GUIDELINES FOR IMPROVING THE IMPLEMENTATION OF QUALITY MANAGEMENT SYSTEMS TO PROVIDE QUALITY SERVICE DELIVERY IN EDUCATION

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DECLARATION

I Nompumelelo Yvonne Mbatha declare that this research:

GUIDELINES FOR   IMPROVING   THE IMPLEMENTATION OF QUALITY MANAGEMENT SYSTEMS TO PROVIDE QUALITY SERVICE DELIVERY IN EDUCATION

is my own work and that all sources have been acknowledged. This is further to indicate that this document has never been submitted to any University for academic qualification attainment.

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Signature

DEDICATION

This work is dedicated to my sons, Mduduzi and Siphesihle (Puna), my Mbatha family and my friends.

ACKNOWLEDGEMENTS

PRAISE BE UNTO GOD WHO HAS MADE IT HAPPEN!!!!!!!!!!!!

ABSTRACT

The aim of this research was to develop guidelines for improving the implementation of Quality Management Systems to provide quality service delivery in education. The research was done by means of both a literature review and an empirical research. The focus of the literature review was to determine the nature and purpose of existing Quality Management Systems (QMS) in education; and the role of District Officials and Schools Management Teams (SMTs) in the implementation of QMS to provide quality service delivery in education. Factors that contribute to the ineffectiveness of the implementation of the existing QMS in education were highlighted.

The empirical research findings revealed that SMTs, being responsible for the implementation of QMS, lack knowledge and understanding of QMS implementation. Responses obtained from questionnaires revealed: limited support by District Officials, non-availability of support programmes; limited knowledge of the vision, mission and goals of the Department of Education; and limited resources provision. SMTs indicated dissatisfaction with the manner in which guidance and regulations pertaining to QMS implementation are provided. Curriculum and assessment support programmes were stated as limited, thus affecting learners' and teachers' performance.

The impact of limited provision of resources; limited dedication to individual employees' personal development by leadership and management; unclear communication means; and poor rewarding strategies to encourage employees and learners to perform were further highlighted.

Based on the results obtained from the literature study and the empirical research, guidelines for improving the implementation of QMS to provide quality service delivery in education were developed and presented.

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LIST OF ACRONYMS

AIDS   Acquired Immune Deficiency Syndrome

CES   Chief Education Specialist

DAS   Developmental Appraisal System

DCES   Deputy Chief Education Specialist

DD   Deputy Director

DoE   Department of Education

HIV   Human Immune Virus

HOD   Heads of Department

HRD   Human Resources Development

HRM   Human Resources Management

IQMS   Integrated Quality Management System

ITC   Information Communication Technology

KZN DoE   KwaZulu-Natal Department of Education

PM   Performance Management

PMDS   Performance Management Development System

PMS   Performance Management System

QMS   Quality Management Systems

SAQA   South African Qualifications Authority

SASA   South African Schools Act

SES   Senior Education Specialist

SMTs	Schools Management Teams
SMS	Short messages system
T & D	Training and Development
TQM	Total Management System
WSE	Whole Schools Evaluation

CHAPTER 1

ORIENTATION

1.1 INTRODUCTION AND RATIONALE

The Department of Education is faced with the problem of poor Grade 12 results. It is clear that the quality of service delivery in schools is inadequate. In order to ensure improvement in service delivery, a number of initiatives in the form of policies and programmes have been commissioned by the Department of Education since 1999. These initiatives are supported by the government's commitment to do everything in its ability to turn the tide of poor results. In this regard the implementation of intervention strategies at district level is the responsibility of District Officials. Regardless of the introduction of a number of interventions, the department still lacks insight as to the right method to achieve quality Grade 12 results (Mogonediwa, 2008:1).

According to the studies conducted by researchers such as Khumalo (2008) and Pisonova` (2007), it is evident that the Department of Education is still faced with challenges regarding issues of improvement of service delivery which are key to the improvement of performance for achievement of quality Grade 12 results. These challenges include shaping and nurturing a departmental culture that will emphasize excellence, pursue academic challenges, stress certain purposes and goals, discourage poor work practices and putting emphasis on interpersonal competition.

Even though Quality Management Systems implementation in education has been a widely researched subject throughout the world, it is clear that the Department of Education in South Africa has not yet reached the level of high performing institutions which are entrenching a culture of performance excellence through continuous improvement of service delivery. Performance excellence in education refers to the highest possible level of performance achieved by institutions that incorporate best practices in all their activities, resulting in the improvement of Grade 12 results, which is one of the

yardsticks used to measure performance in education (Mogonediwa, 2008:49).

Education is concerned with the development of the minds of the learners; while schools produce educated persons who, by virtue of their schooling, have their latent potentialities unfolded. Therefore, commitment to quality makes learners proud to learn and work hard for development. The latter statement highlights that quality development is a never ending process and that education quality leads to a prospective future. Hence, insight in quality service delivery needs to be given top priority by education departments and due attention should be paid to this in the wide range of educational strata like schools, educational management, culture of learning and teaching processes and staff **(**Michalska-C'wiek, 2009:744)**.**

This study intends to collect data and information that will contribute to the development of guidelines for improving the implementation of Quality Management Systems to provide quality service delivery in education. According to the literature study conducted, no study has been done in South Africa in this regard.

1.2 LITERATURE STUDY

South Africa has emerged from years of struggle against Apartheid that affected all spheres of life – politically, socially, educationally and otherwise. Service delivery to schools was not equally provided**.** Prior to the 1994 elections, there was unequal provision of service delivery at schools which led to a single amalgamation and the integration of the education and training systems. This called for restructuring the education system to address the geographical, political and occupational needs of the country, resulting in the formation of one education system governed by one set of laws (Grobler, Warnich, Carrell, Elbert & Hatfield, 2006: 22).

The Department of Education, prior to 1994, was influenced by a number of officially sanctioned practices, including formulated policies that influenced the structure of the education system. Among these were the Bantu Education Act of 1953 (preventing black people from being overqualified for positions not

envisaged for them) and the National Education Policy Act of 1967 which promoted racially and culturally segregated and different education systems. The current government established a decentralized and responsive system of educational management for providing the best educational and professional support to learners, teachers and schools. This was done by means of the delegation of power at various levels which was to be held accountable for the management of learning institutions. The aim was to assist in the development of learners' knowledge and skills in order to improve Grade 12 results (Grobler *et al.*, 2006:22).

Mogonediwa (2008:49) says that a number of interventions were introduced as a way of addressing the issue of quality teaching and learning in education. The National Department of Education was tasked with the responsibility to develop a remedial strategy as an intervention aimed at addressing the situation. Subsequently various Acts and regulations were passed as a way of promoting best practice standards. These acts included the Constitution of the Country, the South African Schools Act (SA: 1996a), the Skills Development Act (SA: 1996b), including the implementation of the Integrated Quality Management Systems (IQMS).

The implementation of departmental policies takes place at district level with the aim to ensure effective delivery of quality education in schools. For service delivery to be effective there has to be programmes for enhancing Quality Management that are coordinated through monitoring and support systems. Such programmes include governmental departments and other stakeholders, particularly those involved in training and development. District Officials and School Management Teams (SMTs) as the primary agents of quality service delivery need the support of integrated sub-systems which include initial professional development for the implementation of Quality Management Systems (Cristola, 2007:29).

In light of the situation in education in South Africa, there was a need for making practical strategic proposals that would improve educational management. This research will therefore focus on guidelines for improving

the implementation of QMS to provide quality service delivery in education (Michalska-C'wiek, 2009:744).

The aim of QMS in the public sector is to succeed in the delivery of departmental services depending on the employees' effectiveness and efficiency in carrying out their duties. The management of quality becomes a key human resources management tool in ensuring that employees know what is expected of them, in managing employees' performance in the delivery of required objectives, in identifying and improving poor performance and in recognizing and rewarding good performance (Kganyango, 2004:11).

In education the increasing global competitiveness, effectiveness and efficiency were addressed by the integration of three existing programmes: the Development Appraisal System (DAS), the Performance Measurement System (PMS) and Whole School Evaluation (WSE) (Bisshoff & Mathye, 2009:395). This included the introduction of Total Quality Management (TQM) in education

The Development Appraisal System (DAS) was introduced with the aim of appraising individual educators' quality performance in a transparent manner with a view to determine their areas of strength and weakness and then to draw up programmes for individual development. Appraisal is seen as the ability to judge the value of communication, facts or data (Mogonediwa, 2008:49).

The Department of Education also introduced the Whole School Evaluation (WSE) system as one of the programmes designed to enhance and monitor performance, focusing on the evaluation of the overall effectiveness of schools. This includes the support provided by District Officials (driven by office-based educators and management) in the form of providing infrastructure and learning support materials for quality service delivery (Mogonediwa, 2008:50).

Performance Management (PM) is defined by Ntombela, Mphele and Penciliah (2010:2) as an approach that is strategic and integrated to deliver sustained success capacitated officials and SMTs to improve service delivery

in the Department of Education. Performance Management is one of the programmes that were introduced for the purpose of evaluating individual teachers for salary progression, grade progression and affirmation of appointments, rewards and incentives. Performance measurement involves the annual process of assessing performance. It is part of a larger process of linking individual performance management and development to organizational goals. The system is aimed primarily at performance improvement through ongoing learning and development. Regarding office-based educators, the system is referred to as the Performance Management Development System (PMDS) (KZN-DoE, 2006:7).The above mentioned systems are meant to be implemented in an integrated way in order to ensure optimal effectiveness and co-ordination.

A further initiative that the Department of Education introduced, was the Integrated Quality Management System (IQMS) which is defined as a management system that encourages the evolution of integrated, motivated and learning human activity in seeking continuous improvement and economic usage of selected and focused structures, integrated systems, technology, processes and resources required for the creation of transformation and service delivery (Khumalo, 2008: 48).

The IQMS was introduced in South Africa with the aim of enhancing and monitoring the performance of the education system and for ensuring quality education for all. With the aim of being accountable to the wider community, the IQMS focuses on continuous improvement in the quality of teaching and learning to be achieved through the empowerment, motivation and continuous development of educators as providers of quality services in schools. However, its implementation seemed to have more challenges than satisfying the provision of quality service delivery (Khumalo, 2008: 48).

Many organizations have in the past and are still now embarking on the implementation of QMS as a way of improving service delivery at schools. Michalska-C'wiek (2009:744) sees QMS as a management philosophy that builds a customer-driven, learning organization dedicated to total customer

satisfaction through continuous improvement in the effectiveness and efficiency of the organization and its processes.

Quality Management Systems provide what is required as judged by the client. It is accomplished through everyone in the organization being committed to achieving results, a passion for quality and decisions based on performance data. QMS emphasize that it is important for all elements of an organization to fit together in order to ensure the delivery of quality services to schools. Because of the quest for an increase in the improvement of quality service delivery in education nationally and internationally, demands for new educational reforms through government policies that focus on service delivery improvement are increasing (Rahman, Rahim & Mahyuddin, 2005: 1).

Authors such as Nickel (2006:5) and Bisshoff and Mathye (2009:400) are of the opinion that the implementation of the existing Quality Management System in education needs to be improved because of the rising level of competitiveness worldwide.

1.3 PURPOSE STATEMENT

In light of the above discussion, the South African Department of Education needs to engage its employees vigorously in quality service delivery implementation. What then remains to be explored are guidelines that will improve the implementation of QMS in providing quality service delivery in education. The long term objective will be to contribute to the promotion of a culture of service delivery excellence in education and to complement many existing and possible future performance improvement programmes which will then be measured by the learners' results and the QMS implementation process itself (Michalska-C'wiek, 2009:744).

The purpose of this research is to determine what factors contribute to the ineffectiveness of the implementation of the present QMS in providing quality service delivery in education and to suggest guidelines that could improve the implementation of the QMS to provide quality service delivery in education.

1.4 RESEARCH QUESTIONS

1.4.1 Primary research question

The primary research question in this study is: What contributes to the ineffectiveness of the implementation of the existing QMS in providing quality service delivery in education?

1.4.2 Secondary research questions

In order to explore the major research question mentioned above fully, the following secondary research questions were addressed:

- What is the nature of Quality Management Systems in education?

- What is the role of the District Officials and SMTs in the implementation of QMS to improve service delivery in education?

- Which factors contribute to the ineffectiveness of the implementation of the existing QMS in education?

- Which guidelines can be developed to improve the implementation of QMS in order to provide quality service delivery in education?

1.5 CONCEPTUAL FRAMEWORK

The conceptual framework for this study will be based on the theory of Quality Management Systems and will be used to develop guidelines for improving the implementation of QMS to provide quality service delivery in education.

The concepts central to this research are:

- Quality Management Systems
- Guidelines for improving the implementation of Quality Management Systems
- Improvement of service delivery
- District Officials

- School Management Teams

1.6 CONCEPT CLARIFICATION

The concept clarification of the terms below is taken from Wessels (2008), Mogonediwa (2008) and Goetsch and Davis (2006).

Quality Management Systems

In the context of this study, Quality Management Systems represent a set of policies, processes and procedures intended to achieve better results by understanding and managing employees' performance, giving feedback, recognizing and rewarding good performance to ensure effective and efficient delivery of quality services to schools as per departmental goals and objectives (Goetsch & Davis, 2006:469).

Guidelines

Guidelines - sets of stipulations directing, regulating or determining educational procedures or general rules, advice or principles (Mogonediwa, 2008:57)

Improving- to enhance value continuously or improve quality education, striving for excellence in education

Implementation- to give practical effect to improvement

Quality - something that meets required educational standards

Management -the art of managing or the supervision of educational activities that include the execution of the functions of planning, organizing, coordinating, directing and controlling the implementation of QMS in education

Systems- the combination of many diverse parts of a common plan or serving a common educational goal, objectives or purpose (Goetsch & Davis, 2006:469).

Improve service delivery

Improve –enhance quality

Service- performance of work or performing services

Delivery- act of giving results that are promised, expected or desired (Goetsch & Davis, 2006:469).

District Officials

District – place defined for educational administrative purposes

Officials- employees holding an office or serving the public (Wessels, 2008)

School Management Teams

School- an institution for instruction of children or a person under college or school age

Management- planning, organizing, controlling and directing resources for the achievement of departmental goals (Business dictionary, 2011:1).

Teams- groups of people organized to work together interdependently and cooperatively towards the achievement of a certain goal (departmental goals in this case) (Heathfield, 2011:1)

1.7 RESEARCH AIM AND OBJECTIVES

1.7.1 Aim

The overall aim of this study was to develop guidelines for improving the implementation of QMS to provide quality service delivery in education.

1.7.2 Objectives

The objectives of this research were operationalised as follows:

- To determine the nature of Quality Management Systems in education;

- To investigate the role of District Officials and SMTs in the implementation of QMS to improve service delivery in education;

- To establish which factors contribute to the ineffectiveness of the implementation of the existing QMS in education; and

- To develop guidelines to improve the implementation of QMS in order to provide quality service delivery in education.

1.8 RESEARCH PARADIGM

This study was based on a positivist research approach which was concerned with the empirical testability of theories in order to discover the general laws and principles governing the social world. It aimed at the evaluation of the social world objectively and strove to comprehend how people construct meaning and provide an explanation of events of their world, leading to the designing of a structured questionnaire. The advantages of using the positivist approach were that it is scientific (is done step by step) and that a single case represents a single set of empirical circumstances (Pietersen & Maree, 2007:289).

This approach was used to investigate the role of District Officials and SMTs in the implementation of QMS, to establish which factors contribute to the ineffectiveness of the implementation of the existing QMS to improve service delivery in education and to develop guidelines to improve the implementation of the existing QMS in order to provide quality service delivery in education.

1.9 RESEARCH DESIGN

1.9.1 Empirical research

Creswell (2009:28), in agreement with other authors, states that human sciences research can use both quantitative and qualitative methodology depending on the type of strategy being used. In this study, a non-experimental descriptive survey design was used as means to collect quantitative data from a sample group using a questionnaire as a research

instrument. The research questions were formulated by using data collected from the literature review.

This kind of research design was chosen since it allowed the researcher to establish, explain and confirm a given situation in education. It further entailed an investigation where the researcher wanted to provide a summary of the existing QMS implementation situation and also to assess the nature of the existing situation (Creswell, 2009:175).

A quantitative empirical research approach was employed, since it helped to reduce errors, bias and extraneous variables and answer questions about the relationships that exist among measured variables aiming at explaining phenomena. Quantitative research guided the researcher towards the establishment of sets of procedures and steps. It identified and separated social facts with single objective reality from feelings, beliefs and opinions of individuals. It further provided a context-free generalization (De Coning, 2009:84).

In this study the use of quantitative research assisted in the gathering of information by using a questionnaire that would cover a larger group of people in a short period of time. As supported by Creswell (2009:145), the purpose of using quantitative empirical research in this study was to generalize findings from a sample to the population so as to make descriptive comments that would help in generalizing inferences which would provide a logical judgment based on circumstantial evidence and prior conclusions, rather than on observation regarding that particular population.

1.9.2 Review of Literature

The literature study included a review of both primary and secondary literature sources to gather relevant information. EBSCO-Host, Google Scholar and ERIC searches were conducted to locate appropriate literature. Key words used in this research included:

Guidelines - sets of stipulations directing, regulating or determining educational procedures or general rules, advice or principles (Mogonediwa, 2008:57)

Quality - an ongoing process of assessing, anticipating and fulfilling customers' needs (Maluleke, 2008:12)

Management - the art of managing or the supervision of educational activities that include the execution of the functions of planning, organizing, coordinating, directing and controlling the implementation of QMS in education (Bush, 2007: 401)

Quality Management (QM) - a management discipline that covers all management activities that are needed to design, develop and implement services to ensure effectiveness and efficiency (Van Loon, 2009:1).

Performance- an act of performing particular services (Dictionary of contemporary English, 2001:1050)

Excellence- the quality of doing very good (Dictionary of contemporary English, 2001:472)

Service delivery- rendering services as per customers' needs (De Jager and Du Plooy, 2007:98).

Quality improvement- is about continuous development which aims at reforming service delivery in the Department of Education (Kruger, *et al.*, 2006:276).

Leadership- is the ability to inspire others. It concerns the competencies and processes needed to enable others to perform consistently and exceptionally to the benefit of individuals, as well as the organization (Kruger & Ramphal, 2009:128).

Total Quality Management (TQM)- is an approach that focuses on the standard of all organizational processes that result in final quality service delivery (Du Toit, 2010:23)

1.9.3 Research population and sample

1.9.3.1   Population

A population, according to Smit (2008:93), is the totality of persons, events or organizational units with which a specific research problem is concerned. In this study, the population consisted of Amajuba district's officials (Director, Chief Education Specialists, Deputy Chief Education Specialists, First Education Specialists) (N=150), School Management Teams (SMTs - Principals of schools, Deputy Principals and Heads of Departments (N=910) in eight wards of the Amajuba district. A total population of N=1060 was targeted for this study.

The District Officials in the districts offices and the School Management Teams are key agents of service delivery to schools and were therefore targeted for this study.

1.9.3.2   Sample

In Maree and Pietersen (2007:172), a sample is defined as a subset of measurements drawn from a population for understanding the population. They further state that it is a means of helping the researcher to explain some facets of the population.

A sample of 20% of the target population is more than enough. Although a larger sample allows better representation it is very costly compared to a smaller sample and a 10% sample size is adequate. Smit (2008:11) provides the following guidelines for selecting a sample size:

- In a small population with fewer than 100 units the entire population should be used.

- For a population greater than 500, 50 % of the population should be used.

- In the case of a population that is about 1500, 20% of that population should be used.

- A sample of 400 will suffice if the population is more than 5000.

For this study, a random sample (n=15) was drawn from the District Officials'
population of 150. In the case of Schools Management Teams, a sample
(n=91) was drawn from the population of 910. A total random sample of 106
(n=106) was drawn from the total population of 1060 (N=1060).

1.9.4 Measuring instrument

A questionnaire was used as a research instrument with the aim of gathering
information regarding the implementation of a Quality Management System in
education. The reason for using questionnaires in this study was that it was
economical, testing of the questionnaire was done for accuracy and it could
be sent to a large number of respondents. It was faster and easier to use than
interviews, the response rate was said to be optimal and gaps (unclear
issues) identified by the respondents in the pilot study were attended to
immediately. A questionnaire as a survey technique is the best widely used
technique for obtaining information (Maree & Pietersen, 2007: 157).

There were anticipated barriers to data collection that would result in low
return rates. In such cases, questionnaires were hand-delivered by the
researcher herself and personally collected by the researcher at intervals
since the participants were within reach of the researcher. Telephonic follow-
ups, a week after hand-delivering of the questionnaires, sending SMS-
messages and the use of e-mails as a reminder of collection dates, as well as
personal visits to collect questionnaires, were done to ensure a satisfactory
return rate (Creswell, 2009:150).

The questionnaires were in English. Based on the information obtained
through the literature study, structured or closed-ended questions were
developed (Wessels, 2007:13) to gather information.   The information
gathered was on the role played by the District Officials and SMTs in assisting
in the implementation of the Quality Management System and factors that
contributed to the ineffectiveness of the implementation of the existing QMS
towards the improvement of service delivery in education in South Africa.

The general format of the questionnaire was adhered to by keeping it short,
clear, simple, avoiding ambiguous language, ensuring that instructions were

clear and making it look professional and attractive. This resulted in providing a favorable first impression, encouraging respondents to cooperate and provide conscientious responses (Mailula, 2006:135).

For this study, two questionnaires were distributed. The first questionnaire (Annexure A) was for District Officials and the second questionnaire (Annexure B) was for School Management Teams. Both questionnaires focused on the respondents' experiences regarding the implementation of QMS. Close-ended questions were formulated. The close-ended questions were used since they limit subjectivity and take a shorter time to answer. Each question had a four – point response scale. The respondents were asked to tick the appropriate boxes: 1= strongly disagree, 2= disagree, 3= agree and 4= strongly agree (Creswell, 2009:150).

When designing the questionnaire, the researcher considered the guidelines for questionnaire development (Smit, 2008:88) such as: avoiding long and complicated items because they are more difficult to understand, keeping items simple and easy to understand and easy to respond to and striving to design an exciting questionnaire that would help to save time and money and would ensure the instrument's reliability and validity.

The guidelines provided above were applied in constructing the questionnaires which were accompanied by covering letters that contained information to help the respondents decide whether or not to complete the questionnaire. The questionnaire formatting was done by adhering to the guidelines as stated in Smit (2008:89).

1.9.5 Pilot survey

By using a pilot survey, the questionnaires were pre-tested with a selected number of respondents from the target population (District Officials and SMTs) regarding its measurement qualities, appropriateness and clarity. The purpose of pre-testing the questionnaire was to establish the validity and reliability of the instrument and to improve the format and questions if needed.

Validity in this study refers to the extent to which the empirical measure can reflect the real meaning of the concept under consideration. The information is valid if the analysis reveals that there are generalizations emerging from the analysis of collected data (Dhlamini, 2009:153).

Reliability is when the same results are yielded using the same instrument for data collection from all the research subjects on two or more occasions (Creswell, 2009:149).

The pilot study for this research was conducted prior to the research by means of the distribution of the questionnaires to determine whether the instrument was adequate and appropriate **(**validity and reliability**)** (Pietersen & Maree, 2007:215). The pilot study was conducted in the Amajuba District. Randomly selected District Officials (n=10), Principals of schools (n=10), Deputy Principals (n=10) and Heads of Departments (n=20) were identified for this pilot study. A sum of fifty participants (n-50) was targeted for the pilot study. The questionnaires used for the pilot study provided a space for respondents to comment. This allowed the identification of ambiguous questions and the indication of other aspects that could lead to questionnaire improvement. The District Officials and SMTs chosen for the pilot study were not included in the research sample.

1.9.6 Statistical techniques

Descriptive statistics (which refers to describing the results through frequencies, means and standard deviations) and inferential statistics (which is about generalization of findings to a broader population) were used in this study (Creswell, 2009:152). In this research, descriptive statistics were used, since graphic ways and numerical ways were used to describe its properties. Inferential statistics were used to compare information collected from District Officials and SMTs.

The collected data was analysed and interpreted through the SAS programme. With the assistance of the Statistical Consultancy Services of the North-West University (Vaal Triangle Campus), descriptive statistics such as means, standard deviations and frequency distributions were obtained.

Various techniques for data analysis like graphs, tables and statistical summaries were used in analysing the collected data (Maree & Pietersen, 2007:183).

1.9.7 Ethical aspects

Regarding the ethical aspects involved in this research, the following was done (Maree & Pietersen (2007:183) and Mc Nabb (2011:1):

- A letter requesting permission to conduct the research in the eight wards at Amajuba District was forwarded to the district director of Amajuba District before conducting the research;

- The prescribed application procedures of the North-West University's Ethical Committee for approval was followed;

- Participants (SMT members and District Officials) had to complete informed consent forms before part taking in the research to ensure their voluntary participation; and

- A covering letter to the respondents, giving an explanation of the aim of the research, the nature of their involvement in the research and entailing assurance that their participation was voluntary, their right to withdraw from participating and the confidentiality of their responses accompanied the questionnaires that were distributed.

