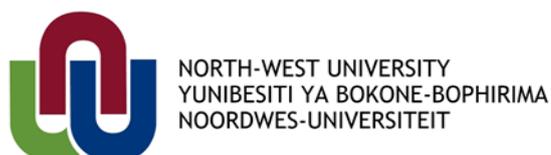
\_\_\_\_\_  
Signature of researcher

\_\_\_\_\_  
Date

**APPENDIX D**

**LETTER TO THE DISTRICT EDUCATION OFFICER OF  
MBARE/HATFIELD IN HARARE PROVINCE REQUESTING  
PERMISSION TO CONDUCT RESEARCH**

---



Mr Remigio Chingara  
North-West University  
Potchefstroom campus  
Faculty of Education Sciences  
School of Education Studies (Edu-Lead)

To: The District Education Officer  
Harare Province  
P O Box CY 716  
Causeway  
Harare

REQUEST FOR THE PERMISSION TO UNDERTAKE THE RESEARCH IN YOUR DISTRICT

Dear Sir/Madam

I am Mr Remigio Chingara - a Doctor of Philosophy in Education Degree student in Education Management and Leadership at North West University in South Africa. As part of my study I am required to write a dissertation in Education Management and Leadership.

The main purpose of this study is to theorise about the possible implementation of Total Quality Management based on the use of leadership and organisational structure to improve academic quality in schools in Zimbabwe. My research topic is: Leadership and Organisational Structure as requisite for Total Quality Management to improve academic quality in schools in Zimbabwe.

I hereby request for your permission to undertake the research in six schools in your District. I want to carry out the research in three secondary schools and three primary schools. I am thus seeking your assistance in selecting the schools based on the following criteria: Two of the schools from either category of primary and secondary schools respectively shall have been the best and second best in the Zimsec national exams at Grade 7 and Ordinary Level in 2015 in your District. One school apiece from either category shall have been the worst in the 2015 Zimsec Examinations in your District at Grade 7 and Ordinary Level in 2015. The names of the schools shall only be known after the selection by your office. It is my wish that the criteria for selecting these schools remain confidential so that participants participate freely without fear or prejudice.

I will interview the school principal, the deputy school principal, one head of department and one senior teacher per school. The participants will take part on a voluntary basis and I will explain to them that there will be no remuneration for participation. The issue of confidentiality and their right to withdraw at any stage of the study will be clearly explained to them and participants will be requested to complete and sign the consent forms before engaging in the research process.

Interviews will be used in this study to collect data from the participants and the interviews will not interrupt with the school activities. The data will be used for the purpose of the study only and I undertake to ensure that the participants and the schools' identity will not be made public in my final report.

The information to be gathered from this study will contribute towards the improvement of the academic quality in schools in Zimbabwe. The research findings will be disseminated to the Ministry of Primary and Secondary Education through your office and schools that participated in the study.

If you have any questions or concerns about the research, please feel free to contact the research personnel:

Principal investigator: Prof. J. Heystek

Cell no.                    084 722 9136

Work tel. no.:            018 2991906

**E mail: [jan.heystek@nwu.ac.za](mailto:jan.heystek@nwu.ac.za)**

Work Address:            Northwest University

Faculty of Education Sciences

School of Education Study

Yours Faithfully

.....

Mr Remigio Chingara (Student No: 25466968)

Date: 08/02/2016

Email: rchingara@yahoo.com

Mobile: 0774 693 304.

Signature for permission

The information above was described to me by Mr Remigio Chingara in English and I am in command of this language or it was satisfactorily translated to me. I was given the opportunity to ask questions and these questions were answered to my satisfaction.

I hereby provide permission to conduct this study. I have been given a copy of this form.

\_\_\_\_\_

Name

\_\_\_\_\_

Signature

\_\_\_\_\_

Date

\_\_\_\_\_

Name of researcher

\_\_\_\_\_

Signature of researcher

\_\_\_\_\_

Date

\_\_\_\_\_

**APPENDIX E**  
**LETTER TO PRINCIPALS REQUESTING PERMISSION TO**  
**CONDUCT RESEARCH**

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NORTH-WEST UNIVERSITY  
YUNIBESITI YA BOKONE-BOPHIRIMA  
NOORDWES-UNIVERSITEIT

Mr Remigio Chingara  
North-West University  
Potchefstroom campus  
Faculty of Education Sciences  
School of Education Studies (Edu-Lead)

To: The Principal

.....  
.....  
.....