1.9.8 Data collection procedures

In this study, data was collected from District Officials and SMTs. The procedure for data collection was as follows:

- A letter of permission to conduct the research was received from the District Director- Amajuba district.

- Permission from the North-West University's Ethical Committee to continue with the distribution of questionnaire was granted.

- Designing the questionnaires based on the literature review was done

- Conducting a pilot study regarding the validity and reliability of the questionnaire was done.

- Administering of the questionnaire over a period of three weeks– hand-delivered to the sampled participants by the researcher herself was done.

- Analysis and interpretation of data.

- Concluding the study with findings, recommendations and conclusions was done.

1.10 POSSIBLE CONTRIBUTION OF THE STUDY

As this research focused on providing quality service delivery to schools in South Africa, its most significant contribution is to be found in the exposure of the serious ineffective implementation of QMS in education and the specific guidelines (set out in chapter 6) developed from these exposed shortcomings in order to rectify the problems.

1.11 POSSIBLE CHALLENGES

A number of challenges were foreseen regarding the execution of this research. These challenges included that the School Management Teams' administration load seemed very high and this could lead to lack of interest or of time to complete the questionnaires, thus impacting negatively on the return rate of the questionnaires. This was mitigated by calling SMTs to a meeting, explaining the purpose and going through each questionnaire item so that their interest could be aroused and by defining QMS in the covering letter so that respondents could have a clear understanding of its meaning. The questionnaire was kept short and clear so that it did not take too much of the respondents' time. The questionnaire was a close-ended type of questionnaire which would make it easy and quick to respond to.

1.12 PROPOSED LAYOUT OF THE STUDY

Chapter 1:   In chapter one, a general overview of the study was provided. The research problem, research questions, literature review,

aims and objectives of the study, data collection procedures and the study layout was covered.

Chapter 2: The literature exploration regarding the definition of terms, quality issues, philosophical basis of QMS, and methods and techniques for the implementation of QMS were covered in chapter two.

Chapter 3: Chapter three covered the role of management in the implementation of Quality Management Systems to improve service delivery in education.

Chapter 4: The empirical research focused on the steps and procedures for data collection.

Chapter 5: Data analysis, interpretation and findings of the study were covered in chapter five

Chapter 6: Chapter six dealt with guidelines for improving the implementation of Quality Management Systems to provide quality service delivery in education

Chapter 7: This chapter focused on the whole study review and the provision of the conclusion. The contributions of the study, findings and recommendations, including future study implications, were also dealt with.

1.13 SUMMARY

This chapter focused on an overview of the research. It dealt with the statement of the problem, the aim and objectives of the research, the empirical research, the research population and sample, the measuring instrument, the pilot survey, statistical techniques, ethical aspects, data collection procedures, possible contribution of the study and the proposed layout of the study.

The next chapter will focus on the nature of Quality Management systems in education.

CHAPTER 2

THE NATURE OF QUALITY MANAGEMENT
SYSTEMS IN EDUCATION

2.1 INTRODUCTION

Since the post-apartheid era, government's policy-makers in South Africa have been emphasizing the importance of quality service delivery for the sake of competitiveness. This new era is characterized by the expectation of the majority of the population that redress of past imbalances such as the distribution of power and opportunities, should take place in workplace situations (McClean, 2006:3).

According to Grobler *et al.* (2006:22), the reason for restructuring the education system is to improve the quality of educational outputs to achieve global competitiveness. In this case, the focus is on a highly educated workforce that will come to the fore during the 21st century and who would be able to implement departmental policies effectively and efficiently. Another reason for engaging in restructuring is the decentralisation of power to districts for the effective management of education by all role players in the Department of Education.

According to Van der Waldt and Du Toit (2008:16), there is a need for the Department of Education to motivate and involve individuals in the workplace and to give them more control over their work in order to achieve quality service delivery.

In light of the above, the discussion in this chapter will focus on the following:

- Definition of concepts

- Quality issues

- Quality Management

- Quality Management Systems (QMS)

2.2 DEFINITION OF CONCEPTS

The following are concepts related to QMS:

2.2.1 Quality

Maluleke (2008:12) defines quality as an ongoing process of assessing, anticipating and fulfilling customers' needs. It is further defined as the totality of features and characteristics of a product or service bearing its ability to satisfy customer needs rather than those of the organization (Kruger, de Wit & Ramdass, 2006:170).

2.2.2 Quality service delivery

De Jager and Du Plooy (2007:98) define quality service delivery as the comparison between what customers want and what they receive and how they perceive this after having assessed the services rendered. Quality service delivery can be functional (how services are rendered) or technical, which refers to the kind of services rendered that conform to and meet the requirements and specifications that are consistently delivered to customers. The term 'quality service delivery' then refers to consistent timeouts delivery of services as per customers' needs.

There are five quality indicators that fast track service delivery in education namely, interpersonal relationships, timing and punctuality, indirect evidence of quality and the customers' perception (De Jager & Du Plooy, 2007:98). Quality service delivery improvement should therefore lead to better performance at schools.

2.2.3 Quality Management Systems

Quality Management Systems are a set of policies, processes and procedures needed for planning and execution in an organisation. It is an integration of a variety of internal processes within an organisation that provide a procedural approach for the execution of a project. QMSs enable the definition, measuring, controlling and improvement of various core business processes, leading to improved organisational performance (Maluleke, 2008:63).

In Kruger *et al.* (2006:183) a Quality Management System is defined as a management system which is a combination of processes that are used to ensure that the degree of excellence specified is achieved. It is also defined as the sum of the activities and information used by an organisation to improve consistent service delivery and production in order to meet the needs and expectations of the customers and beneficiaries effectively and efficiently, today and in future.

2.2.4 Total Quality Management (TQM)

Kruger *et al.* (2006:8) and Du Toit (2010:23) define Total Quality Management as an approach that focuses on the quality of all organisational processes that result in final quality service delivery. It is a management system that embraces a set of beliefs and principles used to empower employees. TQM reflects strategic leadership, common sense, a data-driven approach to problem-solving and decision-making, employees' involvement and sound management practices. Total Quality Management's philosophy is that customers are the "business drivers, suppliers being the joint partners and leaders being the insurers of the proper position and empowerment of the entire organisation and its people, to meet competitive demands" (Maluleke, 2008:1). The implementation of the TQM approach will assist in improving the implementation of the QMS to provide quality service delivery in education because it touches on all aspects that impact on service delivery (processes, employees development and leadership aspects).

2.2.5 Human Resource Development (HRD)

Human Resource Development is the manner in which employees are exposed to developmental programmes in order to improve quality service delivery. It includes all processes, systems, methods and procedures employed by the organisation for the development and equipment of the workforce to contribute positively to the performance of the Department of Education as part of an investment (Michalska-C`wiek, 2009:744). Human Resources Development programmes in education are needed to develop and engage employees in improving service delivery to schools continuously.

2.2.6 Training and development

Training and development are defined as tools used to provide employees with relevant skills that will enable them to achieve the set goals of the organisation. Training refers to the acquisition of knowledge and skills for a particular position so as to perform the job effectively. Development is an ongoing process that is created for employees through exposure to learning opportunities, mentoring programmes, career development seminars and development of skills and attitudes. Training and development are important tools for improving job performance, as well as for the transportation of such skills even beyond the place of work (Kruger *et al.,* 2006:99-100; Van der Waldt & Du Toit, 2008:22). Training and development in education are needed to continuously equip employees with knowledge and skills for improving service delivery to schools.

Continuous staff development programmes have to be implemented, monitored and evaluated to check progress. Training and development gaps should be continuously identified and interventions must be done to close identified gaps (Ali & Shastri, 2010:14).

2.2.7 Leadership

Kruger and Ramphal (2009:128) state that leadership is the ability to inspire others. It concerns the competencies and processes needed to enable others to perform consistently and exceptionally to the benefit of individuals as well as the organisation. Leadership has to catch people's attention, inspire them, motivate them, convince them to develop trust in the leader and has to create an empowering environment for all employees in the organisation. Ideal leadership includes being capable of generating ideas and involving all employees at all levels within the organisation. Leadership in education is important to ensure that service delivery goals are achieved.

2.2.8 Management

Management is defined as being responsive to clients and communities, determining the exact mix of resources and increasing the standard of service

delivery to further enhance quality in an organisasion. It is seen as a tool to be used to open the doors of learning and employment. It is also a tool towards the provision of quality education for all citizens (Van der Waldt & Du Toit, 2008:12).

De Coning (2009:27**)** defines management in education as the work to be performed by those who are in power. Management is characterised by a common understanding of quality and the need to change, the creation of an organisation and the provision of systems and resources for support. Without effective management, departmental responsibilities cannot be performed to ensure quality service delivery in education.

2.2.9 Education system

Bishoff and Mathye (2009:1) define an education system as a structure for effective teaching to meet the educational needs of the target group in a specific area. It attempts to coordinate interrelationships between fundamental pillars (legislation, policies and administration). The education system draws its inputs (human, physical, financial and information resources) from the environment. In order to enable effective teaching and learning processes, Quality Management Systems should be implemented at schools.

2.2.10 Systems approaches

In Van der Waldt and Du Toit (2008:6), systems approaches are defined as interdependent components forming a whole, working together for the attainment of a common goal within the Department of Education. It is further defined as synergy, interaction and cooperation between different units in education. It is stated that the systems approach is used to identify and solve complex problems in learning and instructional systems. The systems approach in education includes inputs (human, physical and financial resources), processes (series of actions) and outputs (results) (Ali & Shastri, 2010:12).

The concepts discussed in the above section will assist the researcher in developing guidelines for improving the implementation of Quality

Management Systems in order to provide quality service delivery in education. In the next section 'quality issues' will be discussed in more detail.

2.3 QUALITY ISSUES

2.3.1 The origins and nature of quality

The concept 'quality' emerged from the Industrial Revolution where the focus was on goods production which had to meet quality criteria. In the second-half of the 20th century (Michalska- C`wiek, 2009:744), quality was introduced and taken as a professional and managerial process which was associated with the quality of a function.

Michalska-C`wiek (2009:744) sees quality as a concept which revolves around conformance to requirements. Quality is achieved by putting a system into place, following certain steps, accepting certain changes and meeting certain specifications. It is further argued that quality takes three fundamental statements into account, namely:

- Doing things right;

- Doing the right things; and

- Understanding what is right.

De Jager and Du Plooy (2007:62) make mention of three types of quality, namely: strategic quality, transcendent quality and user-based quality. Strategic quality is seen as quality that results from service quality and products. This type of quality provides the organisation with a sustainable competitive advantage that allows earning above-average profits and the customers' perception of service is improved. Transcendent quality aims at developing a quality image in the consumers' minds (absolute and universally recognised quality). The user-based type of quality is founded on the presumption that quality is determined by the customers' wants and needs, thus resulting in different quality standards**.**

In the context of education, quality is associated with the notion of excellence and improvement of learners' performance and better results. In Tikly and Barrett (2007:3**),** quality in the educational context refers to the delivery of knowledge and skills that are needed by learners. It requires competency of District Officials and SMTs as agents of service delivery. In order to achieve quality in education, five major approaches to quality need to be considered. These approaches, as stated by Tikly and Barrett (2007:5), are:

- Quality as exceptional (something special);

- Quality as perfection or consistency (no flaws in outcomes);

- Quality as fitness for purpose (ability of an institution to fulfill its mission by meeting customers' requirements, needs or desires);

- Quality as value for money (achievement of outcomes at a lower cost and accountability to stakeholders); and

- Quality as transformation (enhancement and empowerment of learners and development of new knowledge).

These five major approaches to quality are relevant for the education setting because this is what the Department of Education is aiming at achieving, namely the provision of quality education through quality service delivery to ensure better results at schools.

2.3.2 Fundamental principles of quality

Ali and Shastri (2010:14-15) highlight the following fundamental principles of quality:

- Understand the customers' needs;

- Agree on what will be delivered within set timeframes and how it will be delivered;

- All stakeholders to be part of the implementation process;

- Clear roles and responsibilities from the outset;

- Relevant people with relevant skills and experience and the right level of authority implement quality;

- Professional management of all processes and the use of formal methodology when managing the quality implementation process;

- Joint problem identification, analysis and problem-solving;

- A quality plan; and

- Practices that are appropriate to serve the customers' needs.

Fundamental principles of quality further include regular reviewing of the availabilty of resources, transparency about acknowledging risks, commitment to recommendation and helping to implement mitigating actions rigorously, all parties working on a quality plan, clear measures, consistent evaluation of the processes and deliverables against agreed standards (Ali & Shastri, 2010:15).

The fundamental principles of quality form the basis of QMS implementation in education. Once these principles are fully adhered to, District Officials and SMTs should become more effective and the departmental goals will be achieved.

Quality Management principles, when adhered to during the process of improving Quality Management Systems in education, lead to quality improvement.

2.3.3 Quality improvement

The global revolution for quality has put pressure on government and its policy-makers to prioritize education for global competitiveness. This has led to quality improvement becoming a serious issue in the international workplace. Quality improvement is about continuous development which aims at reforming service delivery in the Department of Education. The concept of quality improvement is based on self-evaluation mechanisms that improve performance. Self-evaluation is achieved by using methods which include

monitoring and measurement of performance, control of non-conforming services and analysis of collected data regarding institutions' performance (Kruger *et al.*, 2006:276)**.**

Quality improvement takes into consideration the customer supply relationship which includes inputs, processes and outputs. The following diagram, as taken from Grobler *et al.* (2006:21) and Ali and Shastri (2010:12), is an example of the customer supply relationship:

Diagram 2.1: Customer supply relationship

Input	Processes	Output
△	△	△
Suppliers	Customer	Requirements and feedback
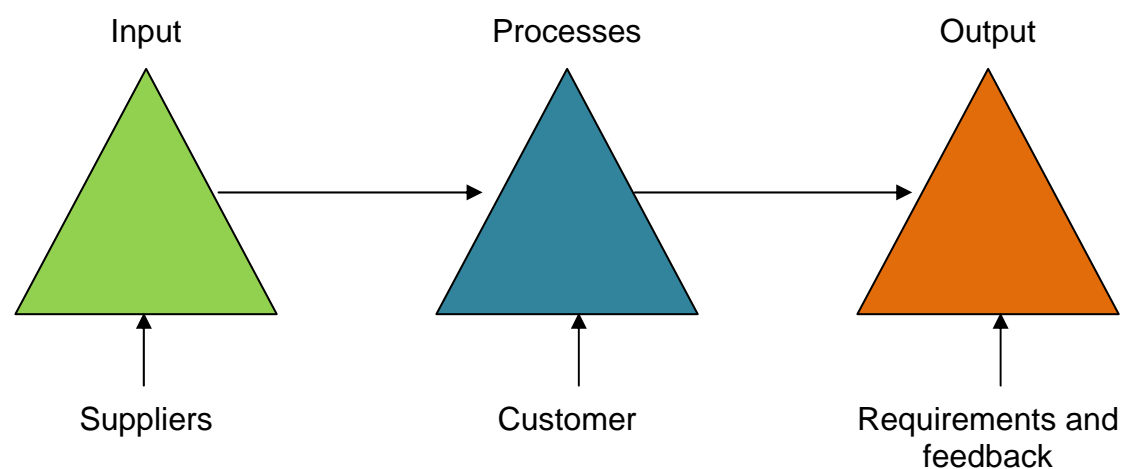
In education, quality improvement cannot be achieved if inputs (District Officials, SMTs and physical and financial resources) are not given the necessary attention. Processes (service delivery) take place so that timeous customer satisfaction can be achieved. Throughout the process, feedback should be given to customers as a way of evaluating the success of service delivery (outputs) and gaps should be identified for quality improvement (Grobler *et al.*, 2006:21). In education, quality improvement focuses on the improvement of managers and in the teaching and learning situation on developing of learners' potential. Different structures are needed to improve quality in education. Quality improvement can be achieved by engaging the institution in Quality Management through the application of quality circles (Bisshoff & Mathye, 2009:35).

The Department of Education needs to ensure effective customer supply relationships as this forms the basis of quality improvement. Where inputs

(District Officials, SMTs and resources provision) are neglected, processes are affected and the outputs are not as per customer expectations.

2.3.4 Quality Circles

The concept of Quality Circles, as stated in Bhatawderkar (2008**:**1) originated in Japan. It used to be called Quality Control Circles where some called it Small Group Activity, Excellence Circles, Human Resources Circles, Action Circles or Productivity / Service Circles.

According to Maluleke (2008:13), quality circles are small groups or teams (usually from the same work area, doing similar jobs) used to participate actively in planning, designing and implementing work procedures within the organisation. In education, this is a technique used for staff development where the primary reasons for employees' personal growth is linked to quality service delivery at schools. Quality circles emphasise the development of skills that are commensurate with the needs of the educational workplace such as flexibility, independent judgement and teamwork.

Quality circles do not replace service delivery and do not aim at changing the existing departmental structure. The objectives of quality circles, as stated by Bhatawderkar (2008:2-3), are as follows:

- Promotion of job involvement;

- Creation of problem-solving capability;

- Improvement of services;

- Improvement of communication;

- Development of harmonious management, effective supervisors and good worker relationships;

- Promotion of personal development;

- Improvement of employees' morale;

- Reduction of challenges; and

- Promotion of leadership qualities.

Applying Quality Circles as a way of improving QMS implementation can benefit leadership, customers and employees. These benefits can result in the following (Bhatawderkar, 2008:5):

- Self-development is achieved;

- Leadership qualities among employees are promoted;

- Customers' and employees' satisfaction are achieved;

- Employees are recognised;

- Team work is promoted;

- Continuous improvement of services is promoted; and

- There is service improvement, better quality, reduction of costs and rewarding of excellence.

In the education setting, quality circles refer to committees and support structures that are established to provide support at all levels of education. These quality circles, when effectively established and monitored, could lead to Quality Management in education.

2.4 QUALITY MANAGEMENT

Van Loon (2009:1) defines Quality Management as a management discipline that covers all management activities that are needed to design, develop and implement services to ensure effectiveness and efficiency. Quality Management focuses on Quality Management styles including: traditional Quality Management (focusing on high standards, high prices, high status and exclusivity); expert Quality Management (driven by professional ethics); bureaucratic Quality Management (focusing on clear procedures and clear decision-making, communication and responsibility); consumer Quality

Management (management is underpinned by quality assurance principles and government, managers and customers all have a voice in the running of services); and civic Quality Management which is about giving everyone an equal chance in life.

In this regard, Mehrotha (2009:1) provides a number of elements of Quality Management for consideration by educational institutions:

- Strategic planning;

- A quality policy;

- An outline of the scope of responsibility of the quality steering group;

- Marketing and publicity (provision of clear information about what is being offered in programmes);

- Induction programmes implementation;

- Delivery of services;

- Management of service delivery;

- Continuous development of staff for quality service delivery;

- Provision of equal opportunities policy for staff;

- Monitoring and evaluation of services provided;

- Keeping of records; and

- Reviewing of plans for interventions.

According to Ali and Shastri (2010:15), Quality Management includes the function of quality, the integration of quality in strategy and an orientation towards quality processes and teamwork. In education, Quality Management leads to customers` satisfaction. Furthermore, the integration of quality in the strategies that are to be implemented by leadership and management,

represent the establishment of a quality mission, a quality development policy and the implementation of the Department of Education's quality goals.

The Department of Education's commitment to quality service delivery is demonstrated in its goals. Quality Management than needs to form the basis of QMS implementation. Quality Management principles should be considered to improve service delivery to schools.

2.4.1 Quality Management (QM) Principles

The principles of QM are defined as comprehensive and important beliefs or rules used for leading and operating an organization. It's main aim is to improve performance continually over a long period of time. The focus is on addressing the customers' needs (Kruger *et al.*, 2006:189-191).

Kruger *et al.* (2006:189-191) and Ali and Shastri (2010:14) provide the following QM principles:

Table 2.1:   The eight principles of QM

Principles	Steps in principle's application
Principle 1: Customer-Focused Organization	Understanding of customers' needs
	Ensuring a balanced approach among stakeholders and customers' needs and expectations
	Thorough communication of customers needs
	Measuring customers' satisfaction and acting on results
	Managing customer relationships

Principles	Steps in principle's application
Principle 2: Management	Understanding the external environmental factors and responding to such factors
	Considering all stakeholders' needs (including the community at large)
	Ensuring the establishment of a clear vision of the organization's future
	Building of trust
	Elimination of fear
	Resourcing of employees as required
	Allowing freedom to act responsibly
	Encouraging all employees to contribute
	Ensuring open and honest communication
	Putting a training plan in place
	Setting goals and targets
	Ensuring the implementation of a strategy for the achievement of goals and targets
Principle 3: Involvement of people	Creating customers' value
	Seeking opportunities for improvement
	Enhancing competencies, knowledge and experiences of employees
	Acceptance of ownership
	Accepting responsibility for solving problems
	Encouraging sharing of knowledge and experiences
	Innovativeness in furthering the organization's objectives
	Making people proud to be part of the organization
	Assisting employees to derive satisfaction from their work

Principles	Steps in principle's application
Principle 4: Process approach	Define processes for the achievement of the desired results Measure processes, inputs and outputs Establish of clear responsibilities Consider steps, activities, flows, control measures, training needs, equipments, approaches, materials and other needed resources when designing processes Identify internal and external customers Evaluate possible risks and consequences impacting on the customers Establish clear responsibilities, authority and accountability
Principle 5: Systems Approach to Management	Identification of clear systems Defining and identifying processes affecting given objectives Understanding the interdependencies among the processes of the system Continuously improving the system through measurement and evaluation Structuring the system for the achievement of objectives Estimating the required resources Establishing resource constraints before implementation

Principles	Steps in principle's application
Principle 6: Continual improvement	Services should be continuously improved (including systems and processes) Periodic assessment should be used to identify areas for potential improvement Effectiveness and efficiency of all processes should be improved Provision of education and training for all members Prevention-based activities should be promoted Ensuring the establishment of measureable goals for tracking improvement Recognition of improvement
Principle 7: Factual approach to decision-making	Ensuring relevant, accessible, accurate and reliable data and information Making decisions that are based on the results of logical analysis
Principle 8: Mutual beneficial supplier relationships	Identification and selection of key suppliers Creation of clear and open communication channels Initiation of joint development and improvement of services Sharing of information and future plans Recognition of supplier improvement and achievements

The eight principles of QM are important for the effective implementation of QMS in education. The Department of Education has to satisfy schools' needs through quality service delivery. Meeting customers' needs and striving to exceed customers' expectations is the key tool to quality service delivery. The creation and maintenance of the internal environment is important (Kruger *et al.*, 2006:191). Employees and stakeholders at all levels are the essence of each unit in the Department of Education, hence a need for their full involvement in the process of QMS implementation. The collection of relevant data and information assists in the making of decisions that are based on

results of logical analysis. A mutual beneficial relationship enhances the ability of all parties to add value to service delivery in education. The Department of Education should also become engaged in a process of continuous improvement (Ali & Shastri, 2010:14). In this regard, the Deming Cycle illustrates four basic steps towards continuous improvement within the workplace (Kruger & Ramphal, 2009:117):

Diagram: 2.2: The Deming cycle (Kruger & Ramphal, 2009:117)
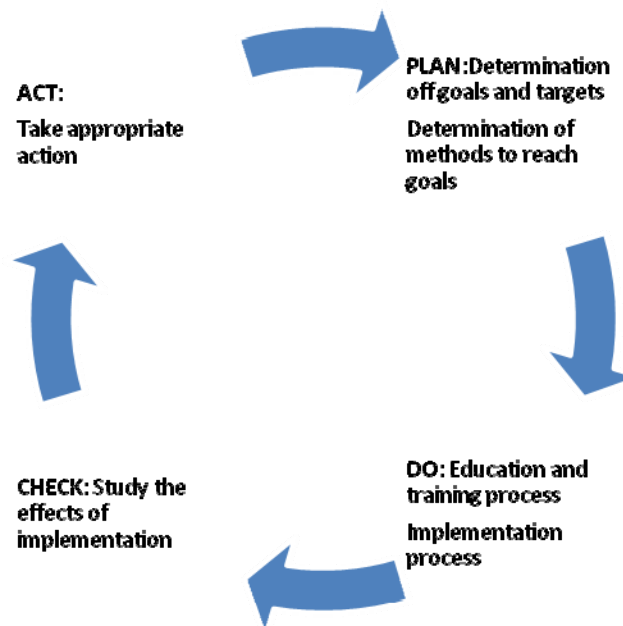
The four steps that are pointed out in the Deming Cycle as plan, do, study and act, show the linkage between these steps towards the achievement of continuous improvement of service delivery. The cycle also focuses on control measures to ensure an effective QMS implementation process (Kruger *et al.***,** 2006:17).

The Department of Education needs to consider the eight principles of Quality Management strongly as these principles will guide the process of improving the implementation of QMS to provide quality service delivery in education.

An organisation's quality and performance are measured by the quality of service delivery, which is achieved through the process of Quality Management implementation (Van Loon, 2009:13).

2.4.2 Quality Management processes

Quality Management processes are processes specifically designed to challenge the existing practices and performance of an organization constantly in order to improve organizational inputs and outputs. These processes are described by three characteristics. The first characteristic is *holistic* and focuses on all processes (management, core and support) in the Department of Education. Organizational development is an important part of the holistic characteristic. The second one is *sustainability*. In this case, management and staff are engaged in the development of Quality Management processes through guidance and facilitation. The last characteristic, *proven departmental standards,* should be applied to improve service delivery in the following critical dimensions: leadership, strategic planning, output, quality assurance, innovations, information and analysis, human resources utilisation, customers' satisfaction and quality results.

The whole Quality Management process emphasises the maintenance of service quality through monitoring and support. The innovation aspect becomes important since the focus of Quality Management Systems is on improving service delivery so that customers' needs and expectations are exceeded. Each dimension mentioned above has a role to play in improving quality service delivery in education (Milwaukee, 2010:2).

Schnaebele and Lahyani (2011:1) illustrate the implementation process as follows:

Diagram 2.3: QM implementation process (Schnaebele & Lahyani, 2011:1)
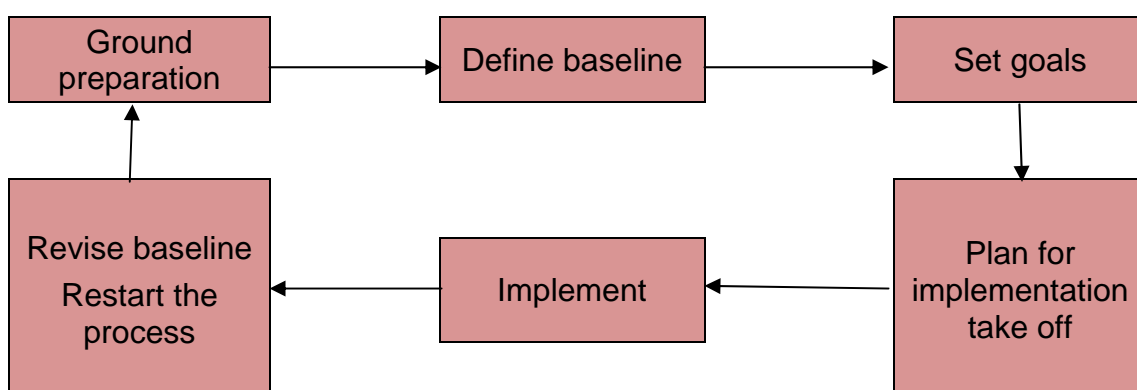
The diagram provided above explains how the Quality Management process can be unfolded in the educational setting. It starts with the ground preparation where the idea of QM is advocated among all stakeholders, defining the baseline so that employees understand what QM is all about and so that they can buy in. The next level is the setting of goals which will lead to the achievement of the departmental outcomes. Planning for implementation takes off (establishing structures and provision of resources for effective implementation). The implementation process is then revised to evaluate its success through the identification and rectifying of gaps and the process restarts (Schnaebele & Lahyani, 2011:1).

2.5 QUALITY MANAGEMENT SYSTEMS (QMS)

2.5.1 Origins and purpose

QMS emerged during the Industrial Revolution. They were established by Frederick Winslow Taylor to oversee the quality of production and to rectify errors. The standardisation of design was emphasised and a quality department was introduced to ensure quality within the workplace through production inspection. It is further stated that QMS were introduced for the purpose of aligning different Quality Management programmes to be implemented towards regulating the ordinary functionality of educational institutions (Maluleke, 2008:1).

According to Van Loon (2009:1), Quality Management Systems in education aim to establish a framework for quality service delivery that is relevant, credible and accessible for employees, communities and learners. Quality Management Systems are enhanced by quality elements that make it possible for effective delivery of services to schools. It is further indicated that there are five fundamental elements that support the effective implementation of Quality Management Systems. These elements include competency, determination, assessment of strengths and areas for development, provision of support and opportunities for development to ensure continuous growth, promotion of accountability and overall organisational effectiveness.

In the educational setting, Quality Management Systems focus on long-term commitment to continuous quality improvement and quality being everyone's job. Quality Management Systems lead to continuous improvement in achieving customers' needs and expectations (Duffy, 2006:1).

2.5.2 Quality Management Systems mandates

The following quality systems' mandates will be discussed in the next section: The South African Qualifications Authority Act no. 9 of 1999 (SAQA), the Collective Agreement no. 8 of 2003, the Skills Development Amendment Act no 37 of 2008 (Kruger et al., 2007:31-32), the White Paper on the Transformation of Public Service of 1999and the Public Service Regulations Act of1999 and 2001. All these mandates emanate from the Constitution of the country as stated in the Bill of Rights.

The *South African Qualifications Authority Act no. 9 of 1999* (SAQA) was set out as a means of operationalising qualifications in South Africa. The emphasis is on Quality Management as a developmental process through continuous improvement and recognition of all sectors, providers and modes of service delivery. This Act operates within a mixed Quality Management System that includes total Quality Management and conformance (Grobler *et al.*, 2006:331).

Collective Agreement no. 8 of 2003 is one of the educational initiatives introduced to ensure Quality Management of public education for all and constant improvement of quality learning and teaching. The main purposes of introducing these initiatives were to assist in the following (Mogonediwa, 2008:49):

- Determining competence;

- Assessing strengths and areas for development;

- Provision of support and developmental opportunities to assure continued growth;

- Promotion of accountability; and

- Monitoring overall educational effectiveness for quality service delivery

The *Skills Development Amendment Act, No 37 of 1999* was introduced to provide a framework that would support the development and improvement of skills in the workplace. This Act is one of the initiatives introduced as a response by the government to address the crisis of a scarcity of skills that impacts negatively on quality service delivery. The implementation of the Skills Development Act aims at benefiting both employees and the Department of Education by improving employees' quality of life as well as improving the delivery of services to schools. As a result, employees' competitiveness has risen to a higher level and there is improvement in social services delivery to schools, which is the main objective of the Department of Education. Employees also benefit by having the opportunity to acquire new skills by being engaged in an active learning environment and employees get chances of being promoted to higher levels (Swanepoel, Erasmus, Van Wyk & Scjhenik, 2006: 495).

The *White Paper on the Transformation of Public Service of 1999* together with the *Public Service Regulations Act of 1999 and 2001* are frameworks that sought to transform the public service delivery culture by putting people first. The government introduced the principles of Batho Pele as a way of improving service delivery in all its public departments, the Department of Education included (Modisenyane, 2008:28).

Batho Pele as an approach targets all public servants and aims to promote and maintain high standards of professionalism, ethics and the provision of public service, fairly, equitably and without bias. Fast responding to people's needs, encouragement of all citizens in decision-making, accountability, transparency and development–oriented public administration are other aims of its introduction. It also encourages resources utilization in an effective and efficient manner **(**Modisenyane, 2008:29**).**

In this regard, the KZN-DoE (2010:2) rightly observes that the achievement of integrated service delivery lies in the following:

- Anticipating customers' needs by introducing regular customer surveys regarding the type of service delivery they would want to receive

- Going beyond the call of duty, regardless of difficulties faced which might include a shortage of resources

Eight principles of Batho Pele were introduced, namely consultation, service standards, access, courtesy, informationprovision, openness and transparency, redress and value for money. Three more principles were added to Batho Pele in KwaZulu-Natal because of the need to include areas that were unattended to, namely: rewarding excellence, strategic leadership impact and encouraging innovation (Modisenyane, 2008:27).

When implementing QMS in education, the following three fundamental principles form the basis of the implementation process (Goetsch & Davis, 2006:472) and Ali and Sharti (2010:14)**:**

Diagram 2.4: Three fundamental principles of QMS (Goetsch & Davis, 2006:472; Ali & Shastri, 2010:14)
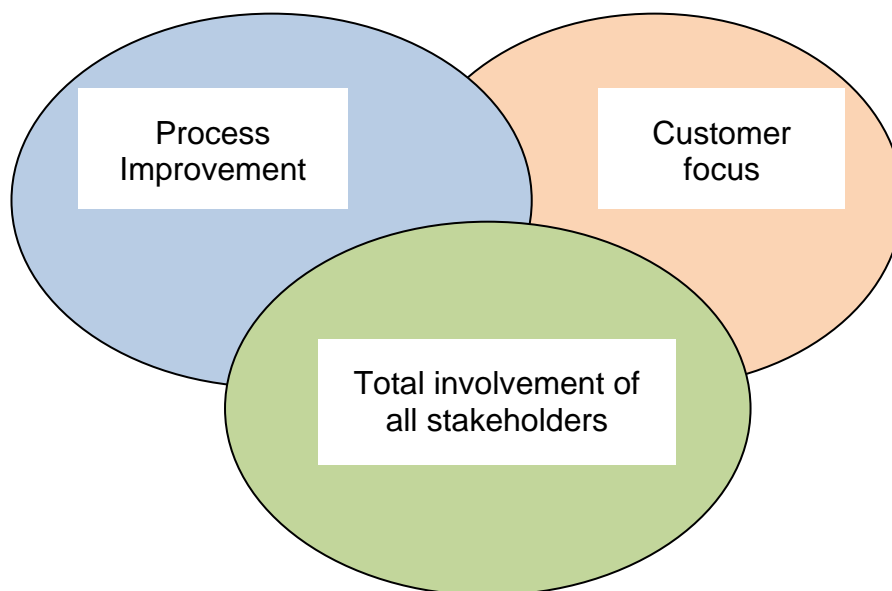
The above diagram shows the linkage between the three fundamental QMS principles. The Department of Education needs to take these principles (process improvement, customer focus and total involvement of all stakeholders) into account when implementing QMS to ensure that services

rendered are focusing on customers, in particular, schools and learners, in this case. All educational stakeholders, including parents, learners and communities (Kleinsorge, 2009:4) need to be involved in the improvement of the performance of learners (Goetsch & Davis, 2006:473)**.**

2.5.3 Critical elements of Quality Management Systems

Quality Management Systems (QMS) have three critical elements as their base. These elements, as mentioned in Kruger *et al.* (2006), namely quality assurance, quality audit and quality control, aim to**:**

- enhance cost-effectiveness and efficiency;

- position the organisation for the sustainability of quality standards during the period of change; and

- ensure prompt and effective responses to changes in the expectations and needs of customers.

2.5.3.1   Quality assurance

Harvey (2007:1) defines quality assurance as the sum of activities or internal processes assuring the quality of services delivered by internal systems to external customers in education. It is more of a formal control of services rendered to schools. Quality assurance includes clear and accurate descriptions of the customers' needs; understanding of the quality standards; employees having the means and skills to monitor the quality of their service delivery; and the ability to modify these to do better in order to meet the required standards (Kruger *et al.*, 2006:173). Finally, quality assurance focuses on auditing and monitoring quality and providing feedback to those providing the services (Steyn, Carruthers, Du Plessis, Kruger, Prozesky-Kusche, Van Eck &Visser, 2007: 195).

Monitoring and controlling of processes within the organization is needed to identify gaps that may hinder QMS implementation in education and to assist in providing direction for going forward.

2.5.3.2   Quality audit

In education, quality audits include activities that are undertaken to measure the quality of services that have been delivered. Findings from audits contribute towards the achievement of the desired quality services rendered to schools. An auditing exercise is performed by the internal auditors of the department. It is conducted to determine whether there is conformance to requirements of quality standards or not. An audit programme that covers the importance of the processes and areas to be audited is developed. The audit process in education happens through the analysis of Grade 12 results (Kruger *et al.*, 2006:277).

Measuring the quality of services continuously assists in ensuring the relevance of the services rendered.

2.5.3.3   Quality control

Quality control is the process of ensuring the application of control measures that are undertaken by employees who deliver services to customers (schools, in this case). This process is linked to the cost of quality through improved service delivery, reduced waste and reduced expenditure. In the Department of Education, quality control is undertaken by officials who deliver services to schools (Van der Waldt & du Toit, 2008:365). The implementation of QMS without control measures in place at all levels will impact negatively on the rendering of departmental services and can lead to wasteful expenditure.

In order to support the implementation of a Quality Management System to provide quality service delivery in education, a Quality Management System model can be adopted.

2.5.4 Quality Management Systems Model

Leonard da Vinci Projects (2008:32) and European Projects (2008:22) suggest model that comprise four tasks, namely: an autonomy exercise that is meaningful to the employees, a supportive kind of Quality Management where

employee' concepts and expectations are well defined, a workforce regarding autonomy and increased responsibility as desirable, design factors that include open communication, minimal status difference, flexible coordination and a heterogeneous composition and autonomy over tasks and rewards. The Quality Management System Model tasks include pre-conditions, design, activation, process criteria and evaluation criteria (European Projects, 2008:22).

The following table represents the model mentioned above:

Table 2.2: **Quality Management Systems model** (European Projects, 2008:22)

PRECONDITIONS	DESIGN	EVALUATION CRITERIA
Task conditions	Open communication	Satisfaction
Process uncertainty	Heterogeneous composition	Turnover
Meaningful organisation at group level	Minimal status difference	Safety
Organisation's conditions	Flexible coordination	Innovation
Personnel regarding autonomy as a positive outcome	Autonomy over task	Productivity

ACTIVATION	PROCESS CRITERIA
Active managerial support	Variety of members' responses
Training in decision-making	Coordination of members
Incentives for old norm variation	Commitment of members
Cognizance of group development strategy	

In the above Quality Management Systems pre-conditions involve task conditions, uncertainty of processes, meaningful organisation at group level, organisation's conditions and personnel regarding autonomy as a positive

outcome. In this stage, the organization has to consider the current situation so as to be able to identify gaps and to come up with a plan that will be used for implementation. The second stage provides guidance for the implementation process where open communication within the education system, the heterogeneous composition of the Department of Education, minimum status difference, flexible coordination of processes and autonomy over tasks are encouraged. The revisiting of the existing structure becomes important. In the third stage the focus is on managerial support and training programmes. Rewarding good performance encourages improvement of quality service delivery in education (European Projects, 2008:22).

The department then has to further take cognizance of group development strategies so as to encourage team efforts. In the next stage, the variety of members' responses is considered. There is coordination of employees' performance. The commitment of all stakeholders (District Officials, SMTs, teachers, learners and parents in this case) allows for the improvement of performance in the Department of Education. The last stage focuses on the evaluation of the sustaining of employees, the safety of all employees and innovation (Leonard da Vinci Projects, 2008:32).

Once the QMS model is properly implemented, the department could yield the benefits thereof. The benefits of implementing a QMS are discussed in the next section.

2.5.5 Benefits of QMS implementation

Authors including Phillips (2009:1), Hutyra (2009:1) and Aggelogiannopoulos, Drosinos and Athanasopoulos (2007:7) provide a number of benefits of implementing QMS in education. These benefits include:

- Achievement of a greater level of customer satisfaction;

- Execution of departmental mandates;

- Improvement of education;

- Management by meeting management standards;

- Reduction of costs and better time usage;

- Increased efficiency;

- Increased service delivery;

- Improvement in customer satisfaction; and

- A factual approach to decision –making.

The above-mentioned authors further state that consistency in well planned processes must be achieved. This includes all processes: positive supplier relationships, data collection based on facts, the use of a system of documentation, international recognition, improved employee morale, overall success of the department, building a reputation of integrity, better management of educational processes and promotion of employees.

While there are benefits to QMS implementation, there are also challenges to QMS implementation.

2.5.6 Challenges to QMS implementation

The Department of Education is presently faced with a number of challenges resulting in poor quality service delivery to schools. This is supported by a number of authors like Ilona, Sonata, Zigman and Ruta (2006:2); Kruger *et al.* (2006:32); Grobler *et al.* **(**2006:123-124) and Van der Waldt and du Toit (2008:230). These challenges include the impact of HIV / AIDS, absenteeism, a lack of communication, cultural diversity, dimensions of organizational culture and a lack of quality structures.

2.5.6.1   The impact of HIV/AIDS on QMS implementation

The Department of Education is faced with a pandemic that is negatively affecting its human resources performance. For example, management is often absent from work. In this way, those present at work cannot perform maximally and quality service delivery is compromised (Ilona, Sonata, Zigman, & Ruta, 2006:2).

De Coning (2009:76) also highlights the challenges caused by the HIV/AIDS pandemic in the Department of Education by indicating that there is lack of clear guidelines that stress attitude change amongst officials and schools for dealing with the pandemic in the workplace. A HIV/AIDS risk management plan has to be in place to minimise the impact of HIV / AIDS on education. HIV/AIDS impacts on training costs for new staff. Officials and schools' services are often withdrawn because of physical weaknesses caused by the pandemic.

Both District Officials, SMTs and learners are directly and indirectly affected. Healthy people perform better. There has to be measures in place, in the form of implementable policies, partnerships with all sectors and the provision of resources to deal with this pandemic, both in district offices and at school level.

2.5.6.2   Absenteeism

Absenteeism is seen as one of the challenges facing the Department of Education. One of the causes for absenteeism is low morale. This can be caused by internal factors that include confusion, insecurity, frustration, lack of confidence, fear of supervision, a negative attitude, lack of self-esteem and self-lessness. External factors might include economic conditions. Low morale refers to negative relationships with colleagues and supervisors which constitute a root cause of absenteeism in the Department of Education. Absenteeism affects the job situation in the sense that once employees are absent from work, there will be no one perfoming certain duties (Grobler *et al.*, 2006:123-124).

The implementation of stringent measures to control absenteesim in a form of conducting research on the issue, analysing findings and coming up with intervention programmes is needed. The development of support teams is also needed as another possible way of controlling absenteeism.

2.5.6.3 Communication

The Department of Education consists of a large number of people, hence the need for human interaction. If communication is not effective, the functionality of the department is affected. Communication is important when implementing a Quality Management System. It is considered a key resource for control within an organisation. Communication is a way of keeping officials and schools informed. It provides guidance to officials on what is to be done, how things should be done and when they should be done (Van der Waldt & Du Toit, 2008:230).

Communication is still a challenge in the Department Education in the sense that the use of technological equipment such as computers, faxes, telephones is still limited. If communication means are not available, the implementation of QMS cannot be effective.

2.5.6.4 Cultural diversity

Grobler *et al.* (2006:69) indicate that cultural diversity is one of the barriers to quality improvement. The education sector encourages employment of people of different races and diverse cultural backgrounds. The diverse population in education includes different ethnic groups, women, young officials and those with disabilities.

While Grobler *et al.* (2006:69) point out that cultural diversity is one of the barriers to QMS implementation, adherence to education policies, Acts and regulations could eliminate that barrier. Social responsibility goals in education should be met through proper management of diversity. Management needs to engage officials in training programmes as part of diversity management.

2.5.6.5 Dimensions of organisational culture

All organisations, Department of Education included, have different cultures. These cultures determine the levels at which each organisation adapts to changes. The organizational dimensions (*logos and symbols*) and pervasiveness (*people's beliefs*, *their relationships* in and out of the

organisation, their *organisations' views* and *their own views on competitors*) are viewed as part of the organizational culture (Goetsch & Davis, 2006:174).

The culture of the organisation is being connected to systems of power which is another important aspect to be considered. The issue of the culture of the organization is deep-rooted in its history. In education, the *political dimension* provides the political direction for QMS implementation. The *plurality dimension* (development of educational sub-cultures with vested interests over issues and beliefs) cannot be left unconsidered, since it can impact on the improvement of quality. The last dimension to be pointed out is that of *interdependency*. It touches on the interconnectedness in the educational culture (Goetsch & Davis, 2006:175).

The above-mentioned systems of power have an impact on QMS implementation and should thus be considered when aiming to improve its implementation in education.

2.5.6.6   Lack of quality structures

The lack of effective quality structures that are accountable for the implementation of the Department of Education's vision and mission has been a challenge throughout. These quality structures have to develop implementation strategies in order to ensure that the quality policy is translated into practice (Kruger *et al.*, 2006: 276).

Quality structures have to organise and facilitate the setting up of quality teams and should also allocate human and financial resources to these teams. Quality improvement must be measured, recorded and reported (Kruger *et al.*, 2006:27).

The Department of Education needs to establish quality structures at all levels to assist in the implementation of QMS.

Additional challenges to QMS implementation include budgets, a lack of information, limited training and developmental programmes and a lack of clear guidelines (Ilona *et al.*, 2006:2).

Ilona *et al.* (2006:2) provide the following solutions to challenges in the implementation of Quality Management Systems in education:

- Ensure the effective management of QMS;

- Give priority to training and development of officials and SMTs;

- Focus on diversity (cultural buy-ins) and organisational culture (valuing differences);

- Establish human resources systems that are bias-free (including recruitment, training and development and performance appraisal);

- Deal with cultural differences and acceptance thereof and take advantage of the opportunities that diversity provides; and

- Ensure the establishment of audit groups.

The successful implementation of QMS will be an advantage to the Department of Education and its customers (learners, parents and teachers), since it will ensure improvement of service delivery and learners' performance.

Existing Quality Management Systems, that will be discussed in the next section, need to be considered in the development of guidelines for the implementation of QMS to provide quality service delivery in education.

2.6 EXISTING QUALITY MANAGEMENT SYSTEMS

A number of QMS have been implemented both in the private sector and in education. In this instance, authors like McClean (2006), Goetsch and Davis (2006), Bisshoff and Mathye (2009), Dimen and Ludusan (2009) Khumalo (2008) argue that a number of QMS have implemented by the South African Department of Education in the past years. These include the Developmental Appraisal System (DAS), Whole School Evaluation (WSE) and Performance Management (PM). As part of service delivery improvement, other QMS systems such as Total Quality Management (TQM) and Intergrated Quality Management Systems (IQMS) were introduced in the last few years.

TQM and IQMS will be discussed below as these two initiatives are current systems that cover most aspects that need to be attended to when implementing QMS in education.

2.6.1 Total Quality Management

2.6.1.1 Origins and purpose of TQM

In McClean (2006:3) and Goetsch and Davis (2006:467) it is stated that Total Quality Management originated in Japan. Its origins lie in the manufacturing sector. In TQM the emphasis is on totality in which all important aspects are included: sharing an understanding of set values for leadership and management, planning processes for practical implementation, monitoring and evaluation of processes for prevention rather than inspection and focusing on customers.

Moloi (2007:463) argues that during the apartheid era, the education system was based on a policy of segregation. White schools were said to be well resourced and well-managed by personnel perceived to be well-educated. The majority of black schools were not resourced in the same manner. It is only since the new political dispensation that the issue of Total Quality Management (TQM) in education was fully attended to. This was done as a way of redressing past imbalances. Redress, in this context, refers to equitable sharing of resources (human and physical) for quality service delivery in education. Total Quality Management is an integrated system where strategies and data (including effective communication) are used to integrate quality principles into daily activities and into the organizational culture (McClean, 2006:3).

2.6.1.2 Principles of TQM

The principles of TQM are based on training and development of all members within the organization to participate in quality improvement. Customers' orientation towards quality service delivery and regular progress evaluation form part of these principles. Other principles of Total Quality Management are to *generate assessment* of education for objective information usage,

stressing the people-based and participative management philosophy when solving problems and improving opportunities for development (adoption of the holistic approach) (Ali & Shastri, 2010:11).

TQM principles are further advocated by Deming in his 14 principles of TQM, Goetsch and Davis (2006:471), Kruger *et al.* (2006:189-91) and by Dimen and Ludusan (2009:1):

1. Create consistency with an aim of becoming competent to stay in business and to provide jobs;

2. Cease dependence on mass inspection to achieve quality;

3. Adopt a new philosophy within an organization;

4. End the awarding of business on the basis of prices;

5. Gradually improve the system of production and service to improve quality and productivity, thus constantly decreasing cost; and

6. Institute on –the- job training.

The last eight principles include: driving out fear so that everyone may work effectively for the organization, instituting leadership, breaking down the barriers between departments, providing a workforce who know the methods to do their job, removing the barriers to the job that rob people of their rights to pride of workmanship, elimination of work standards that prescribe numerical quotas, putting everyone in the organization to work and to accomplish the process of transformation and institution of vigorous programmes that encourage self-improvement.

All these principles should be achieved through the use of clear quality indicators, identification of processes, putting in place procedures for Quality Management policies, sustainability of Quality Management strategies, the availability of the necessary financial administration and physical resources for service delivery (Ilona *et al.*, 2006:2).

2.6.1.3 Qualitative requirements for TQM improvement

According to Kruger *et al. (*2006:15-17), the implementation of Total Quality Management is achieved by considering the following qualitative requirements: a vision, encouraging risk-taking, removing roadblocks, being committed to change, empowering colleagues or others and mentoring leadership. The inculcating of a vision is achieved by focusing on continuous development of knowledge through developmental programmes to improve quality. Everyone within the organisation is made to accept that quality in the organisation is important.