**REQUEST FOR THE PERMISSION TO UNDERTAKE THE RESEARCH AT YOUR SCHOOL**

Dear Sir /madam

I am Mr Remigio Chingara - a Doctor of Philosophy Degree student in Education Management and Leadership at North West University in South Africa. As part of my study I am required to write a dissertation in Education Management and Leadership. The main purpose of this study is to theorise about the possible implementation of Total Quality Management based on the use of Leadership and organisational structure to improve academic quality in schools in Zimbabwe.

My research topic is: Leadership and Organisational Structure as requisite for Total Quality Management to improve academic quality in schools in Zimbabwe.

I am hereby requesting for the permission to undertake the research (for the purpose of writing my dissertation) at your school. I need to please interview yourself, your Deputy, one Head of Department and one senior teacher at your school.

This research is not about assessing leadership abilities but about how the leadership are working in a specific context and structure.

I am kindly requesting you to assist me in selecting the Head of Department and the senior teacher based on the following criteria: The Head of Department shall be selected on the basis of his department having performed better than any other department in the Grade 7 and Ordinary Level Zimsec results in 2015. The teacher shall be selected on the basis of him being senior in the department which produced the best pass rate in the school. Such seniority is going to be based on the number of years the teacher has been teaching the subject (s). The more the number of years, the more senior the teacher is. It is my wish that this criterion remains anonymous to the participants so that they participate freely without fear or prejudice.

The participants will take part on a voluntary basis and I will explain to them that there will be no remuneration for participation. The issue of confidentiality and their right to withdraw at any stage of the study will be clearly explained to them and that such withdrawal will have no negative consequences. The participants will be requested to complete and sign the consents form before engaging in the research process.

Interviews will be used in this study to collect data from the participants. The interviews will not interfere with the school activities. The data will be used for the purpose of the study only and I undertake to ensure that the participants and the schools' identity will not be made public in my final report.

The information to be gathered from this study will contribute towards the improvement of the quality of education in schools in Zimbabwe. The research findings will be disseminated to the Ministry of Education, Province, District and schools that participated in the study.

If you have any questions or concerns about the research, please feel free to contact the research personnel:

Principal investigator: Prof. J. Heystek

Cell no. 084 722 9136

Work tel. no.: 018 2991906

**E mail: jan.heystek@nwu.ac.za**

Work Address: North-West University  
Faculty of Education Sciences  
School of Education Study

Yours Faithfully

.....

Mr Remigio Chingara

Date: 08/02/2016

Email: rchingara@yahoo.com

Mobile: 0774 693 304

**Signature of School Principal**

The information above was described to *me* by Mr Remigio Chingara in *English* and *I am in command of this language. I was given the opportunity to ask questions and these questions were answered to my satisfaction.*

*I hereby consent voluntarily to participate in this study. I have been given a copy of this form.*

\_\_\_\_\_

Name of School Principal

\_\_\_\_\_

Signature of School Principal

\_\_\_\_\_

Date

**Name of researcher**

---

Signature of researcher

---

Date

# APPENDIX F

## LETTER OF CONSENT TO ALL PARTICIPANTS

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NORTH-WEST UNIVERSITY  
YUNIBESITI YA BOKONE-BOPHIRIMA  
NOORDWES-UNIVERSITEIT

Mr Remigio Chingara  
North-West University  
Potchefstroom campus  
Faculty of Education Sciences  
School of Education Studies (Edu-Lead)

**Consent:** For all participants

Dear Sir/Madam

I am here to ask for your permission to take part in a research entitled: Leadership and Organisational Structure as requisite for Total Quality Management to improve academic quality in schools in Zimbabwe.

**1. The purpose of the research** is to theorise about the possible implementation of Total Quality Management based on the use of leadership and organisational structure to improve academic quality in schools in Zimbabwe.