Everyone in the organisation has to accept that a quality organisation keeps advancing through the implementation of policies pertaining to it. Management has to keep on indicating the need for commitment to change and innovation. Employees must be encouraged and supported throughout. The Department of Education has to invest in capacity building. Capacity building has to be planned for and encouraged by management. Focused training by management becomes crucial for employee empowerment in relevant skills so as to ensure customer satisfaction (Kruger *et al.,* 2006:116).

There has to be a serious bid by the Department of Education to move towards quality service delivery through developing the managerial skills of officials within the Department of Education.

2.6.1.4 The TQM Model

Ali and Shastri (2010:11) argue that the focus of the Total Quality Management model is on an organisational approach to change management. This includes work relations between employees. The TQM model leads to the improvement of the quality and efficiency of the system for the betterment of society through:

- Participative management;

- Procedures to promote continuous processes of improvement;

- The use of teams to utilise the synergism of groups effectively;

- A clearly defined process of gathering information to ensure quality;

- Customer satisfaction; and

- Provision of proper training of QMS implementers (District Officials and School management Teams).

In the context of education, District Officials and SMTs should be role models, be accessible, listen to the problems of schools and training school staff members. Mehrotha (2009:1) points out that TQM can be applied to an educational setting as TQM can provide the guiding principles needed for educational reform.

2.6.1.5 The educational perspective of TQM

TQM in an educational context focuses on excellence. This refers to meeting or exceeding the expectations of customers, fitness of educational outcomes and purpose, conformance of education outputs to planned goals, specifications and requirements in order to avoid defects. In education, TQM would call for a shift from the traditional roles of employees towards a system that provides information and physical, financial and human resources accessible to the target group (Mehrotha, 2009:1). Mehrotha draws the following comparison between educational organizations before introducing TM and thereafter:

Table 2.3: **Education reform before and after the implementation of TQM** (Mehrotha, 2009:1)

Education before TQM implementation	Education after TQM implementation
Scientific management	- Continuous improvement - Self-evaluation (personally and collectively)

Education before TQM implementation	Education after TQM implementation
Schools blamed for failure (underperformance)	• On-going work done by both schools and administrators in improving results • Education seen as a system • The system to be blamed for poor results and underperformance • Improvement of processes for best results
Schools' responsibilities	• SMTs' responsibilities are also considered • Provision of resources, monitoring and support and staff development

The application of TQM in Education focuses on continuous improvement of service delivery. It further focuses on the evaluation of employee performance, provision of resources, improved processes and provision of clear roles and responsibilities for District Officials and SMTs for effective QMS implementation.

In the context of the above comparison, De Coning (2009:28-29) and Mehrotha (2009:1) raise the following points regarding the advantages of implementing TQM for quality service delivery in education:

• TQM lays the foundation for a broader management hierarchy;

• Risks are reduced through better communication;

• Managers become more satisfied with the way service delivery is done;

• The vision of a productive South Africa and employees who are devoted to work is created;

- The Department of Education is engaged in continuous training and constant change;

- There is an embodiment of the District Officials and SMTs' performance;

- Staff development addressing attitudes and beliefs of all employees receives priority; and

- The whole departmental structure becomes responsible for quality service delivery.

The other advantages of implementing TQM in education are that the Department of Education becomes engaged in active learning, educational outputs improve, roles, purposes and responsibilities are refined, comprehensive planning is done, leadership training for all leaders at all levels is engaged in, development of a flexible Department of Education that can survive changes takes place, value for the human factor is added and the department is able to address the concerns of customers and also to improve its communication with customers. The Department of Education is further able to find solutions to quality problems continuously and there is improvement of quality service delivery to schools.

Mehrotha (2009:8) further states that learners and parents as well as the Department of Education benefit from the implementation of Total Quality Management in the following ways:

- They become more satisfied with the services offered by the Department of Education;

- Their needs are attended to by the department officials;

- Resourcing of schools for an effective teaching and learning process is done;

- More attention is paid to more needy schools;

- Accessing of educational information by target groups is achieved; and

- There is an increase in stakeholders' involvement in educational matters (ownership).

Education employees will benefit in the following ways:

- Develop more interest and efficiency in their jobs;

- Become vital to quality improvement;

- Growth in confidence, motivation and creativity;

- The discovery of flaws and solving of problems become the responsibility of employees;

- There is promotion of competitiveness among employees;

- Employees are exposed to more job opportunities and can be deployed to other jobs to enhance service delivery;

- Multi-skilling of employees leads to increased interest in management and planning;

- Hidden staff talents are identified; and

- Job satisfaction is promoted by giving employees opportunities to gain new experience.

2.6.2 Integrated Quality Management Systems (IQMS)

2.6.2.1 IQMS origins and purpose

IQMS is the Department of Education's initiative towards ensuring quality public education and continuous improvement of quality learning and teaching. This initiative focuses on empowering, motivating and training. It seeks to monitor and support education processes. IQMS were introduced to integrate the following three quality initiatives: Developmental Appraisal (appraising of an individual educator), Performance Appraisal (evaluation of an individual educator for salary progression) and Whole School Evaluation (evaluation of overall school effectiveness including district support regarding

school management, infrastructure and learning resources) (Khumalo, 2008:1).

IQMS is guided by certain principles that will now be discussed.

2.6.2.2 Principles guiding IQMS

Khumalo (2008:39) provides the following principles guiding Integrated Quality Management Systems:

- Recognising the important role of quality public education;

- All learners have access to quality education;

- A positive and constructive systems focus where there is need for improvement;

- Continuous institutional improvement through transparency and openness when dealing with information and decision-making; and

- Provision and encouragement of diversity in quality service delivery

Further IQMS principles include the engagement of the system in self-evaluation and discussion processes, promotion of individual professional growth and provision of an ongoing support for the organisation as a whole. Clear protocol that governs the interaction of parties is further promoted. The need for recognition of diversity in management styles is encouraged, professional standards regarding sound Quality Management, using ethical, legal, usable, effective and accurate approaches should be met and fair evaluation of the implementation process must be done.

The principles guiding IQMS implementation are further explained under the following headings: fairness, transparency and developmental processes. *Fairness* in this case is described as being fair when delivering services and evaluating the performance of employees. *Transparency* is portrayed when taking decisions by making clear and open statements to allow management to take criticism and use it as bases for improvement. The process of developing (*developmental process*) employees' potential, entrenching

strength and overcoming weaknesses when implemented correctly, encourages the continuous improvement of service delivery (Khumalo, 2008:25).

In order to improve service delivery, certain management approaches should be considered when implementing IQMS.

2.6.2.3 Management approaches to IQMS implementation

The implementation of IQMS should be based on certain management approaches and theories. These management approaches reflect different perspectives on management that influence practice, predict future events and measures to be applied during the processs of IQMS implementation. The approaches that will be discussed in this section include the bureaucratic approach, the collegial approach, the political approach, the subjective approach, the ambiguity approach and the overarching approach (Mathonsi, 2006:14).

The bureaucratic approach, as discussed in Mathonsi (2006:13), is based on hierachical authority structures that are characterised by a chain of command between different positions and levels of management. These structures are based on the legal authority that is vested in the officials holding such positions. The decision-making and behaviour of the officials are governed by departmental rules and regulations. The bureaucratic approach is important for making changes in the Department of Education. It provides a certain degree of clarity needed in the change process. In this instance, leadership teams are the drivers of change. Bureaucracy is then needed for the attainment of the highest degree of efficiency and effectiveness of laws and procedures within the workplace (Mathonsi, 2006:13).

While the authors provide the importance of a bureaucratic approach in education, the researcher is of the opinion that because of transformation, the Department of Education needs to shift from the use of a bureaucratic approach to approaches that will accommodate interrelatedness and promote participation of all stakeholders at all levels.

In Motsiri (2008:48), the *collegial approach* is described as one of the most appropriate approaches of managing change. It encourages people involvement and participation in working towards a common goal. There is involvement and mutual sharing and commitment in problem-solving. It includes maximal sharing of information and horizontal structures reflecting the view that all employees are to be involved in IQMS implementation. The collegial approach is not based on positions but rather on professional expertise.

Bush (2007:399) refers to the *political or transactional approach* that is immensely strong in power and allows principals to exert pressure on educators. The political approach does not provide enough room for educators to engage in debates about IQMS implementation, thus negatively affecting every educator within the school**.**

This approach has a place in IQMS implementation, but it mainly focuses on the exercising of pressure on certain levels. Stakeholders such as teachers' and learners' participation and contribution are limited. This approach then has to be coupled with the holistic approach when applied to allow broader participation of all stakeholders at different levels.

The *subjective approach* allows the bringing of different unique perspectives of each educator in IQMS implementation into schools. It emphasises the perceptions, attitudes and interpretations of individuals.

According to the researcher, the subjective approach will narrow the scope of IQMS implementation since it focuses on the unique perspectives of each educator. It is not only the perceptions, attitudes and interpretations of individuals that should form the basis of IQMS implementation, hence the need for a wider range of approaches to ensure improvement.

Mathonsi (2006:18) points out that the *ambiguity approach* leads to conflict and uncertainty. Constant change of ideas, instability and unpredictability is experienced. The application of this approach leads to the uncoupling of problems and choices rather than a decision-making process that is rational.

This approach is important, but the researcher wants to argue that it is not relevant to education as it can cause confusion and even lead to derailing the implementation process instead of improving it.

The *holistic approach* is an over-arching approach that stresses the need for the use of a number of approaches in the implementation of IQMS. The *holistic approach* focuses on diverse and individual stakeholders. It does not rely on hierarchy. The consultative approach, participative approach, inclusionary and democratic approaches are encompassed in the holistic approach (Bush, 2007:399-400). It further includes four steps to be followed when implementing IQMS. The *first step* is the identification of the main processes and activities characterizing the services provided. The *second step* is the identification of stakeholders and defining the flow of information among them. The *third step* is analysing the present normative statements and service standards and is done before evaluation. *Step four* focuses on performance measurement methods.

This is one of the best approaches that can be used to facilitate the implementation of the QMS in general. All stakeholders are accommodated, consultation is part of the process and it is democratic. Main processes, services provided, flow of information, as well as service standards are covered and performance measurement is part of the implementation process.

Bush (2007:402) argues that the use of *alternative approaches* allows broadening the approach to IQMS implementation. It allows management to deal with the diverse nature of the Department of Education. It further touches on how officials and School Management Teams (SMTs) respond to different situations and circumstances.

The use of all the above mentioned approaches would, to some extent increase the effectiveness of managers in implementing IQMS. The use of different approaches when improving the implementing of IQMS can be considered given situations at that particular point in time. The researcher

would therefore encourage the integration of the different approaches in the implementation of IQMS to improve service delivery in education.

2.6.2.4 Advantages of IQMS implementation in education

In Khumalo (2008:17-18) and Portfolio Committee on Education (2006:1), the advantages of implementing IQMS in education is listed as follows:

- Different IQMS programmes inform and strengthen one another;

- Relationships among different programmes of IQMS are defined;

- IQMS makes it possible to avoid unnecessary duplication in order to optimise the use of Human Resources;

- Monitoring of institutions for overall effectiveness takes place;

- There is assurance of ongoing support and improvement;

- Accountability is advocated and improved; and

- Strengths and areas of weakness are identified and developed.

2.6.2.5 Challenges in the implementation of IQMS in education

Challenges in IQMS implementation are presented by a number of authors, like Bhatawderkar (2008), Bishoff and Mathye (2009) and Khumalo (2008). These challenges include rating error, attittude and time factor. IQMS evaluators might not be skilled enough to make observations and judgements which can lead to inconclusiveness and superficiality in judgement (rating error). This could be due to limited training periods given to evaluators and managers. Leniency and strictness are some common errors in rating (Khumalo, 2008: 35).

Attitude is another challenge in the implementation of IQMS in education. Some individual educators have negative perceptions regarding evaluation. It is further highlighted that management prefers to avoid the process of appraisal due to fear of face-to-face confrontations and conflicts between

themselves and their supervisees. That leads to unhealthy relations at work (Bhatawderkar, 2008:4).

2.7 SUMMARY

Based on the discussions on quality issues and Quality Management Systems (QMS), it is clear that the implementation of QMS depends on the effectiveness and efficiency of management at all levels. In this chapter, concepts relevant to the study were discussed. The origins and purpose of QMS were dealt with, including QMS principles. Challenges and benefits of QMS implementation were discussed. The most resent Quality Management Systems models in education (TQM and IQMS) were touched on. It was indicated that District Officials and SMTs are tasked with the responsibility of providing quality service delivery in education.

The challenges identified for the effective implementation of QMS necessitate a discussion regarding the role of District Officials and SMTs in improving the implementation of QMS to provide quality service delivery in education.

Chapter 3 will focus on the role of District Officials and SMTs in the implementation of Quality Management systems in education.

CHAPTER 3

THE ROLE OF DISTRICT OFFICIALS AND SMTs IN THE IMPLEMENTATION OF QUALITY MANAGEMENT SYSTEMS TO IMPROVE SERVICE DELIVERY IN EDUCATION

3.1 INTRODUCTION

The Department of Education, as an organisation, is accountable for demands based on differing values and expectations, factors affecting schools' effectiveness, negotiations with colleagues and other stakeholders. The department is also answerable to other structures of accountability, such as government control, communities, managerial control and professional participation. Government control expects the Department of Education to be responsible to government agencies for the provision of services, for attending meetings specifying performance targets and for monitoring the achievement of such targets. In being responsible for all the above, the Department of Education has to observe the hierarchical lines of authority within the system (Bush, 2007:394).

The quality of the education system depends on the quality of the culture of the Department of Education. A quality culture comprises visionary leadership, strategic planning, systems thinking and action, information systems, human resources development and quality services, resulting in customers' satisfaction. A good organisation is known by its ability to anticipate change and provide proper responses to promote service delivery (Bush, 2007:401).

Quality Management Systems is defined by Said, Ayub, Razaki and Kooi **(**2011**:** 2) as a composition of departmental policies, procedures, planning, processes including responsibility and authority with an aim of achieving quality service delivery that is consistent with customer satisfaction and departmental objectives. Quality Management Systems are enhanced by quality services elements that make it possible for effective delivery of services to schools.

There is a need to consider the role of District Officials and SMTs as leaders and managers in the implementation of QMS in education. The concepts 'leadership' and 'management' will be discussed in the next section.

3.2 LEADERSHIP AND MANAGEMENT

Leadership and management are concepts that are interwoven when implementing QMS in education.

3.2.1 Leadership

Leadership in this research refers to one's ability to initiate change, to ensure that things are right, to maintain order and standards, to assist in the accomplishment of the Department of Education's goals and to direct. Leadership is about inspiring others through the use of the organisational vision and personal consideration. Leaders are seen as social architects that develop trust in their followers, thereby building up their confidence and self-regard. Once these attributes are developed, employees become appliers of quality (Bush, 2007: 401).

According to Motsiri (2008: 15), leadership is based on six critical elements: *visionary mission* (ability to see the big picture and being able to formulate an action plan to achieve the departmental goals), *decision-making* (being able to delegate and make good decisions in time), *mutual reward theory* (enhancement of relationships that is based on balanced reward for everyone), *effective communication* (conveying information in writing, speaking and in actions), *power of influence* (influencing others to act in a desired manner) and *positive force* (motivating and stimulating others to take actions). It is further pointed out that leadership's focus should be on creating a vision, strategic development and initiative while management focuses on the implementation of the vision and direction (mission). It includes the mobilization of people within the organization to work towards shared aspirations.

Leaders need to be effective managers so that they can be able to mobilize, inspire, control and evaluate the employees' performance in implementing

QMS. It is further highlighted that managers need to have leadership characteristics to be able to respond to change in education. In the context of this study, it can be argued that leaders' actions bring about change in other people's lives, empowering them and making people take actions that will facilitate improvement of educators' performance and learners' achievement (Motsiri, 2008: 19-20).

According to Aggelogianopoulous *et al.* (2007:3), leaders need to be equipped for achieving quality improvement through participation in a quality leadership forum. Once they have attended such a forum, they should be able to apply quality principles for continuous improvement of quality service delivery.

Leadership has to consider the elements of positive and successful educational development when implementing Quality Management Systems in education. The core values of collegiality, performance and improvement that engender quality, achievement and learning for all, are the focal points (KZN DoE, 2010:9).

Van Der Waldt and Du Toit (2008:58-9) point out that leaders should set the direction, involve others in decision-making, as well as support and change the organisational culture to improve service delivery in schools. Such leaders need certain skills to be able to plan, organise, coordinate and control all the Department of Education's activities to raise the performance of staff and motivate them to explore better ways of servicing customers.

Bush (2007:392) highlights the importance of the leadership structure in dealing with QMS implementation: strategy planning, customer and market focus, people management, resources and information management, service delivery processes, impact on society, customer satisfaction, people satisfaction, suppliers and partnerships, performance and performance results.

Table 3.1 below provides an explanation of the tasks of the leadership structure (Bush, 2007:392).

Leadership should focus on the executive team's behaviour and actions and should support and promote a culture of excellence.

Table 3.1:   Tasks of the leadership structure (Bush, 2007:392)

	Tasks of the leadership structure	Discussion
1.	Strategy and planning	Formulates deployment Reviews and turns policy and strategy into plans and actions
2.	Customer focus	Determines customer needs, requirements and expectations, enhances relationships and customers' satisfaction
3.	People management	Ensures the release of employees' full potential
4.	Resources and information management	Effective and efficient use of resources
5.	Service delivery processes	Manages resources in an effective manner Makes information available to support educational plans
6.	Impact on society	Ensures achievement of local community satisfaction Understands how societies perceive the Department of Education
7.	Customer satisfaction	Achieves customer satisfaction
8.	People satisfaction	Measurement of people's perception of the Department of Education
9.	Service delivery and partnerships performance	Works towards the achievement of partnerships and relationships
10.	Performance results	Achieves planned departmental objectives Satisfies all stakeholder needs and expectations

The departmental leadership structure for QMS implementation will be successful if the leadership aspects of QMS are taken into consideration.

According to Bush (2007:362,) the following six aspects of QMS are important for effective leadership:

- District Officials and SMTs should be role models, accessible and listening to staff and engaging in staff development programmes;

- Leadership towards a consistent QM culture Appraisal of good efforts and success of individuals and teams;

- Provision of resources and assistance as a way of supporting total quality;

- Involving stakeholders and clients in meeting customers' needs; and

- Promotion of quality and its management outside the organisation

District Officials and SMTs as people in leadership positions need to consider the above aspects for the improvement of the implementation of QMS to provide quality service delivery in education.

The leadership styles adopted by leaders also have an impact on the implementation of QMS.

3.2.1.1 Leadership styles

According to Van Loon (2009:1), Quality Management focuses on Quality Management styles, including: traditional Quality Management (focusing on high standards, high prices, high status and exclusivity); expert Quality Management (driven by professional ethics); bureaucratic Quality Management (focusing on clear procedures and clear decision-making, communication and responsibility); consumer Quality Management (management is underpinned by quality assurance principles and government, managers and customers all have a voice in the running of services); and civic Quality Management which is about giving everyone an equal chance in life.

In Van Der Waldt and Du Toit (2008), Bush (2007), Luthans (2008), Good-year (2006) and Caridas (2011), the following leadership styles are discussed: formative, traditional, modern, instructional and transformational.

According to Van Der Waldt and Du Toit (2008:196), *formative leadership* is about continuous support given to employees within the organisation by the leaders. This enables employees to become productive at all costs.

Traditional leadership focuses on educated people, especially at higher levels. According to Luthans (2008:352), this is no longer the case. The current shift is away from the traditional view and is moving towards working with stakeholders involved in the organization to make things happen

The *instructional leadership* style focuses on instructions for building a community of employees in which they participate in decision-making processes. It focuses on teaching and learning. The limitation of this style is that the participants in decision-making are restricted to instructions given by those in authority (Bush, 2007:401).

Bush (2007:401) defines the *modern* (transformational) leadership style as scientific, systematic, quantitative and operational in approach. It is further described as the way in which employees perform their duties and control activities for the daily running of the organization. Leaders are promoters of supporting the cause by example. Leaders inspire others through the use of their departmental vision and personal consideration. The transformational leadership style focuses on influencing outcomes through effective management (Good-Year, 2006:6).

Leadership should encourage the engagement of all stakeholders in QMS implementation. Such leaders will then be seen as social architects who develop trust in their followers, thereby building up confidence and self-regard. *Participative leade*rship in the Department of Education is about the need of people to have their say concerning decisions affecting them within the workplace. Participative leadership leads the department to share information, to build consensus and to empower employees. It focuses on the unleashing of employees' potential and developing their pride, self-respect and

responsibility. It is about the development of employees' skills, knowledge and talent. It increases the employees' problem-solving ability (Caridas, 2011:1).

Bush (2007:397) further indicates that participative leadership encourages cooperation at all levels. It stresses the importance of setting democratic structures including support teams. Caridas (2011:1) provides the following advantages of participative leadership in education:

- Allows work and performance improvement;

- Allows a conducive work environment;

- Improves communication between all sections at work;

- Encourages the identification of roles and responsibilities of all employees;

- Encourages commitment to positive results and improves service delivery; and

- Encourages sharing of knowledge.

The use of transformational and p*articipative leade*rship in the Department of Education could be an important tool towards effective QMS implementation. Stakeholders, including District Officials, SMTs, learners and parents' involvement in decision-making and controlling of processes for improvement is a key aspect in this study. Formative leadership is important when integrated with modern and participative leadership since it encourages support of teachers by District Officials and SMTs so that maximal performance can be achieved.

In the next section, a leadership model that might provide guidance to the implementation of QMS in education will be discussed.

3.2.1.2   Leadership model

The leadership model suggested by Mailula (2006:86-87) is presented in figure 3.1.

Figure 3.1: Leadership model (Mailula, 2006:86-87)
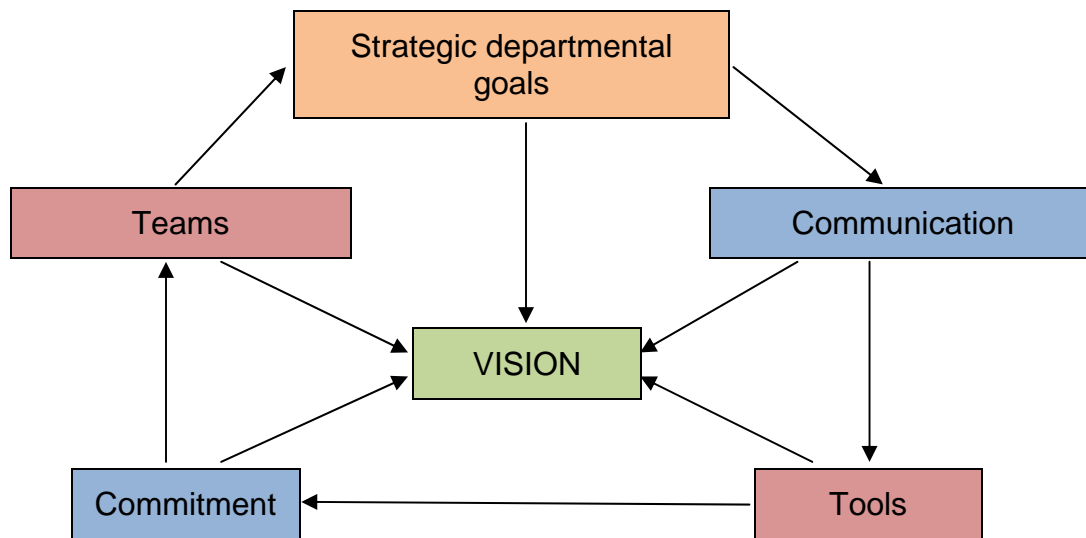
The above model suggests a process that starts with the implementation of strategic goals set by the Department of Education. The goals are communicated by using specific tools for the empowerment of management and the workforce through training and development. Leaders then commit to supporting teams for the effective and efficient implementation of QMS. All this revolves around the vision of the Department of Education (Mailula, 2006:86-87).

According to Bush (2007: 392), leadership overlaps with management, thus the need to understand management as part of leadership in education. Bush (2007:392) points out that management and leadership should receive equal prominence in QMS implementation.