The objectives of the research are:

- To understand the potential importance of leadership and organisational structure as prerequisites for the implementation of Total Quality Management to improve the academic quality of education in schools
- To establish the factors which may inhibit or promote leadership as key factor for the implementation of Total Quality Management to improve academic quality of education in schools?

- To propose what changes need to be done from a Total Quality Management approach in organisational structure of the Zimbabwean schools to create an environment for the improvement of academic quality.
- To create a theoretical framework for the implementation of Total Quality Management in schools to improve academic quality.

## **2. Participant**

I will conduct an individual interview with you.

## **3. Permission**

I am also requesting for your permission to tape record the interview conversation. If you agree, I am humbly requesting you to sign at the end of this letter.

## **4. Date and Time**

The interview dates will be confirmed with you and the interviews are expected to last for about 60 minutes.

## **5. Location**

I will arrange with the school principals for the conducive venues to conduct the interviews. For example: the school principals will be interviewed in their offices. Teachers will be interviewed during lunch hour or after school hours in convenient rooms, conducive for the interview in their schools.

## **6. Potential risks and discomforts**

I do not foresee any possible risks or discomforts through participation in this research.

### **6.1 Potential benefits to participants**

There will be no direct personal benefits to the participants. The potential benefits however, expected from the research are that it possibly may help to improve academic quality in schools in Zimbabwe.

The schools will receive the final report to enable them to use the information for their own school academic improvement.

## **7. Payment for participation**

Participation in this study is on a voluntary basis. There will be no remuneration for the participation in this study.

## **8. Confidentiality**

Any information that is obtained in connection with this study will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained by means of anonymity of all participants. The information obtained will be stored in a safe place, to which only the researcher and her supervisors have access to. After seven years of the successful completion of the study, all information will be destroyed.

The interviews will be audio taped, with the consent of the participant. The participant has the right to edit it at any time before the completion of the study. All information will be erased after seven years of successful completion of the research. Names of participants and places will be replaced with pseudonyms (Teacher 1, Principal 1, School A, School B, etc.). At no stage will the true identity of the participants be revealed.

**8.1** At no stage will your true identity or that of your school or circuit be used. Participants in the study will be referred to as Principal 1, Teacher 1, etc. Schools will be referred to as School A and School B.

**8.2** Any comments made by the participants will be incorporated into the research in the form of a narrative.

**8.3** I would like to have your consent to use an audio recording device which will help me to analyse the data gathered at a later stage. These recordings will only be used for the purpose of extracting the necessary data from our interview. No other person will have access to the recordings.

**8.4** You can decline to answer any question (s) at any time or request that the interview be stopped.

**8.5** If necessary a follow-up interview will be scheduled once the audio recordings have been transcribed. This will enable you to look at the transcripts to ensure that you agree with it.

Also, to enable the researcher to clarify any statements that might not be clear.

**8.6** The final research outputs will be available from Mr Remigio Chingara on mobile number 0774 693 304; email: [rchingara@yahoo.com](mailto:rchingara@yahoo.com)

## 9 Participation and withdrawal

You can choose whether to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you don't want to answer and still remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so.

## 10. Rights of research subjects

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study. If you have questions regarding your rights as a research participant, **contact:**

**Prof. J. Heystek**

**Cell no: 084 722 9136**

**Work tel. no.: 018 2991906**

**E mail: jan.heystek@nwu.ac.za**

**Work Address: Northwest University Faculty of Education Sciences.**

**Signature of research Participant**

The information above was described to *me* by Mr Remigio Chingara in *English* and *I am in command of this language or it was satisfactorily translated to me. I was given the opportunity to ask questions and these questions were answered to my satisfaction.*

*I hereby consent voluntarily to participate in this study. I have been given a copy of this form.*

\_\_\_\_\_

Name of participant

\_\_\_\_\_

Signature of participant

\_\_\_\_\_

Date

**Name of researcher**

---

Signature of researcher

---

Date

# APPENDIX G

## INTERVIEW GUIDE

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### **Introduction to the interview**

The interviewer and interviewee familiarise with each other by talking a bit about anything of interest for a few minutes just to make the latter comfortable.