3.2.2 Management

Management is more concerned with short term problems, whereas leadership concerns itself with the specific environment, takes a broader perspective and is able to anticipate the future needs of the Department of Education. Management exhibits leadership skills. Bush (2007: 401) argues that management should ensure that goals are achieved. Management focuses on: planning, facilitating, motivating, coaching, building trust, directing and ensuring that day to day activities are carried out. Management is further defined as scientific, systematic, quantitative and operational in approach. It is

described as the way in which managers perform their duties and control the activities for the daily running of the organisation, thus the need for effective management to ensure the successful implementation of QMS in education. In the new millennium management is viewed differently than in the past. The concept 'management' in the new millennium is based on scientific principles which include a change in the basis of power, new knowledge and employees' empowerment (De Coning, 2009:27). In order to reach excellence in service delivery, management in the new millennium, as stated in De Coning (2009:28), focuses on four Ps and four Cs:

- **Planning** (development and alignment of vision, mission, policies and strategies needed for long term success)

- **Performance** (measurement, review and improvement of key performance results)

- **Processes** (a system for process management is implemented and continuously improved)

- **People** (stimulation of empowerment and teamwork in encouraging creativity and innovation and supporting training, education and learning activities)

- **Customers** (involvement and understanding of customer needs are important for establishing and participating in partnerships towards the continuous improvement of QMS implementation)

- **Commitment** (active involvement of personnel in quality and a need for improvement in reviewing and improving the effectiveness of own leadership and management)

- **Culture** (development of values and ethics to support the culture, behaviour, creativity, innovation and learning activities of the organization)

- **Communication** (stimulation and encouragement of communication and collaboration for communication of the departmental vision, values, mission, policies and strategies)

The implementation of the four Ps and four Cs mentioned above should result in effective management for QMS implementation, leading to the provision of quality service delivery in education.

The researcher supports the argument of De Coning (2009:28), namely that employees should also be inspired to follow quality examples in the execution of their daily activities. Crosby, as quoted in De Coning (2009:28), advocates fourteen steps to inspire employees to follow quality examples. According to the researcher, these steps are applicable for managing the implementation of QMS in order to achieve quality service delivery in education:

1) Management commitment to quality, emphasizing the need for preventing defect;

2) Each department to be represented in the establishment of quality improvement teams;

3) Identification of current and potential challenges and establishment of quality measures;

4) Quality cost evaluation, including the explanation of its use as a management tool in indicating whether corrective action will be needed;

5) Provision of visible evidence of a concern for quality improvement by raising the quality awareness and personal concern of all employees;

6) Identified problems attended to promptly by taking action;

7) Ad hoc committees established to communicate the thought that all employees need to do things right the first time;

8) District Officials and SMTs trained to perform their part in the quality improvement programme;

9) Observation of zero defect days as an awareness to change in the performance campaign;

10) Individuals to be encouraged to come up with their own and their group improvement specifics, capable of measuring goals;

11) Recognition and appreciation of employees who always participate through awards programmes;

12) Encouraging open communication regarding obstacles between District Officials and SMTs during the implementation of QMS;

13) Encouraging regular communication by establishing quality structures; and

14) Determining the necessary actions to maintain and improve a solid quality programme.

Based on Crosby's fourteen points discussed above, it is clear that effective and efficient leadership and management are essential for improving the implementation of QMS to provide quality service delivery in education.

In the next section, the roles and responsibilities of District Officials and SMTs as leaders and managers in QMS implementation in education will be discussed.

3.3 ROLES AND RESPONSIBIITIES OF DISTRICT OFFICIALS AND SMTs IN QMS IMPLEMENTATION

The roles and responsibilities of District Officials and SMTs in QMS implementation in education include the determination of clear departmental goals towards which departmental officials can work. These goals must be linked to the departmental vision (KZN DoE, 2010: 1).

Management has to perform specific educational duties that depend on empowerment through the identification and removal of conditions resulting in emotional powerlessness. District Officials and SMTs have a responsibility to develop a service delivery charter which is a document stating the commitment of all employees to deliver quality services, including basic information about the organogram of the district or schools, services rendered

and how to communicate with departmental employees. It further provides information on the extent to which the department will meet customers' needs to improve schools' performance, especially Grade 12 results (KZN Department of Education, 2010: 1).

Clear goals and objectives, constructive feedback and training give clear direction to strategic management development. It is further pointed out that management has a responsibility for reflecting and supporting the department's goals and objectives, including its policies, procedures and regulations. The needs of the organisation have to be communicated accordingly. District Officials and SMTs have to provide feedback rapidly regarding employees' perceptions and responses to goals and policies on what works and what does not and on the organisation's way of doing business (Bush, 2007:397).

It is the role of leadership and management within the Department of Education to create consistency in purpose for the implementation of Quality Management Systems. Leadership and Management also have the responsibility of establishing a context for the implementation of Quality Management Systems through research, innovativeness and continuous improvement of outcomes and services. A number of authors such as Maluleke (2006), Scott (2007), Bush (2007), Thaker (2011), Nickel (2007) and Olsen (2009) state the roles and responsibilities of educational managers as follows:

- Creation of new educational imperatives;

- Laying a foundation by creating a receptive context for change;

- Identification of employees' talents and retaining employees by investing in training, provision of flexible work solutions and reflection on the understanding of the basic sources of fulfilment;

- Encouraging employees to be fully responsible for decision-making concerning their individual requirements and satisfaction;

- Supervision of the implementation of instructions;

- Encouraging continuous improvement of performance;

- Leading in designing policies and core values for effective implementation of QMS;

- Managing and reviewing policies;

- Defining priorities;

- Tracking internal audit findings;

- Developing an understanding of skills relevant to the identification of strengths and weaknesses of the organisation's performance for the purpose of improvement;

- Ensuring that employees understand the organisation's direction and the goals to be achieved, and verifying whether those goals are attained; and

- Understanding the difficulty of change by setting realistic expectations; not hampering employees with mandatory training schedules that may cause information overload, thus disrupting operations.

Furthermore, District Officials and SMTs have to display excitement towards learning, admitting mistakes, asking questions, challenging conversational wisdom, encouraging innovation and engaging employees in participative, joint decision-making regarding the overall running of the workplace. They need to provide adequate training to teachers to enable them to perform their duties and they need to create opportunities for their personal and professional advancement. District Officials and SMTs are also responsible for putting new systems in place that will ensure the improvement of teachers' morale; for issuing regular statements that are accessible to all employees for information sharing; for promoting quality at schools, for describing management commitment in the empowerment codes and special programmes to be implemented. They further need to create new practices that will support Quality Management Systems implementation, provide

support to teachers and allocate adequate resources for QMS implementation. They also have to administer the implementation of the QMS process by clarifying and communicating a totally new orientation for quality service delivery.

Maluleke (2006:13) further suggests that management roles and responsibilities include staff capacity building, mentioning and engaging in the following activities: encouraging a collaborative and professional learning culture by engaging the whole staff in in-service training on management and quality service delivery strategies, designing and extending knowledge-generating activities, mentoring staff and supporting behaviour management. They have to develop continuous staff development programme plans and have to monitor the implementation thereof, emphasising careful planning of quality service delivery activities and sustainability of momentum across the Department of Education. Setting targets, having departmental improvement plans in place, holding inter-departmental meetings and performing regular evaluation of progress and success are the responsibility of District Officials and SMTs. The inclusion of the use of Information Communication Technology (ICT) and encouraging partnerships and peer coaching also form part of District Officials and SMTs' roles and responsibilities.

District Officials and SMTs have to show committed to QMS implementation through planning programmes, continuously monitoring and supporting schools' performance, providing direction to teachers, interacting with different stakeholders focusing mainly on schools and through ensuring that communication means are in place to allow for the effective flow of information between the schools and the district offices.

Although the implementation of QMS cannot be separated from the roles and responsibilities of leadership and management, ineffective implementation of Quality Management systems towards quality service delivery in education is becoming a matter of crucial concern. The third objective of this research, namely to establish which factors contribute to the ineffectiveness of the implementation of the existing QMS in education, necessitates a discussion

regarding factors that contribute to this problem. This will be done in the next section.

3.4 FACTORS CONTRIBUTING TO THE INEFFECTIVE IMPLEMENTATION OF QMS IN EDUCATION

There are a number of factors contributing to the ineffective implementation of QMS in education. These factors are identified by different authors such as Mathonsi (2006), Khumalo (2008) and Van Der Waldt and Du Toit (2008) as:

- Non-availability of clear QMS implementation policies and procedures;

- Limited consultation processes;

- Limited advocacy processes;

- Level of readiness for implementation;

- Non-availability of clear management processes for implementation;

- Inconsistency of intervention strategies;

- Myths and inaccurate perceptions about QMS;

- Resistance to change;

- Perceived hidden agendas;

- Lack of faith in officials implementing QMS;

- Limited resources;

- The HIV / AIDS pandemic; and

- Unclear communication.

Challenges identified during the QMS implementation process need to be attended to in order to close the gaps that might lead to the ineffective implementation of QMS in education. The non-availability of an implementation plan, limited resources, non-provision of clear guidelines on

QMS implementation and other factors impacting on QMS implementation need urgent attention from the Department of Education to ensure improvement of service delivery at schools.

Jennings (2010), Bush (2007), and Van Der Waldt and Du Toit (2008) argue that the following factors contribute to the ineffective implementation of QMS in education. The identified factors revolve around issues of training and development of District Officials, SMTs and teachers. Poor alignment of training programmes with social and economic strategies deter the effectiveness of QMS implementers both at school and at district level.

It is further highlighted that ineffective costly training sessions disturb the implementation of training and development programmes. Incorrect allocation of time for training and labour turnover is some of the other challenges that lead to the ineffective implementation of QMS in education. It is further indicated that teachers and SMTs end up being overburdened with work leading to District Officials, SMTs and teachers' failure to implement knowledge and skills gained from training. Teachers and SMTs are further affected by non-recognition of training in the new competitive environment (Aggelogiannopoulos *et al.*, 2006:7).

The other challenges leading to ineffective implementation of QMS include; stereotyping and prejudice against women and people with disabilities, management changes, little understanding of adaptation to nationally developed plans, technological developments resulting in changes in the operation of organisations and restructuring and adaptation to new situations. District Officials, SMTs and teachers further lack revived professionalism and motivation and teachers lack support from management structures (District Officials and SMTs) (Deming, 2010:8).

From the above discussion it is evident that leadership and management in education are not smooth sailing processes. Apart from general challenges to effective QMS implementation, there are specific challenges facing District Officials and SMTs who are responsible for quality service delivery. Some of these challenges, as stated in Khumalo (2008) and Aggelogiannopoulos *et al.*

(2006) include management being confronted with confusion, fear and resistant staff. There seems to be lack of equity in terms of service delivery and institutional development within and outside the system. Leadership and management are faced with ineffective bureaucracy in managing and sustaining change, limited management capacity, a lack of knowledge and understanding of the concept 'QMS' as well as limited resources.

Willar, Coffey and Trigunarsyah (2010:5) further indicate a lack of District Officials and SMTs' commitment to continuous improvement as another challenge to QMS implementation. The department does not create systems of ownership for all managers within the system. The departmental structure is not meeting its requirements. There is further limited control of documents, records and internal auditing within the department. Management teams' visits to provide guidance and support during the QMS implementation process are very limited. There is non- flexibility in the Quality Management System and a lack of improvement in the management of Education and Training.

In additional to these internal factors, there are also external factors that influence the effective implementation of QMS in education. These factors include: uncertainty caused by external factors such as the major effect of ICT development, the growing use of the private sectors' principles and practices in the in education, growing power and expectations of schools, and clinging to past practices. Because of transformation, there is increased fear of failure. Employees of the department see change as someone else's job. This has led to hostile relations among staff. De Coning (2009:20) further highlights the following challenges facing District Officials and SMTs in the implementation of QMS: a lack of consistency of purpose, short-term thinking, the use of performance appraisal schemes to evaluate individual performance, a high rate of teacher turnover and management by using visible figures.

The challenges of QMS implementation seem to be more than the advantages of QMS implementation. All leadership and management levels are overloaded with challenges. Some challenges are within their control and others beyond their control. The challenges affecting the school level are to be given priority because that is where QMS implementation takes place. Key

role players have to deal with challenges in order to improve service delivery at schools.

Common causes of challenges to QMS implementation in education are attributed to systems failure and the responsibility of management. Examples of these common causes as highlighted in Smit (2008:129-30) are:

- Poor working environment;

- Unsuitable systems and procedures;

- Insufficient creative planning;

- Insufficient time for rolling out the implementation plan, thus affecting the preparedness of implementers;

- Unjust workload; and

- Lack of communication.

While challenges are there, improvement of QMS implementation is needed to ensure continuous provision of quality service delivery in education. The researcher is of the opinion that dealing with the causes of challenges to effective QMS implementation is essential in order to improve QMS implementation in education.

The identified causes of challenges to QMS implementation need to be dealt with by leadership and management (District Officials and SMTs) at all levels to allow for successful QMS implementation and quality service delivery in education.

3.5 DEALING WITH FACTORS CONTRIBUTING TO THE INEFFECTIVE IMPLEMENTATION OF QMS IN EDUCATION

Moloi (2007), Van Der Waldt and Du Toit (2008:297) and Cristola (2007) focus on issues such as Human Resources Management, training and development and teamwork as means of dealing with factors contributing to the ineffective implementation of QMS in education.

3.5.1 Human Resources Management (HRM)

Moloi (2007), Van Der Waldt and Du Toit (2008:297) and Cristola (2007) identify the importance of Human Resources Management within the workplace for dealing with factors contributing to the ineffective implementation of QMS in education. Human Resources Management is a tool to be used for the empowerment of management and the total workforce through training and development and for achieving the goals of the organisation in the most effective and efficient manner. The new trend in HRM is to adopt a Human Resources approach which focuses on an increase in organizational effectiveness and employees' needs satisfaction. This affirms the need for lifelong learning (engagement of employees in continuous training and development) and skills development of District Officials and SMTs (Moloi, 2007:52).

Van Der Waldt and Du Toit (2008:296-7) advocate the following approach to Human Resources Management as presented in the table below.

Table 3.2:   A strategic approach to human resources management (Van Der Waldt and Du Toit, 2008:297)

Social responsibility	Equity, individual needs and fears, quality of working life
Employment	Level of personnel that the organisation wishes to employ
	Provision of equal opportunities and reasonable security
Payment	The extent to which payment is negotiated
Promotion	Provision of long-term career prospects
	Promotion within the organisation
Training	Scope of training and development schemes
	Proposal to subsidise education and training

Industrial relations	Policies on union recognition, the roles of teacher representatives and shop stewards
	Dealing with grievances, discipline and redundancy

Both District Officials and SMTs have to consider social responsibility, employment, payment, promotion, training and industrial relations when managing human resources, as these factors influence staff motivation and benefits that will lead to the delivery of quality services to customers and the achievement of departmental goals.

For the effective implementation of QMS in education, human resources development becomes important.

3.5.1.1 Human Resources Development in education

The Department of Education is currently faced with the challenge of a lack of people development which is affecting service delivery at schools. Human resources management cannot be separated from human resources development which refers to all processes, systems, methods, procedures and programmes that the department employs to develop and equip staff members so that they can contribute to quality service delivery. Human resources have to be supported by management through Human Resources Planning for quality improvement to be achieved (Moloi, 2007:469).

3.5.1.2 Strategic Human Resources (HR) Planning

According to Van Der Waldt and Du Toit (2008:299), strategic Human Resources planning refers to the identification of District Officials and schools' needs, estimating the identified needs, drawing up plans and their implementation and processes to meet the identified needs. A human resources plan that includes District Officials and SMTs is needed for effective and efficient service delivery in education.

Human Resources Planning includes the training and development of human resources.

3.5.2 Training and Development in education

3.5.2.1 Origins and purpose

Moloi (2007:470) points out that South Africa is ranked as 'low' in respect of human resources management and development. This includes the business and education sectors. Government formulated the *Skills Development Act No. 57 of 1998* and the *Qualifications Authority Act No. 58 of 1995* for the creation of a national framework for training and development. This was intended to contribute towards the personal development of the nation. Once employees' skills have been developed, the provision of quality service delivery should improve (Kruger *et al.*, 2006:99).

According to Van Der Waldt and Du Toit (2008:397), training and development focus on the improvement of knowledge, skills, attitudes, values and thinking habits so that employees (District Officials and SMT' in this case), can be effective and efficient in service delivery.

According to Prida and Grijalvo (2008:345), the purpose of training and development is to improve employees' performance for the achievement of departmental goals and objectives. The problems of the department can be more easily solved when people have been trained. Training also provides orientation for newly appointed employees. Training and development prepare staff members for promotion and managerial success.

The aim of training and development is to improve District Officials' and SMTs' performance in order to transform the Department of Education. Officials should be guided in their development to the highest possible level. Not only do employees gain knowledge – they can also be promoted to higher levels where they could earn better salaries. They gain in terms of the identification of technical skills that need to be developed (Moloi, 2007:470).

The final aim of training and development according to Thaker (2011:1) is the development of management potential towards quality improvement. The Department of Education has the responsibility to offer bursaries to its employees to provide for training in financial management, human resources,

information communications technology, management information systems and risk management. Departmental officials are to be encouraged to strive for self-study.

Goetsch and Davis (2006:173) observe that in professionals human resources are faced with challenges in implementing quality initiatives, especially when the culture of the organisation (approach to jobs, how officials interact and how they behave at work) has to be transformed to support dedication to quality and customer service.

Authors such as De Bono and Hellers (2006:1) are of the opinion that employable skills include communication skills, team work, problem-solving and self-management skills. These skills will enable each and every staff member to be part of the quality improvement team within the organisation.

Kruger *et al.* (200:100), Van Der Waldt and Du Toit (2008:399-400), Training and Development (2011:1) and Mogonediwa's approaches (2008: 52) to human resources development will be discussed in the next section. These approaches include induction, on-the-job-training (Motsiri, 2008: 19), outside training and open and distance education.

3.5.2.2 Approaches to the Training and Development of Human Resources (HR)

Training and development approaches include the following:

In the **induction** process of the training of staff, the Department of Education needs to stress the idea of Quality Management. This can be achieved through site visits, reading, discussions and consultation with other organisations that have already adopted Quality Management. Training and development of staff include the role of customers in the achievement of the department's vision and mission.

On the job training refers to in-service training conducted by the Department of Education with the aim of empowering staff and improving their performance (Hamil & Ali, 2011:3).

Outside training or off-the-job training is a more formal kind of in-service training. It includes attending seminars and conferences to gain information for the implementation of QMS (Kruger *et al.*, 2007:100).

Open and distance education is the kind of training that includes offering courses outside the work situation. It includes evening classes and block release courses. Such programmes may require bursaries provided by the Department of Education (Training the workforce, 2011:3).

Another approach to Human Resources training and development, as stated in Van der Waldt and Du Toit (2008:6), is the **systems approach** that can be used to promote a system of assessment that aims at minimising individual differences between staff. The focus is on a 'systems factor' (how the Education system works) instead of personnel factors of performance. The systems approach needs a structure that includes the majority of stakeholders (Shawyun, 2010) that will support the implementation of training and development of human resources in the Department of Education.

The training and development of District Officials is key to Quality Management. Leadership and management need to be developed continuously from the day of employment in the department of education to ensure mastering of the skills needed to assist in the improvement of performance. Different approaches to training and development are needed to cover all areas of operation for each manager in the work place. Well capacitated human resources lead to better performance, promotion and a better life for employees in the Department of Education. All stakeholders need to be taken through developmental programmes so that they can be in a position to participate actively in all activities pertaining to QMS implementation in education.

Van der Waldt and Du Toit (2008:6) provide the following structure for implementing the systems approach:

Diagram 3.2: Systems Approach structure
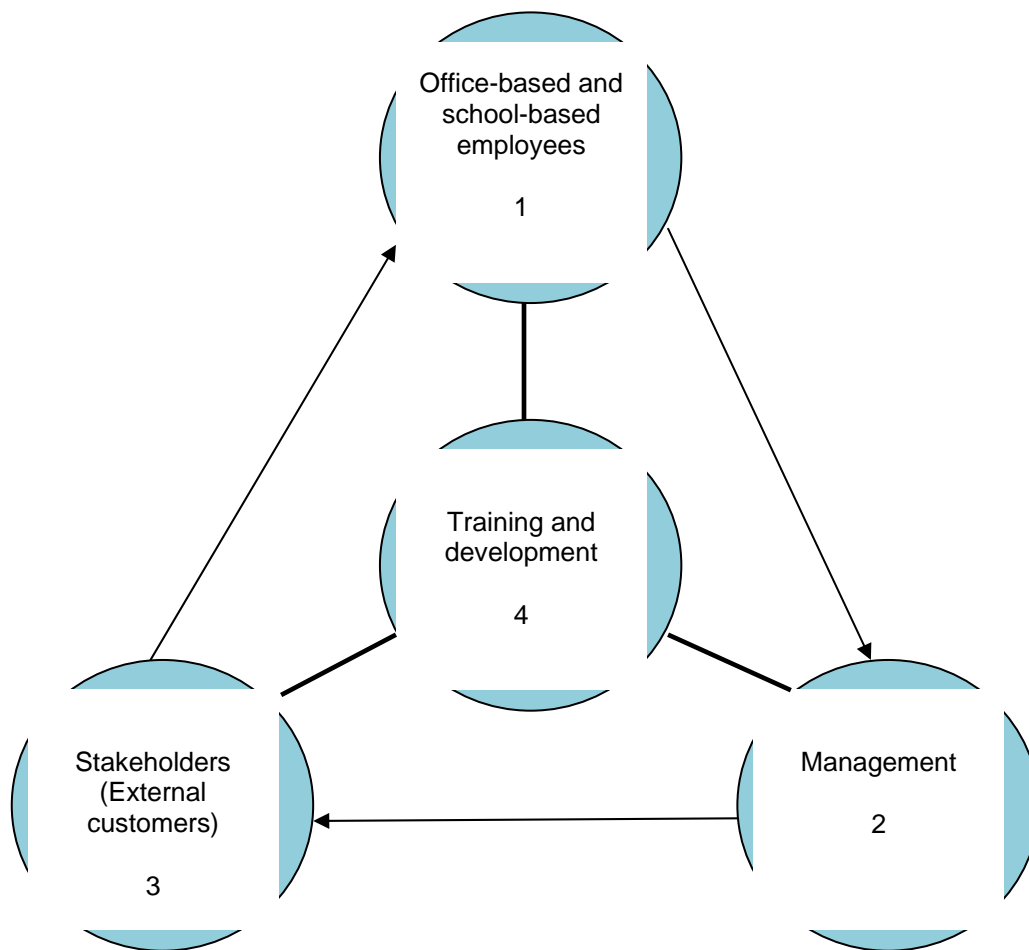
The different components in the diagramme are explained by Chikafalimani (2010:65) as important in making training and development a success in education. The first component (District Officials and Schools Management Teams) has a responsibility to deliver services, to implement departmental policies, to influence quality control and to be innovative. The second component (management) has to ensure the availability of resources and has to review policies pertaining to training and development. The third component, namely stakeholders, (government, parents, learners and interested parties) has to provide inputs and has to enforce the implementation of QMS in education (Chikafalimani, 2010:75).

The use of the systems approach in improving QMS implementation is important in education. There has to be strong interrelationships between the school, parents, learners and management (district offices and SMTs).

According to the researcher, this kind of partnership needs to include other stakeholders who have expertise that is needed in QMS implementation. Continuous training and development of all stakeholders regarding QMS should form the basis of moving towards quality service delivery at schools.

In the next section, a training and development model that could be used to improve the implementation of QMS to provide quality service delivery in education will be discussed (Van Der Waldt & Du Toit, 2008:397).

3.5.2.3 Training and Development Model

Figure 3.3 Training and Development Model (Van Der Waldt & Du Toit, 2008:397)
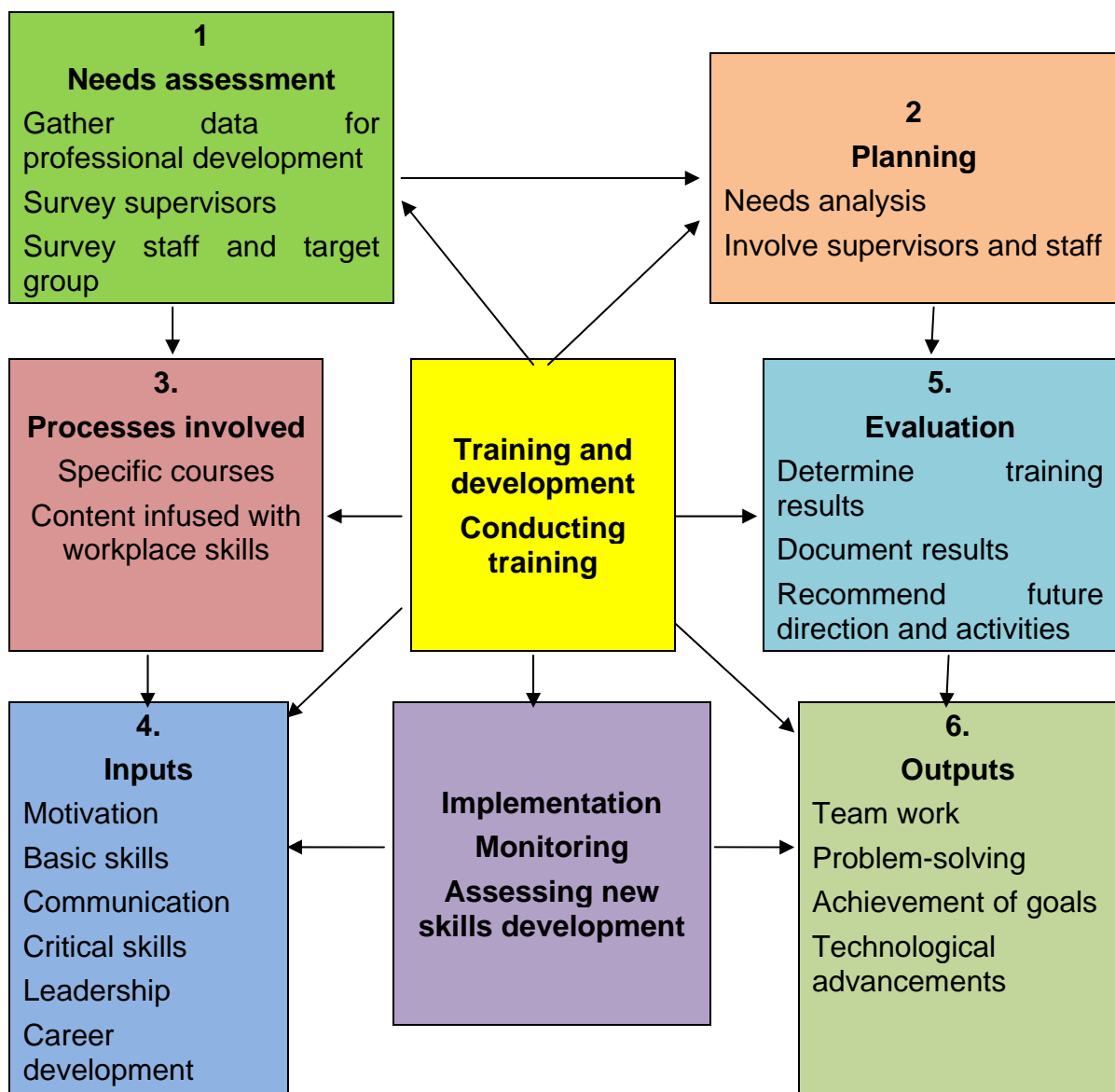
The above figure summarises the Training and Development Model (Van Der Waldt and Du Toit, 2008:397). When implementing this model, certain steps need to be followed. These steps, according to Van Der Waldt and Du Toit (2008:397), include a needs assessment, planning, training and development processes, inputs, evaluation and outputs. A needs assessment must be done for District Officials and SMTs. When all inputs are in place, the Training and Development process starts. The inputs include motivation, basic skills, communication, critical skills, leadership and career development. The implementation process is monitored and evaluated, checking the implementation results, documenting important issues and then determining whether the outcomes (quality service delivery of schools) set at the beginning of the implementation process were achieved (Dobrzanski & Roszak, 2008:747).

The implementation of the above training and development model needs proper planning. The model has to cater for the needs of QMS agents (District Officials and SMTs) since they are responsible for implementing the QMS. Monitoring and supporting of developmental programmes are vital. All processes and procedures involved in training and development have to be documented for future reference, guidance and support.

Dobrzanski and Roszak (2008:747) also provide a workplace skills model which shows the benefits of implementing Training and Development programmes as part of skills development in the workplace. The Workplace Skills Development model explains the need for workplace skills development to allow staff to learn, bringing in new ideas, leading staff to be energetic and enthusiastic about their work and being on top of new technology.

Figure 3.4: Workplace Skills Development Model (Dobrzanski and Roszak, 2008: 747)

Inputs	Human Resources Management	Outputs
Inputs Officials School Management Teams (SMT) Principals of Schools	**Human Resources Management** Information flow Documentation Communication Administration Continuous Improvement Team work Training and development	**Outputs** Improved service delivery Improved learners' performance
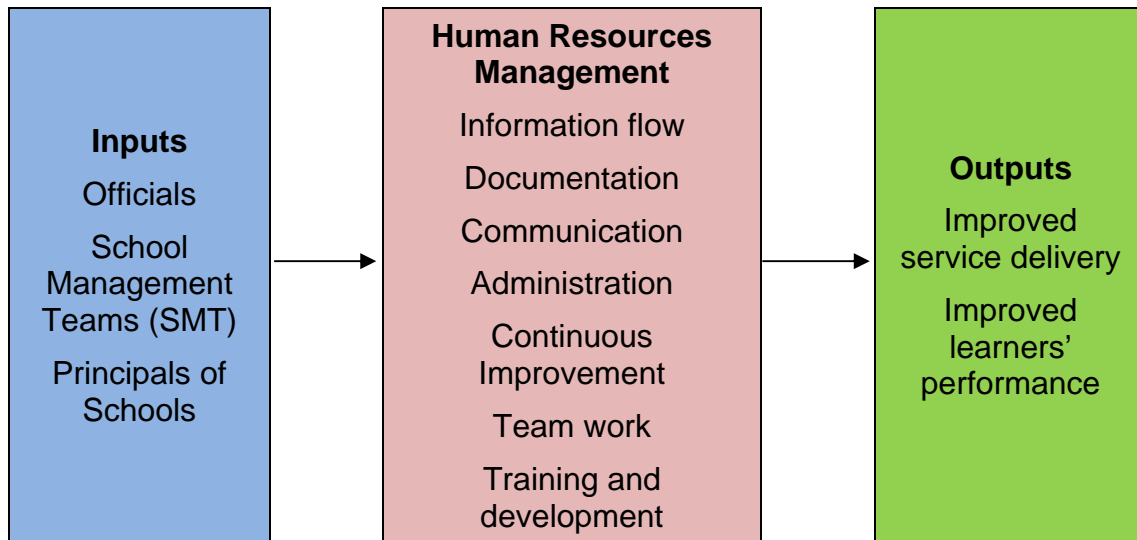
Processes

The Workplace Skills Development Model presented above indicates that training and development in the workplace, when properly implemented, should lead to improved service delivery and high learner performance (outputs) at schools. District Officials and the School Management Teams implement the departmental policies (inputs) by communicating information to teachers and learners. Training and development of staff members could make the process of QMS within the Department of Education a success (Dobrzanski & Roszak, 2008:747).

Once training and development have been implemented, stakeholders should work as a team towards the achievement of improved QMS implementation for providing quality service delivery and improved learners' performance.

3.5.3 Teamwork

Goetsch and Davis (2006:261-2) state that in education, effective Quality Management demands the establishment of teams. Teamwork is about working as a team towards the achievement of departmental goals. Teamwork is an essential component in the workplace since it builds trust, improves communication and develops interdependence. Team-building includes sharing, testing and new learning. Teams perform diverse roles since they are

comprised of several members who have to undertake the tasks of informing, advising, innovating, promoting, developing, organising, inspecting/monitoring, maintaining, linking and producing. Teams in the Department of Education are needed to deliver quality services to schools. District Officials and SMTs are to form teams that support teachers in the implementation of QMS at schools.

Goetsch and Davis (2006:261-2) advocate the following principles of team design:

- Tolerance;

- Cooperativeness;

- Patience;

- Responsibility;

- Enthusiasm;

- Perseverance;

- Selflessness;

- Honesty;

- Clear stating of goals;

- Attachment of timelines to the process;

- Availing relevant experience to make team members contribute;

- Facilitation of meetings to maintain dialogue;

- Allowing dialogue to prevail over discussion;

- Provision of feedback to indicate progress; and

- Development of trust for one another and competence.

Teams that are to facilitate QMS implementation need to portray the above principles. They are to play a leading role in designing implementation plans, holding meetings, monitoring and supporting QMS implementation processes and reporting progress.

3.5.3.1 Competencies required for teamwork

De Bono and Hellers (2006:1) are of the opinion that there are certain competencies needed for teamwork. These competencies include communication as the number one competency. The team has to understand verbal and non-verbal communication. Self-management of the team is another competency needed for teamwork. Listening without evaluation is important. Feedback should be given to others. Team members are encouraged to contribute in the decision-making process within the organisation. The facilitation of communication between teams is needed for effective team playing. The authors identify other competencies of teams for quality service delivery such as problem-solving, information- gathering, dialogue, proposing and analysing alternative solutions, implementation of solutions and evaluating results.

3.5.3.2 A dysfunctional team

It is important that District Officials and SMTs identify a team that seems dysfunctional. The purpose of the existence of teams is to deliver quality services in education effectively. A dysfunctional team always shows signs of poor leadership, lack a sense of purpose and commitment, and has fear of failure. A dysfunctional team slows down the process of quality improvement. Chaundron (2011:1) provides the following characteristics of a dysfunctional team. These characteristics should be identified and supported by District Officials and SMTs to avoid quality improvement delays:

- Meeting turns into gripe sessions;

- Lack of motivation and apathetic attitudes;

- Team members find the work of the organisation not satisfactory;

- Poor communication;

- Lack of respect for others;

- Slow progress;

- Sabotage;

- Absenteeism; and

- Turnover of staff.

District Officials and SMTs need to identify dysfunctional teams early so that such teams can be assisted to avoid hindrances in QMS implementation. District Officials and SMTs need to take responsibility and have to implement intervention programmes to assist such teams. This could also be seen as an opportunity for growth and development within the work place.

Grobler *et al.* (2006:453) argue that dysfunctional teams might have the following personal problems:

- Having a generally negative attitude;

- Displaying outbursts of anger;

- Engaging in passive-aggressive behaviour;

- Trying to rally others to side with them;

- Going from office to office, stirring up trouble;

- Being argumentative at staff meetings;

- Showing up late, leaving early or taking excessively long lunch hours;

- Conversing on the phone for a long time, discussing personal matters; and

- Violating or ignoring company policies.

It is important that change in behaviour by each staff member is taken note of by District Officials and SMTs. If such individual behaviours are neglected, the whole team might be influenced and the whole team could become inefficient, thus affecting quality service delivery.

De Coning (2009:29), Rasing (2011) and Goetsch and Davis (2006:261-2), list the following advantages of team work: District Officials and SMTs are committed to improving QMS implementation, proper control of employees' performance, the team or group has a clear vision and goals that are internalised by each member, all stakeholders are totally involved and a unique contribution is made by diverse groups of individuals to the success of the group.

The researcher wants to argue that each member of an effective team should be willing to consider all stakeholders' ideas open-mindedly. Disagreements are taken as being constructive. The group's development and performance are evaluated by the group itself. Group members always seek opportunities for continuous learning. Leadership shifts from member to member, depending on the task at hand, even though there is a formal leader. Continuous networking between individuals and groups to achieve excellence and build up credibility becomes the order of the day. Team members take charge of initiating change without fear. There is strong identification of group members within the group. Interpersonal relations that are characterised by open communication are relaxed. Such teams become energetic and enthusiastic about the work of the Department of Education.

Effective teams can resolve conflicts easily. In effective teams, high job satisfaction transpires and team members have a sense of belonging and purpose. All District Officials and SMTs should then become more innovative, communication should be enhanced, customer satisfaction will be achieved and all members will participate in joint discussions.

Jeng (2008:532) are of the opinion that effective teams always show signs of self-efficacy.

3.5.4 Employees self-efficacy

Jeng (2008:532) discusses the need to understand self-efficiency and argues that it refers to people's evaluation or judgment of their capability to organise and execute their work. It is also mentioned that self-efficacy is people's ability to exercise control over their own functions and their own environmental circumstances. According to Jeng (2008:534), some officials persevere to perform up to their best level for the achievement of quality service delivery, regardless of obstacles and challenges. The individual's personality is associated with imaginativeness, curiosity, originality, broadmindedness, intelligence and polished openness. Positive contribution towards the improvement of quality service delivery within an organisation can be achieved by modifying the behaviour of employees.

Prida and Grijalvo (2008:1) are in favour of the idea that individual behaviour can be modified so that it does not impact negatively on quality implementation within the workplace. These authors continue to say that it is the responsibility of leaders and managers to influence the behaviour of staff positively by strengthening acceptable behaviour and eliminating deviant behaviour. These authors also suggest training and development inputs as the solution to deviant behaviour. Training and development programmes need to be put in place as a way of modifying unbecoming behaviour at work.

The researcher believes that employees' self-efficacy has to be used as a tool towards the effective implementation of QMS. Employees need to be interacted with thorough discussions, group work and appraisals as a way of modifying unacceptable behaviours in the workplace. Continuous engagement of employees in training and development can further assist employees to perform. Situations encouraging deviant behaviour need to be taken note of and measures are to be put in place to deal with such behaviour in a constructive manner.

Dealing with deviant behaviour in the workplace includes the encouragement of work ethics.

3.5.5 Work ethics

Human action and moral adequacy reflect something about ethics. Workplace ethics in the educational situation involve situations and phenomena that include honesty, integrity, punctuality, respect for others' rights, no cheating, keeping promises, honouring contracts and conscientiousness.

Contrary to what workplace ethics entail, bribery, theft, white-collar crime, corruption, fraud and deterioration of behaviour are often prominent in the workplace. Smit (2008: 130) adds:

- Social decline, decline in moral values and the need for restoration of ethical standards within the workplace;

- The general lack of knowledge of ethical decision-making and ethical behaviour; and

- The degree of ignorance.

The researcher is of the opinion that District Officials and SMTs need to instil work ethics in employees so as to avoid evolving behaviour patterns that might hinder QMS implementation. Involvement of all employees in decision-making about issues pertaining to them should assist in dealing with deviant behaviour at work. Work ethics need to be displayed and talked about as a way of reminding all stakeholders of departmental rules. Committees that co-ordinate and facilitate compliance to work ethics should be established to assist the department.

According to the researcher, employees' motivation in the workplace must be emphasised. There is a need to develop human resources in preparation for changing the environment towards competency. All stakeholders have to be motivated to participate in the improvement of quality services fully. They also have to be motivated to own responsibility for improving the implementation of QMS to provide quality service delivery as per departmental goals through collaborative planning, provision of leadership, coaching, clear communication

lines and encouraging in life-long learning as part of encouraging work ethics (De Coning, 2009:73).

All this can be achieved if District Officials and SMTs are committed to QMS implementation.

3.6 MANAGEMENT COMMITMENT TO QUALITY MANAGEMENT SYSTEMS IMPLEMENTATION

Management's commitment to Quality Management Systems implementation is vital since quality problems as pointed out by Deming (2007), often lie with leadership and management. District Officials and SMTs as leaders and managers in education, are regarded as persons holding positions of responsibility (directing, planning, supporting and controlling functionality of schools) within the Department of Education. These people are to be examples and must be committed to quality so that the whole organisation could adopt an ethos of quality. Managers have to understand their responsibility and have to be committed to achieve the departmental vision. Their commitment has to include the provision of resources, encouraging the training of staff, reviewing of compliance performance and recognising employees' efforts in QMS implementation (Aggelogianopoulos *et al.*, 2006:2).

3.7 SUMMARY

The discussion in this chapter focused on QMS as a comprehensive approach to quality service delivery. The factors contributing to the ineffective implementation of QMS in education and the role and responsibilities of the District Officials and SMTs in the implementation of Quality Management system in the Department of Education were discussed. Tools and techniques for implementation, ranging from leadership, management, human resources management, training and development and teamwork were discussed. Human Resources Management was mentioned as an important tool to be used for an effective Quality Management Systems implementation process. Training and development as an important technique towards continuous quality improvement was stressed.

Factors contributing to ineffective QMS implementation were presented and ways of curbing those factors were discussed. The integration of QMS initiatives was touched on as a way of improving the implementation of QMS to provide quality service delivery in education. Management commitment to change by directing, supporting, monitoring and evaluating QMS implementation was discussed.

The following chapter (chapter 4) will focus on the empirical research design.

CHAPTER 4

EMPIRICAL RESEARCH DESIGN

4.1 INTRODUCTION

The previous chapters (chapters 2 and 3) focused on the literature review which informed the framework for the empirical research. Chapter 1 operationalised the objectives of this study as follows:

- To determine the nature of Quality Management Systems in education;

- To investigate the role of the District Officials and SMTs in the implementation of QMS to improve service delivery in education;

- To establish which factors contribute to the ineffectiveness of the implementation of the existing QMS in education; and

- To develop guidelines to improve the implementation of QMS in order to provide quality service delivery in education.

The overall aim of this study was to develop guidelines for improving the implementation of QMS to provide quality service delivery in education.

In the next section, the research design will be discussed, focusing on the literature review, the empirical research, the questionnaire as a research instrument, the research population and sample, the pilot study, challenges faced and statistical techniques.

4.2 RESEARCH DESIGN

Research design refers to the instructions or guidelines that are followed in addressing a research problem. These instructions include the procedures that are followed during the conducting of the study (Mogonediwa, 2008:57). A literature review and an empirical research were done.

4.2.1 Literature review

Both primary and secondary literature sources were studied to gather information regarding the implementation of QMS to provide quality service delivery in education. EBSCO- Host, Google Scholar and ERIC searches assisted in locating appropriate literature sources. Keywords used in this research included:

- Guidelines - sets of stipulations directing, regulating or determining educational procedures; general rules; advice or principles (Mogonediwa, 2008:57);

- Quality - an ongoing process of assessing, anticipating and fulfilling customers' needs (Maluleke, 2008:12);

- Management - the art of managing or the supervision of educational activities that include the execution of the functions of planning, organizing, coordinating, directing and controlling the implementation of QMS in education (Bush, 2007: 401);

- Quality Management (QM) - a management discipline that covers all management activities that are needed to design, develop and implement services to ensure effectiveness and efficiency (Van Loon, 2009:1);

- Performance - an act of performing particular services (Dictionary of Contemporary English, 2001:1050);

- Excellence - quality, doing tasks very well (Dictionary of contemporary English, 2001:472);

- Service delivery- delivery of services as per customers' needs (De Jager and Du Plooy, 2007:98);

- Quality improvement- continuous development which aims at reforming service delivery in the Department of Education (Kruger, *et al.*, 2006:276);

- Leadership - the ability to inspire others. It concerns the competencies and processes needed to enable others to perform consistently and exceptionally to the benefit of individuals as well as the organization (Kruger & Ramphal, 2009:128); and

- Total Quality Management (TQM) - an approach that focuses on the quality of all organizational processes that results in final quality service delivery (Du Toit, 2010:23).

4.2.2 Empirical research

In this study, the empirical research was quantitative in nature. The purpose of using the quantitative research method is to generalize from a sample to the population so as to make descriptive comments and inferences regarding a particular population. Quantitative research refers to a systematic and an objective way of collecting data from the selected group of the identified population so as to generalize the findings (Maree & Pietersen, 2007:145). This kind of research design was chosen for this research since it allowed the researcher to establish, explain and confirm a given situation in education, namely: respondents' experiences regarding QMS implementation (Creswell, 2009:15). It helped to reduce errors, bias and extraneous variables and helped the researcher to answer questions about the relationships that exist among measured variables. The quantitative research design guided the researcher towards the establishment of a set of procedures and steps. In quantitative research, statistical results are presented in numbers. Quantitative research further separates social facts with a single objective reality from feelings, beliefs and opinions of individuals (Maree & Pietersen, 2007:155).

The questionnaire as a research instrument, the population and sampling method, challenges faced and statistical techniques used for analysing the data are discussed below.

4.3 THE QUESTIONNAIRE AS A RESEARCH INSTRUMENT

A questionnaire was used to obtain information from the respondents, with the view of collecting information that could be used in developing guidelines for improving the implementation of QMS to provide quality service delivery in education. A questionnaire is defined by Mailula (2006:131) as an instrument that is used to gather information about a selected population. It consists of questions to be responded to by the respondents. McNabb (2011:8) supports the use of this survey technique by saying that it assists in identifying needed changes and exploring relationships between two or more variables. The use of the questionnaire helps to elicit information gathered from the targeted group (Moeketsi, 2007:90).

For this study, a questionnaire was used for collecting data from District Officials and SMTs based on the following reasons:

- It saved time and money;

- The data collected could be compared because of uniformity (using the same questionnaire for all the respondents). The influence that the researcher might have on the respondents could be avoided (Moeketsi, 2007:92); and

- A large number of respondents could be reached.

The following guidelines for questionnaire formulation were taken into consideration during its construction as a research tool for this study (Smit, 2008:87; Wessels, 2007:132):

- The formulated questionnaire took twenty minutes of the respondents' time to respond to;

- The questionnaire distributed in this study was a paper document that presented a set of questions to which respondents could respond;

- In this study, respondents' anonymity was adhered to by not providing a space for respondent's name on the questionnaire;

- The questionnaires were personally hand-delivered by the researcher herself;

- Close-ended questions were formulated;

- A pilot study was conducted to ensure that the questions were kept short, clear and simple but included enough information that would be interesting to the respondents;

- Ambiguous language was avoided to make it understandable and easy to respond to; and

- The items and pages were numbered.

The questions were in English since districts officials and SMTs are of different ethnic groups. This resulted in providing a favourable first impression, encouraging respondents to cooperate and provide conscientious responses.

4.3.1 Disadvantages of a questionnaire

Mogonediwa (2008:59-60) states a number of disadvantages of using a questionnaire. These disadvantages include**:**

- Questionnaires may be lost, thus affecting the return rates;.

- Questions can be misunderstood or misinterpreted;

- Questionnaires can be responded to only by those who can read and write;

- The researcher may receive misleading responses;

- It takes up a lot of the respondents' time;

- Answers may be answered inaccurately and carelessly;

- Respondents may be frustrated since there will be no one to explain during the completion of the questionnaire;

- There is always a need to make follow ups for those who have not returned their questionnaires; and

- There is no control of who responds to the questionnaire after it is out of the researcher's hands.

4.3.2 Advantages of questionnaire

According to Wessels (2007:133), Moeketsi (2007:92) and Mailula (2006:132) the advantages of using a questionnaire as a research instrument include the following:

- It is cheap;

- It is easy to analyse statistics after data collection;

- It is not time-consuming as compared to interviews;

- Many respondents can be reached (broader spectrum coverage);

- It is easy to plan;

- Questions asked are standardised;

- It ensures confidentiality; and

- There is uniformity and data is more comparable

In the context of this study, the advantages of using a questionnaire as a research instrument outweighed its disadvantages.

4.3.3 Questionnaire structure

The questionnaire used for this study was a structured close-ended questionnaire. The first questionnaire (Annexure A with 25 items) was for District Officials and the second one (Annexure B with 25 items) was for SMTs.

Both questionnaires consisted of a section which focused on the respondents' experiences regarding QMS implementation to guide the development of guidelines for improving the implementation of QMS to provide quality service delivery in education.

A four point Likert scale was used since it is one of the widely used strategies for data collection (Maree & Pietersen, 2007:167):

1 = Strongly disagree   2 = Disagree

3 = Agree   4 = Strongly agree

This four-point type of scale allows no possibility for the respondents to be neutral (Maree & Pietersen, 2007:167).

The main sources of information when administering the questionnaire were instructions and a covering letter that provided an explanation of where the researcher is studying, the purpose of the study, a definition of QMS, the issue of confidentiality, the respondents' right to withdraw at any time from participating in the study, how the questionnaires would be distributed and collected, including the contact details of the researcher (Wessels, 2008:137**).**

4.3.4 Pilot study

The pilot study was conducted prior to the distribution of the final questionnaire. The reason for conducting a pilot study was to identify unforeseen gaps like phrasing, question format, question appropriateness, sequence, length, relevance, numbering, time to complete the questionnaire, layout, omissions and additions (Mailula, 2008:138).

Wessels (2008:142) further adds that the pilot study serves to:

- eliminate difficult words that may lead to respondents not fully complete the questionnaire;

- identify incomplete questions;

- reduce ambiguous questions;

- get feed-back concerning questions;

- check whether questions are too easy or too difficult; and

- identify discriminating questions.

The questionnaire encompassed reliability, validity and representativeness. Reliability refers to the achievement of the same results as obtained in the pilot study. Validity is defined by Mogonediwa (2008:63) as an "internal consistency of question items within a specified category". In this study, a validity check was done by submitting the questionnaire to the supervisor for her scrutiny and comment.

A reliability check was done by conducting a pilot study to ensure consistency in the questionnaire and to ensure that it produced the same or nearly the same results over a period of time (Mogonediwa, 2008:63).

The pilot study led to the following feedback:

- Language editing;

- Rephrasing of questions;

- Omission of unnecessary questions;

- Separation of some questions into two or more questions; and

- Addition of important questions left out.

The questionnaire was adjusted before the final questionnaire was distributed to the targeted population.

4.3.5 Questionnaire distribution

Different means of questionnaire distribution can be used, namely mail, telephonic, personal and group administering. In this study, the questionnaires were hand-delivered since:

- Officials and selected schools were within reach of the researcher;

- It saved time and money for mailing; and

- It was easy to make follow-ups on distributed questionnaires to ensure a high return rate.