The interviewee then signs the consent form.

### **Getting started**

I want to thank you for taking the time to meet with me today. My name once more is Remigio Chingara. I would like to talk to you about how your leadership and the organisational structure in your school can possibly be used to implement total quality management so as to bring about academic quality (good pass rates in national examinations) in your school.

The interview should take about 60 minutes.

I want to confirm with you that I may want to record the session because I do not want to miss any of your contributions. Although I will be taking notes during the session, I can't possibly write fast enough to get it all down. Because we are on tape, please be sure to speak up so that I don't miss your contributions. The recording will also help me to have all the detail when I am writing my report. It is like the minutes of a meeting.

All responses will be kept confidential. This means your responses will only be shared with the principal investigator (Prof Jan Heystek) and I will make sure that any information I include in my thesis does not identify you as the participant.

Remember you don't have to talk about anything you don't want to and you may end the interview at any time.

Are there any questions about what I have just explained?

## The Interview Questions:

- 1) Please tell me briefly about yourself (name, age, professional qualifications, your position, professional experience as a whole and your experience in the school).
- 2) Describe to me the environment of your school and how it influences you as a leader to improve national pass rates in the school? What about:
  - The school's physical environment i.e. its location and surroundings.
  - The school's infrastructure i.e. Its buildings and their state; its grounds and their state.
  - The school's teachers and their general attitudes towards the school.
  - The school's policies. What about its policies on:
    - ✚ Its mission and vision.
    - ✚ teams or groups working together under a head
    - ✚ continuous improvement
    - ✚ The availability of learning resources in the school.
  - The school's governing body and its influence on the learning process.
  - The Ministry of Education officials and their Influence on the learning process.
  - Other role players such as parents and suppliers.
- 3) If we talk about organisational structure in a school, what do you understand about the term? What is your view about describing it as:
  - The division of work and authority as well as the policies and procedures in a school.
  - The manner and extent to which roles, power, and responsibilities are delegated, controlled, and coordinated, and how information flows between levels of leadership in a school.
- 4) What kind of organisational structure do you have in your school that is to say is it a more bureaucratic or a more democratic structure? Can you motivate and explain why you are saying this?
- 5) Do you think that this organisational structure is the best to help the school to improve the quality of the education? Why?
- 6) If we talk about total quality management in a school, what do you understand about this concept? What is your view about describing it as:
  - Participation of the role players in the process of teaching and learning
  - Meeting and exceeding the requirements of learners in a school in a most suitable manner i.e. making learners pass beyond their expectations at national level.
  - Allowing the teachers who take part together in the teaching and learning process in a school to exercise leadership at their various levels of operation.

- Continuous improvement by both teachers and learners.
- 7) Please describe the total quality management principles that may bring about good national pass rates in your school. What about:
- Establishing an all-inclusive total quality policy document for the school which spells out the school's vision, mission, core values, objectives and quality guidelines that can be used by all in the school to create challenging teaching and learning situations.
  - Adopting the school's total quality policy document and initiating the production and implementation of the school's total quality departmental and individual teacher class plans.
  - Planning the process of quality teaching and learning, doing what was planned, checking the effects of the implementation and acting by adjusting the process to weed out any errors.
  - Instituting education and training on the job for all those involved with this implementation action plan.
  - Instituting leadership in the school by providing teachers and learners with opportunities to make total quality decisions relating to themselves and their learning through designing programmes that they can exercise personal choice and carry out actions that go with those choices.
  - Instituting a vigorous programme of education and self-improvement through quality staff development programmes within the school.
  - Improving the school's academic quality by having each teacher and learner take a step towards quality.
- 8) Which of these principles have you implemented and what are your views on their influence on the academic performance of your school?
- 9) Which of the total quality management principles which are not implemented in your school do you think you want to implement as specific priorities? Why and how do you think these principles will help you to improve academic quality in your school?
- 10) In view of the total quality management principles we have earlier on discussed what then would you consider to be the most appropriate organisational structure (bureaucracy or democracy) that you would employ in your school so as to effectively implement Total Quality Management and please explain why?
- 11) What changes do you propose to make in the organisational structure of your school so that you create an environment to implement Total Quality Management. What about:

- i) Changing the terminology used in your school e.g. a senior teacher which shows power to new terminology e.g. team leader which reflects responsibility.
- ii) Changing the policies and procedures that are in your school to those that promote participation and teamwork.
- iii) Removing the centralisation of decision making from being the responsibility of just a few to becoming the responsibility of all in the school.
- iv) Changing the communication methods in your school so as to ensure effective communication and coordination.

12) Would you please describe to me the problems you think might hinder the implementation of the total quality management principles in your school so as to improve national pass rates? What about:

- Failing to supervise adequately
- Being disempowered by statutory instruments.
- Being demotivated by remuneration issues i.e. salary issues.
- Lack of engendered trust.
- Mobility of teachers.
- Hierarchical bureaucracy where leaders in the school override any policies and procedures preferring instead to make all decisions.
- Rule-bound bureaucracy where leaders in the school pay unyielding attention to policies and procedures and enforcing them to ensure disciplined compliance.
- Hindering bureaucracy where leaders in the school not only control and punish but also hinder the effective and efficient operation of the school.
- Lack of resources.
- Lack of Information Management systems

**Is there anything more you would like to add?**

**Thank you for your time.**

## **APPENDIX H**

### **PRINCIPLES OF TOTAL QUALITY MANAGEMENT**

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The following are principles of total quality management. You can read through them and then we will discuss these principles:

- Establishing an all-inclusive total quality policy document for the school which spells out the school's vision, mission, core values, objectives and quality guidelines that can be used by all in the school to create challenging teaching and learning situations;
- Using (implementing) the total quality policy document and initiating the production and implementation of the school's total quality for example for departmental and individual teacher class plans;
- Planning the process of quality teaching and learning, doing what was planned, checking the effects of the implementation and acting by adjusting the process to weed out any errors;
- Providing education and training on the job for all those involved with this implementation action plan;
- Providing leadership in the school by providing teachers and learners with opportunities to make total quality decisions relating to themselves and their learning through designing programmes that they can exercise personal choice and carry out actions that go with those choices;
- Implementing processes of control of the work in classes;
- Using teamwork;
- Encouraging open communication between all the role players in the school;
- Building trust between the role players in the school;
- Leaders who are change agents that is driving the change process to improve the quality of education.

# APPENDIX I

## LANGUAGE EDITING

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**Dr. JACKIE DE VOS** 

BA (Psychology & Communication Studies), BAHons (Psychology) (NWU)  
MEd, PhD (Educational Psychology) (NWU)  
BAHons (Translation) (UNISA)

 072 435 8024

 Jackie de Vos

 acadwritingconsult@ic oud.com

### LANGUAGE EDITING

3 September 2018

To whom it may concern

This letter serves to confirm that the thesis titled "Leadership and organisational structure as requisite for Total Quality Management to improve academic quality in schools in Zimbabwe" was edited for the October 2017 examination. Selected sections were revised by the researcher for resubmission in 2018.

The onus rests upon the client to make sure that all sources/references have been adequately cited/acknowledged.

Yours sincerely,

Dr Jackie de Vos

# APPENDIX J

## TURNITIN REPORT

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Private Bag X1290, Potchefstroom  
South Africa 2520

Tel: 018 299-1111/2222

Fax: 018 299-4910

Web: <http://www.nwu.ac.za>

**Office of the Director Edu-Lead  
Faculty of Education**

Tel: 299-4752

Email: [jan.heystek@nwu.ac.za](mailto:jan.heystek@nwu.ac.za)

12 September 2018

To whom it may concern

Doctoral thesis: R Chingara 25466968

Leadership and organisational structure as requisite for Total Quality Management to improve academic quality in schools in Zimbabwe

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Yours sincerely

**Prof Jan Heystek**

Navorsingsdirekteur / Research Director

Navorsings-nisarea: Opvoedkundige Leierskap (Edu-Lead)

Research niche area: Educational Leadership (Edu-Lead)

Fakulteit Opvoedkunde

Faculty of Education

Tel: 018 299 1906

[www.nwu.ac.za](http://www.nwu.ac.za)

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