4.3.6 Response rate

Out of 106 questionnaires distributed, a total of 81 questionnaires were received back (14 District Officials and 67 SMTs). According to De Vos *et al.* (2002:172), a response rate of between 60% and 70% provides enough data to draw valid and reliable conclusions. In this case, the response was adequate and reasonable since it was at 83,3% and conclusions could be drawn (Mogodeniwa, 2008: 65).

4.4 RESEARCH POPULATION AND SAMPLE

4.4.1 Population

A research population, according to Smit (2008:93), is the totality of persons, events or organization units with which a specific research problem is concerned. In this study, the population targeted were District Officials (Director, Chief Education Specialists, Deputy Chief Education Specialists, First Education Specialists) (N=150), School Management Teams (SMTs - Principals, Deputy Principals and Heads of Departments) (N=910) in eight wards of the Amajuba district. A total population of N=1060 was targeted for this study.

4.4.2 Sample

Maree and Pietersen (2007:172) state that drawing a research sample from the research population is a means of helping the researcher to explain some facets of the population.

In this research, a 10% random sample was drawn. This was done based on the advantages of sampling, namely that it is cheaper, quicker and more accurate then studying the whole population. Random sampling was done

since it would allow all subjects equal opportunities of being selected to participate in the study (Mugo, 2010:1).

For this study, a random sample (n=15) was drawn from the District Officials' population of 150. In the case of Schools Management Teams, a random sample (n=91) was drawn from the population of 910. A total sample of 106 (n=106) was drawn from the total population of 1060 (N=1060).

4.5 CHALLENGES FACED

A number of challenges were encountered during the administering of the questionnaire. These challenges included:

- Delays by the KZN DoE to give permission to conduct the research;

- Officials attending workshops, thus not submitting the completed questionnaires on time;

- Absenteeism of SMT members because of illness and other personal problems; and

- Some respondents (District Officials and SMT members) indicating that they had forgotten about the questionnaires since they were occupied somewhere else.

The above challenges were overcome by making follow-ups through SMS's, telephone calls   and personal visits to schools and offices of officials who had received questionnaires. This then improved the return rate of the questionnaires distributed.

4.6 STATISTICAL TECHNIQUES

All the collected questionnaires (fully completed, incomplete and dates received) were uniformly recorded (Wessels, 2008:145).

The collected data was analysed through the SAS programme. With the assistance of the statistical consultancy services of the North-West University (Vaal Triangle Campus), the data collected was presented in the form of

graphs and tables reflecting District Officials and SMTs' experiences regarding QMS implementation.

4.7 SUMMARY

Chapter 4 focused on the empirical research design. The objectives of the study were outlined. The use of the questionnaire was justified. The research design and methodology were presented. The chapter further covered the questionnaire design, pilot study, population and sample, validity and reliability. The questionnaire distribution and collection were discussed.

The next chapter will present the data analysis and interpretation.

CHAPTER 5

DATA ANALYSIS AND INTERPRETATION

5.1 INTRODUCTION

Chapter 4 focused on the empirical research design. This chapter focuses on the analysis and interpretation of data collected.

The overall aim of this study was to develop guidelines for improving the implementation of QMS to provide quality service delivery in education by focusing on the following research objectives (*cf.* 1:1).

- To determine the nature of Quality Management Systems in education;

- To investigate the role of District Officials and SMTs in the implementation of QMS to improve service delivery in education;

- To establish which factors contribute to the ineffectiveness of the implementation of the existing QMS in education; and

- To develop guidelines to improve the implementation of QMS in order to provide quality service delivery in education

The discussion below indicates how respondents responded to the questionnaires (Annexure A and Annexure B). Frequencies (f) and percentages (%) will be representing the data by means of tables and graphs.

5.2 RESPONSES TO QUESTIONS: ANALYSIS

Out of the 106 questionnaires distributed among District Officials and School Management Teams in eight wards in Amajuba, 81 (83,48%) of the questionnaires were completed and returned (Table. 5.1), thus representative of the sample group (Mogodeniwa, 2008: 65).

Table 5.1 indicates the response rate.

Table 5.1: Response rate

Target group	Questionnaires				
	Distributed	**Returned**	**%**	**Missing**	**%**
District Officials	15	14	93,33%	01	6,67%
Schools Management Teams	91	67	73,63%	24	26,37%
Total	106	81	83,48%	25	16,52%

5.2.1 Frequencies

The order of questions was named: Q= Question, from question Q=1 to Q=25. This resulted in the following frequency variables (frequency variables=Q): Q1, Q2, Q3, Q4, Q5, Q6, Q7, Q8, Q9, Q10, Q11, Q12, Q13, Q14, Q15, Q16, Q17, Q18, Q19, Q20, Q21, Q22, Q23, Q24 and Q25.

Table 5:2 indicates that all questions in the 81 questionnaires returned, were responded to. Valid questions in Table 5.2 above refer to the questions that were responded to and missing refers to those questions that were not attempted by the respondents**.**

The frequency variables per question are presented in Table 5.2 below

Table 5.2: Statistics for valid and missing questionnaires per question

Valid N	81
Missing	0

All the respondents of the valid questionnaires completed all the questions.

5.2.2 Formalisation of data

In this section, knowledge and understanding of the management systems used in the implementation of QMS was measured against the criteria that have to be met for effective QMS implementation.

Q1:   Knowledge of the vision of the Department of Education

Figure 5.1:   Knowledge of the vision of the Department of Education

	Strongly disagree	Disagree	Agree	Strongly agree
District Officials	0	0	3	11
SMTs	0	5	41	21
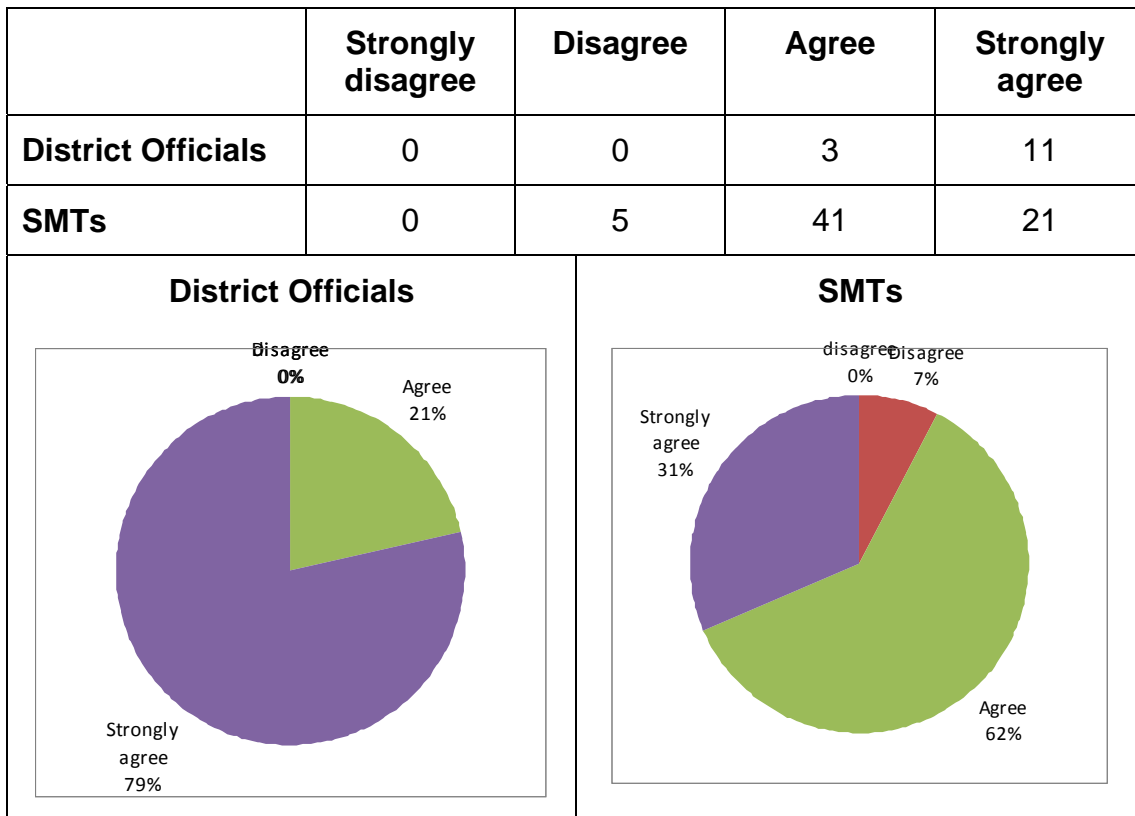
Figure 5.3 depicts that the District Officials agree that they know the vision of the Department, 79% strongly agreeing and 21% agreeing with the statement above. 62% of the SMTs agree and 31% strongly agree with the statement. It is expected that the vision of the Department of Education is fully driven by all employees, especially those in management positions (District Officials and SMTs) so as to achieve quality service delivery at schools *(cf.* 3.2.1; 3.2.2).

Only 7% of the respondents (SMTs) indicated that they do not know the vision of the Department. This shows that there is still a need to inform all SMT members of the vision of the Department regarding QMS implementation.

Q2:   Knowledge of the mission of the Department of Education

Figure 5.2:   Knowledge of the mission of the Department of Education

	Strongly disagree	**Disagree**	**Agree**	**Strongly agree**
District Officials	0	0	3	11
SMTs	0	5	42	20
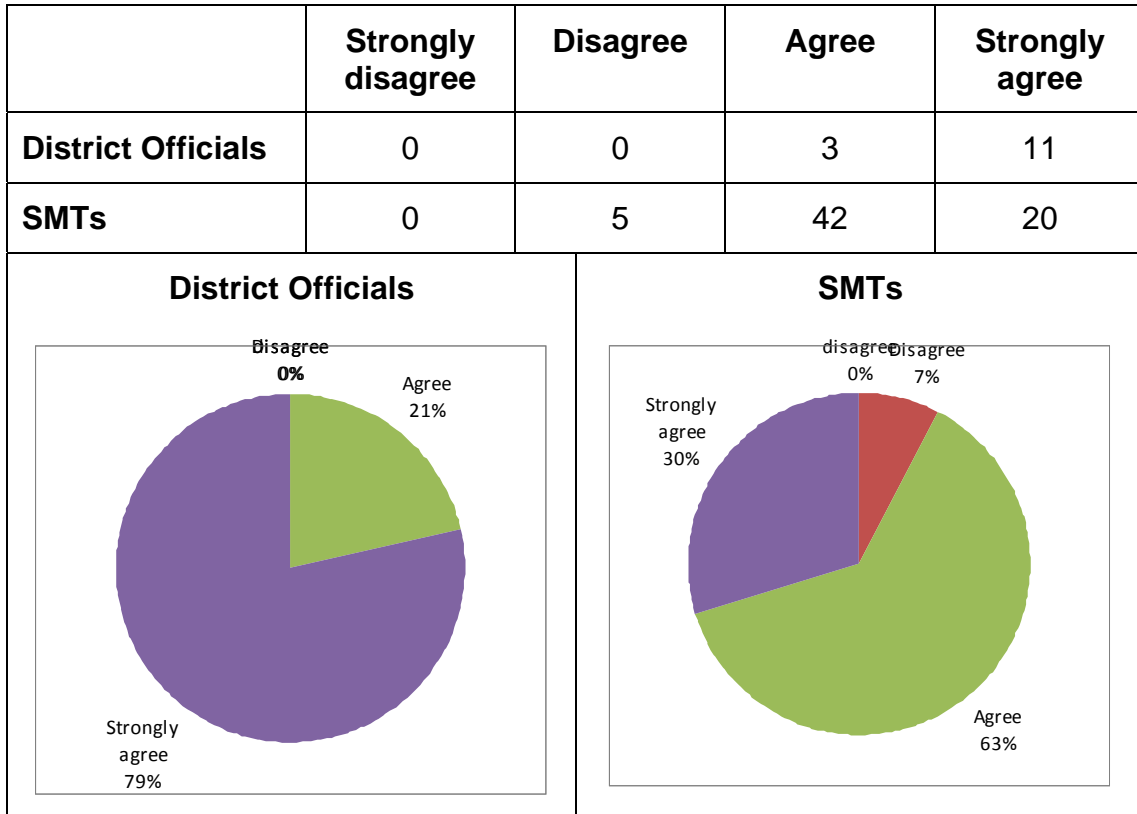
Figure 5.2 above shows that 100% (79% agree and 21% strongly agree) of the respondents (District Officials) and 93% (SMTs) know the mission of the Department of Education. 63% of the SMTs agree with the statement and 30% strongly agree. 7% of the respondents indicate that they do not know the mission of the Department. The data shows that the SMT members need to be capacitated regarding their knowledge of the mission of the department. Both District Officials and SMT members, as people in leadership positions, have to know the departmental mission so as to be able to provide direction on how to improve QMS implementation towards providing quality service delivery in education (*cf*. 3.2.1; *cf*. 3.2.2). If 7% of the SMTs still do not know the mission of the department, it means that QMS implementation is still ineffective at some schools, which affects the whole departmental implementation process.

Q3:   Knowledge of the goals of the Department of Education

Figure 5.3:   Knowledge of the goals of the Department of Education

	Strongly disagree	Disagree	Agree	Strongly agree
District Officials	0	0	3	11
SMTs	0	8	41	18
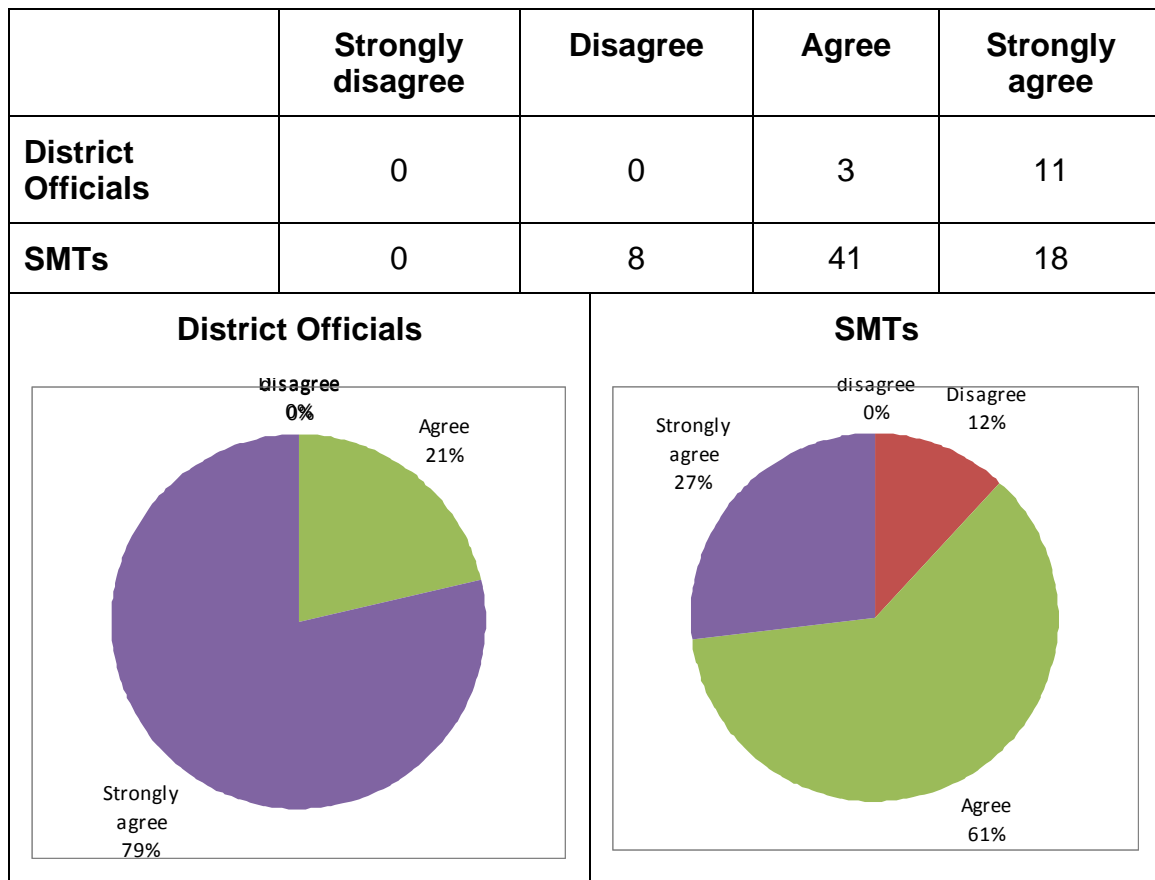
The respondents' responses to the statement indicate that they know the goals of the department. This is shown by the response rate of 79% of the District Officials agreeing and 21**%** strongly agreeing with the statement while 61**%** of the SMT agree and 27% strongly agree. 12% of the SMTs disagree with the statement. Although most of the respondents indicated that they knew the goals of the department, they might not all have the ability to assist in the accomplishment of the Department of Education's goals. There is still a need to assist some of the respondents in order to ensure that all SMTs have knowledge of departmental goals and can assist in the implementation of QMS.

The 12% of the SMTs that do not know the goals of the department is an indication of ineffective implementation of QMS at some schools. SMTs as leaders have a responsibility to ensure that the departmental goals are achieved **(***cf.* 3.2.2**).** If 12% of the SMTs as leaders and managers at school

level where implementation takes place still do not know the goals of the department, the implementation process is affected. There is then a need to ensure that all leaders, at school level especially, know the goals of the department so that they can be able to ensure that departmental goals are achieved.

Q4:   Management ability to assist in the implementation of QMS

Figure 5.4:   Management ability to assist in the implementation of QMS

	Strongly disagree	**Disagree**	**Agree**	**Strongly agree**
District Officials	0	0	10	4
SMTs	1	4	46	16
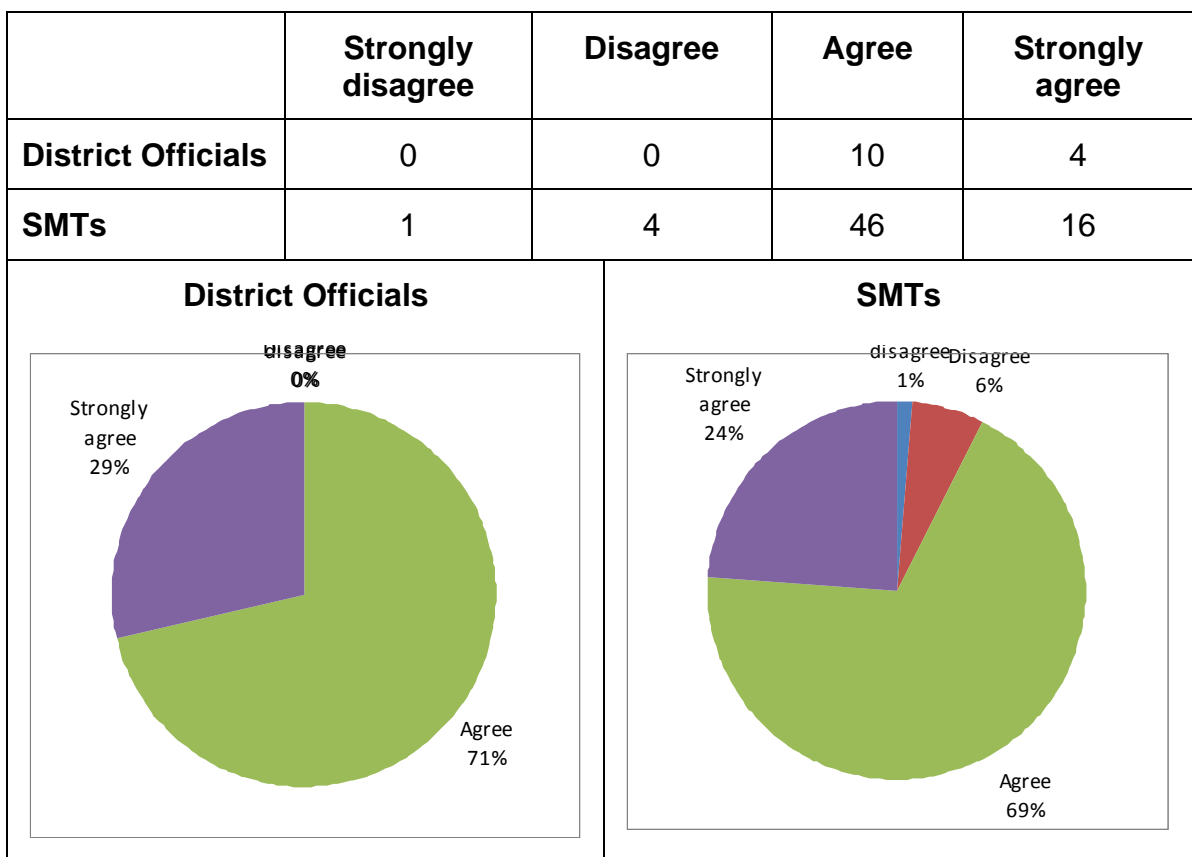
Effective implementation of QMS in education includes planning, facilitating, motivating, coaching, building trust, directing and ensuring that the day-to-day activities are carried out (*cf.* 3.2.2**).**

In figure 5.4 above, District Officials' management ability to assist in the implementation of QMS is reflected. These respondents' responses to the statement that "I am able to assist in the implementation of QMS", indicate that 71% agree with the statement and 29% strongly agree, while only 6% of the SMTs disagree and 1 % strongly disagree with the statement. QMS

implementation needs management assistance. Even though the majority of District Officials and SMTs are able to assist in the implementation of QMS, the 6% of the District Officials and 7% of the SMTs indicate that they still do not have the ability to assist in the implementation of QMS. This influences the whole exercise of QMS implementation negatively and therefore there is a need to ensure that all District Officials and SMTs are able to assist in QMS implementation.

Q5: Information provision on QMS policies

Figure 5.5: Information provision on QMS policies

	Strongly disagree	**Disagree**	**Agree**	**Strongly agree**
District Officials	0	2	8	4
SMTs	0	9	40	18
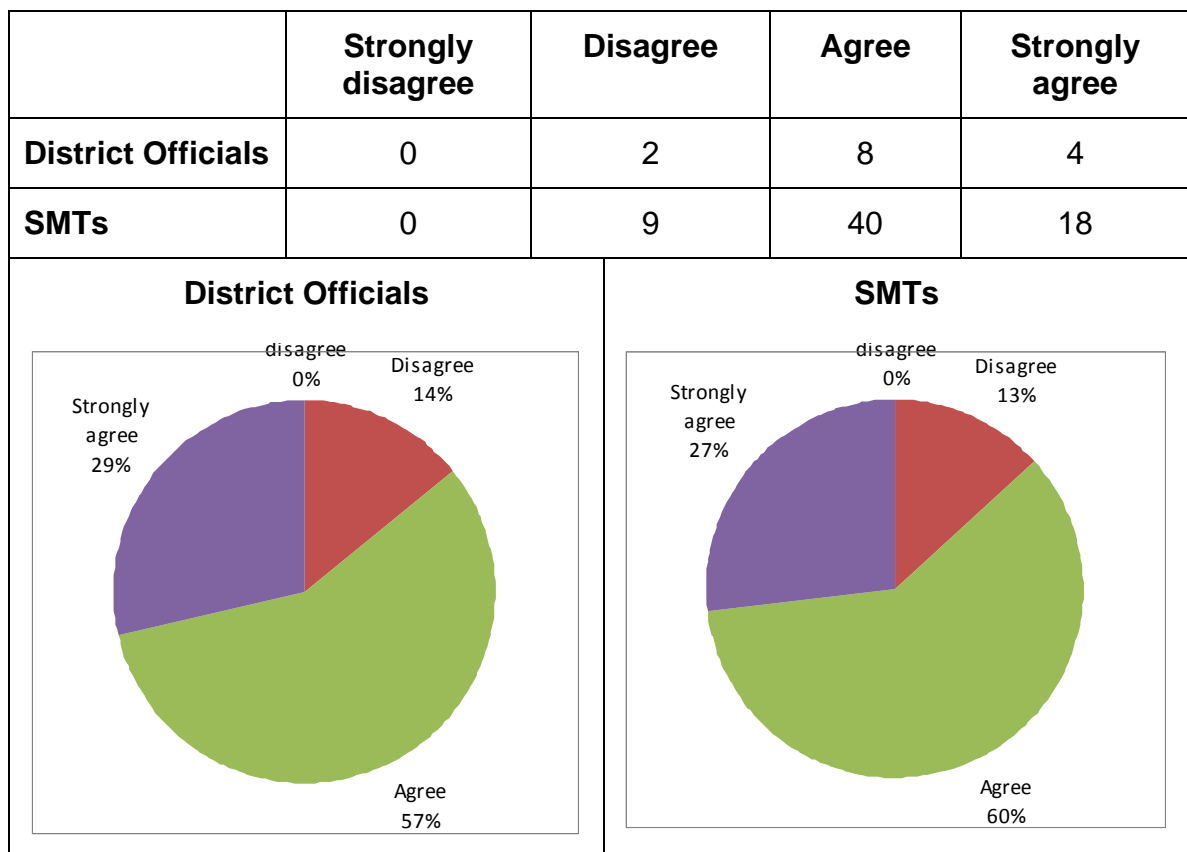
Information provision on QMS policies is important in QMS implementation. The positive responses of 57% (who agree) and 29% (who strongly agree) indicate that District Officials agree that information on QMS regulations is provided. 60% and 27% of the SMTs agree with the statement. The responses show that much effort is made to provide information regarding QMS policies. Still, 14% of the District Officials and 13% of the SMTs disagree with the statement. District Officials and SMTs, as leaders and managers in

the Department of Education have to provide information on QMS policies to schools (*cf*. 3.3). If both leadership and management still indicate an inability to provide information on QMS, QMS implementation is affected at some schools, hence the need to attend to the provision of information on QMS policies to all schools to ensure effective implementation of QMS in education.

Q6:   Information provision on QMS regulations

Figure 5.6:   Information provision on QMS regulations

	Strongly disagree	**Disagree**	**Agree**	**Strongly agree**
District Officials	0	2	11	1
SMTs	1	12	38	19
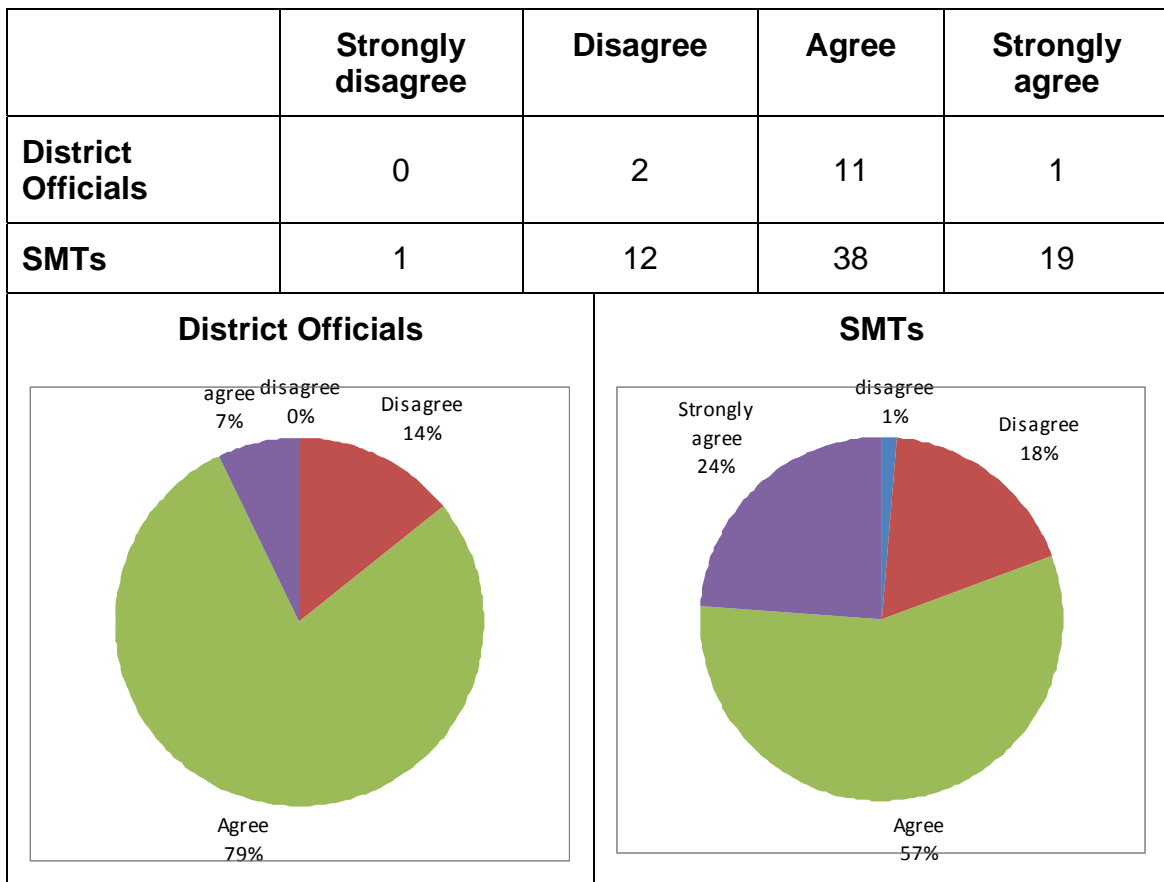
Effective implementation of QMS as stated in Bush (2007:397) lies in the provision of information on QMS regulations to all stakeholders involved in the process(*cf*. 3.3). Figure 5.6 shows the extent to which information on QMS regulations is provided. 86% of the District Officials and 81% of the SMTs agree that information on QMS regulations is provided. 14% of the District Officials and 19% of the SMTs disagrees with the statement. The provision of information of regulations guiding the implementation of QMS assists in effective QMS implementation. The negative responses shown by District Officials (14%) and SMTs (19%) indicate the need to provide information on

QMS regulations to schools. Therefore, more still needs to be done in terms of information provision on QMS regulations to ensure effective implementation of QMS at schools.

Q.7: Support is given to District Officials and SMTs on QMS implementation

Figure 5.7: Support is given to District Officials and SMTs on QMS implementation

	Strongly disagree	**Disagree**	**Agree**	**Strongly agree**
District Officials	0	1	13	0
SMTs	2	15	39	11
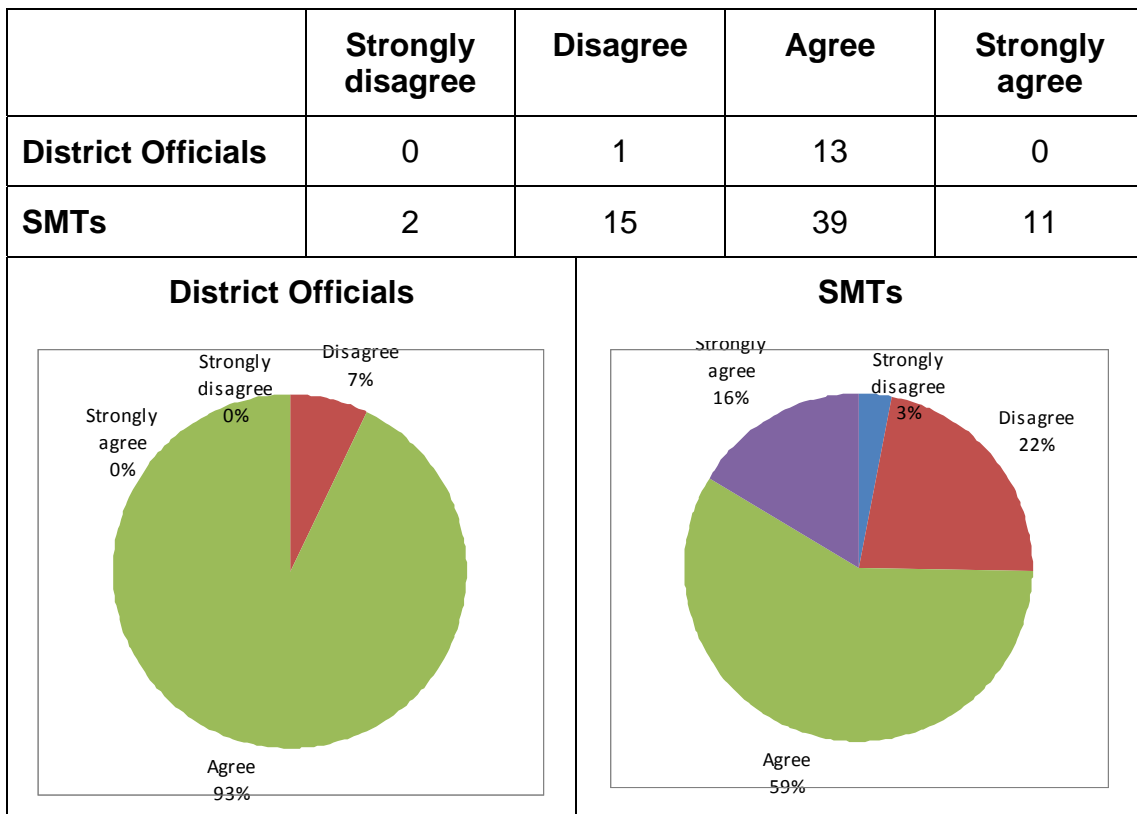
Provincial office support to District Officials and SMTs for effective implementation of QMS at schools is what is needed in education *(cf.* 3.2.1). According to the responses by District Officials and SMTs regarding support given to them on QMS implementation, this is done to a certain extent thus 93% of the District Officials and 75% of the SMTs agreed with the statement. District Officials get support directly from the provincial office and SMTs are supported by District Officials. The District Officials who are indicated as not getting support might not be able to support certain schools as expected. However, the fact that 25% of SMTs indicated that they do not get support, might indicate that SMTs might have to go to district offices for support by

functional teams that are at district level, while the literature study findings indicated that district teams need to support schools. This then indicates the need to improve the support of district officials to schools in order to ensure improvement in QMS implementation.

Q8: The District Officials' support impacts on the schools' performance

Figure 5.8: The District Officials' support impact on the schools' performance

	Strongly disagree	Disagree	Agree	Strongly agree
District Officials	0	0	9	5
SMTs	2	8	32	25
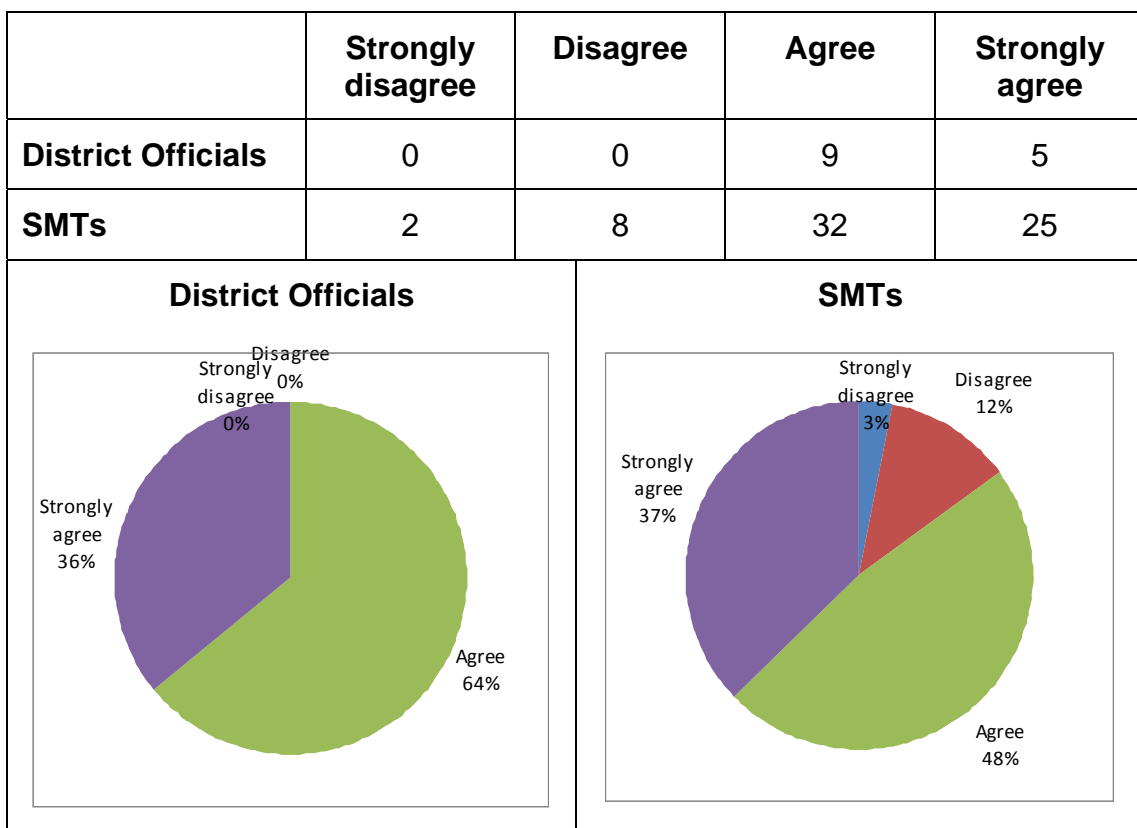
The graphs above show the respondents' responses regarding the extent to which District Officials' support impact on schools performance. District Officials have to be committed to supporting schools for effective and efficient implementation of QMS (*cf*.3.2.1). 64% of the District Officials responded positively and 36% strongly agreed with the statement, leading to a 100% agreement with the statement. The data shows that 85% of the SMTs agreed with the statement. However, 15% of the SMTs disagreed with the statement. It is then evident that District Officials' support in schools' performance has an impact on school performance. Some SMTs indicated that the District

Officials' support to certain schools had no impact. The researcher is of the opinion that this response might be caused by limited visibility (not visiting schools on a regular basis) of District Officials with an unclear purpose. This shows that there is still a need for improving district support to all schools.

Q9: **Involvement of District Officials and SMTs in the continuous improvement of teaching and learning**

Figure 5.9: **Involvement of District Officials and SMTs in the continuous improvement of teaching and learning**

	Strongly disagree	Disagree	Agree	Strongly agree
District Officials	0	0	5	9
SMTs	0	1	34	32
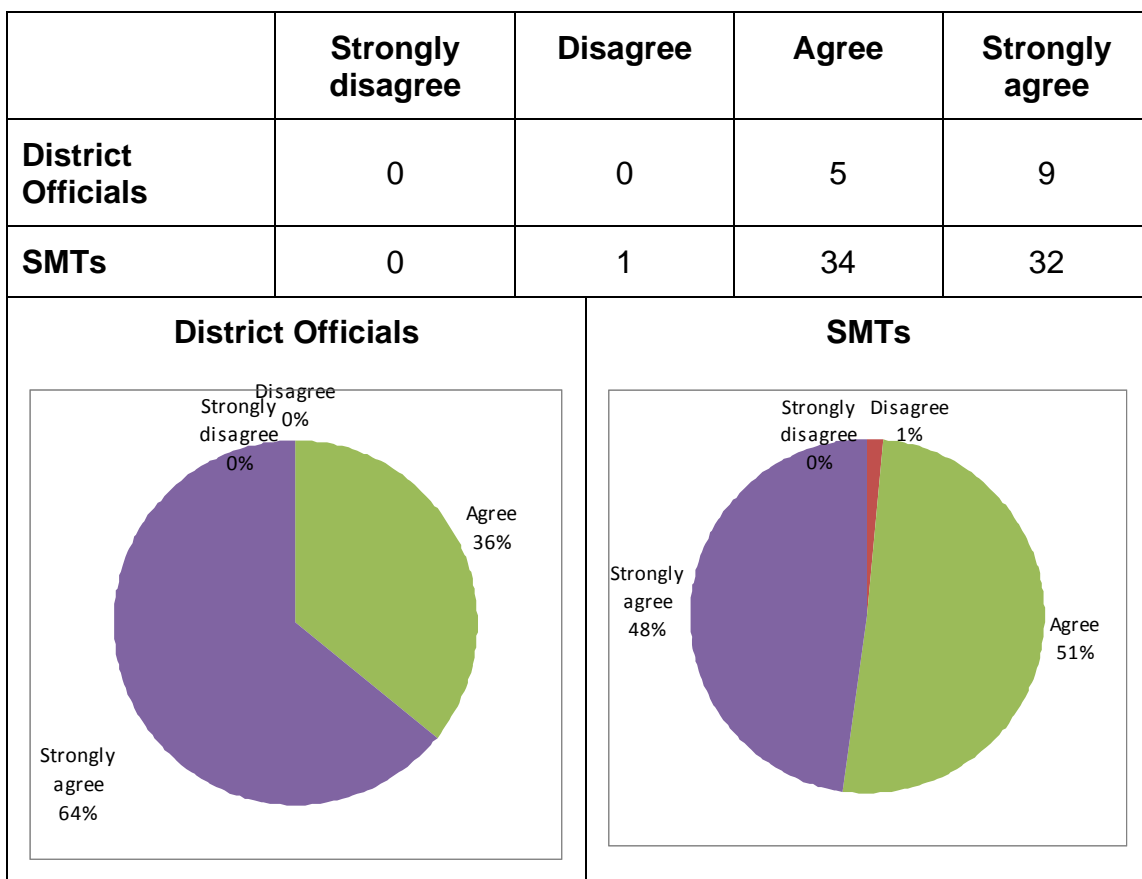
The graphs above indicate that 100% of the District Officials agree (64% agree and 36% strongly agree) with the statement that there is involvement of District Officials and SMTs in the continuous improvement of teaching and learning. 99% of the SMTs agree (51% agree and 48% strongly agree) that the involvement of District Officials and SMTs in the continuous improvement of teaching and learning is practiced in education. Only 1% of the SMTs disagree with the statement. The 1% indicated might affect the QMS implementation, since District Officials and SMTs have to monitor and control

service delivery for continuous improvement of teaching and learning to all schools to ensure quality improvement *(cf.* 2.5.3).

Q10: Learners' involvement in the continuous improvement of teaching and learning

Figure 5.10:   Learners involvement in the continuous improvement of teaching and learning

	Strongly disagree	**Disagree**	**Agree**	**Strongly agree**
District Officials	0	2	10	2
SMTs	3	4	38	22
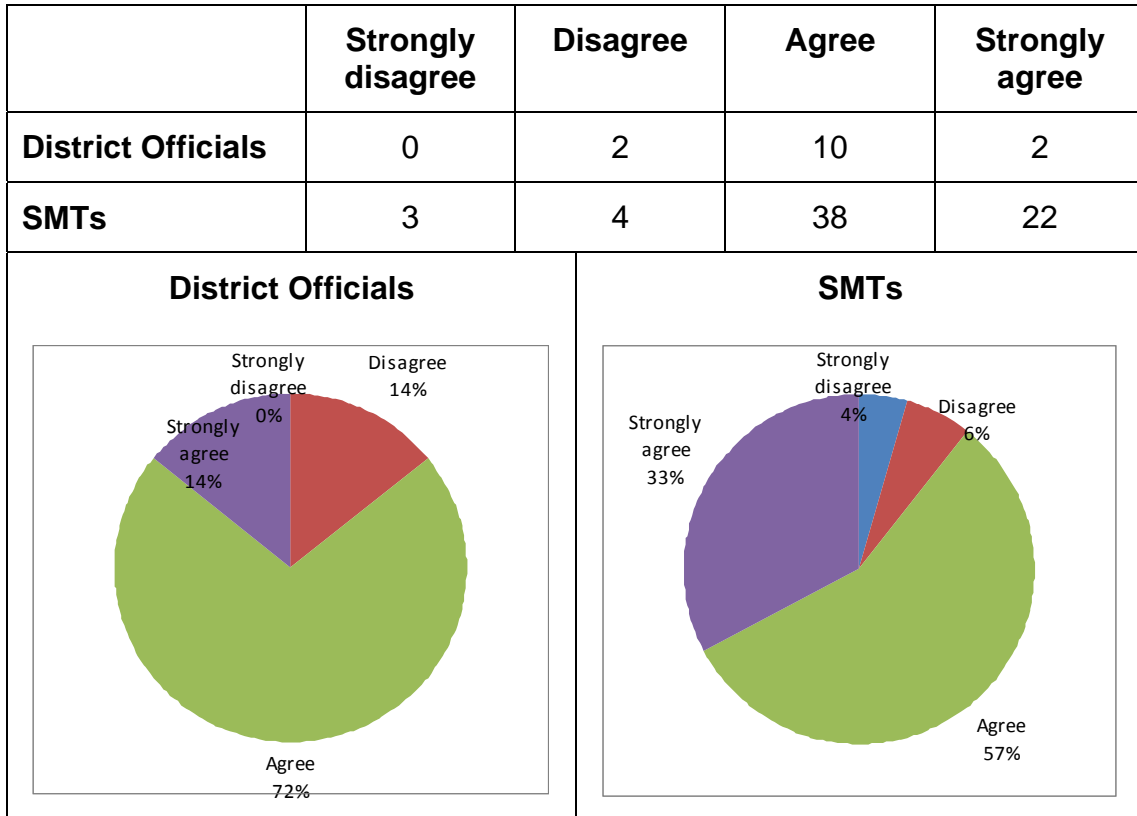
The involvement of learners in the continuous improvement of teaching and learning is adhered to by the Department of Education. This is indicated by 86% of the District Officials agreeing with the statement and only 14% disagreeing. On the other hand, 90% of the SMTs agree with the statement. 10% of the SMTs disagree with the statement. This shows that the learners are still not fully involved in teaching and learning. Continuous improvement of teaching and learning depends on learners' performance. It is through teaching and learning that learners are empowered and their knowledge is enhanced to improve performance *(cf.* 2.3.1; *cf.*2.3.3). Learners' involvement in teaching and learning improves the implementation of QMS. The researcher thinks that all learners need to be fully involved in teaching and

learning. There is still a need to put more effort into the involvement of learners in the continuous improvement of teaching and learning.

Q11: Parents' involvement in the continuous improvement of teaching and learning

Figure 5.11: Parents' involvement in the continuous improvement of teaching and learning

	Strongly disagree	Disagree	Agree	Strongly agree
District Officials	0	2	10	2
SMTs	5	20	31	11
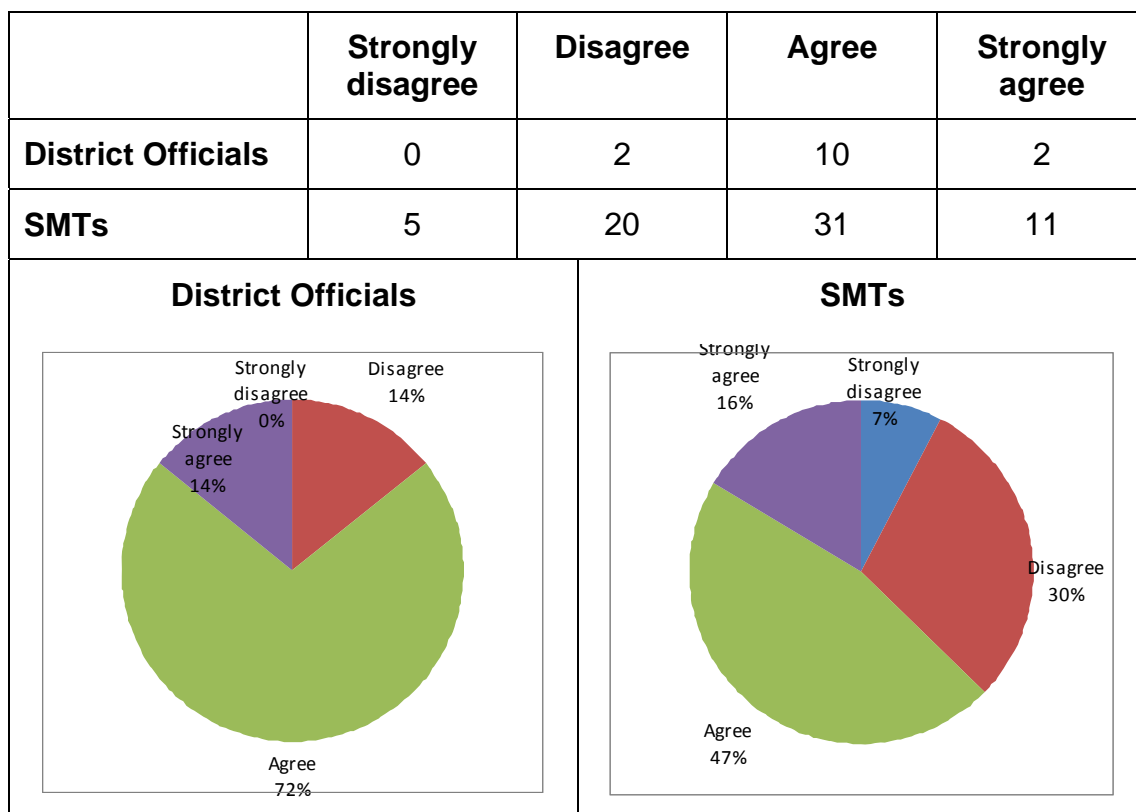
Chikafalimani (2010:75) highlights the role to be played by parents' involvement in the implementation of QMS in the Department of Education (*cf.* 3.5.2.2).The above graphs show that 72% of the District Officials agree and 14% strongly agree with the statement. 47% of the SMTs agree that parents are involved in the continuous improvement of teaching and learning and 16% strongly agree. However, 37% of the SMTs and 14% of the District Officials disagree with the statement. It can then be argued that parents, as important stakeholders, are not fully involved in the continuous improvement of teaching and learning. This might badly affect the QMS implementation process, hence the need for improving the full involvement of parents in the implementation of QMS in education.

Q12: Rewarding good performance of employees

Figure 5.12:   Rewarding good performance of employees

	Strongly disagree	**Disagree**	**Agree**	**Strongly agree**
District Officials	1	2	10	1
SMTs	9	21	16	11
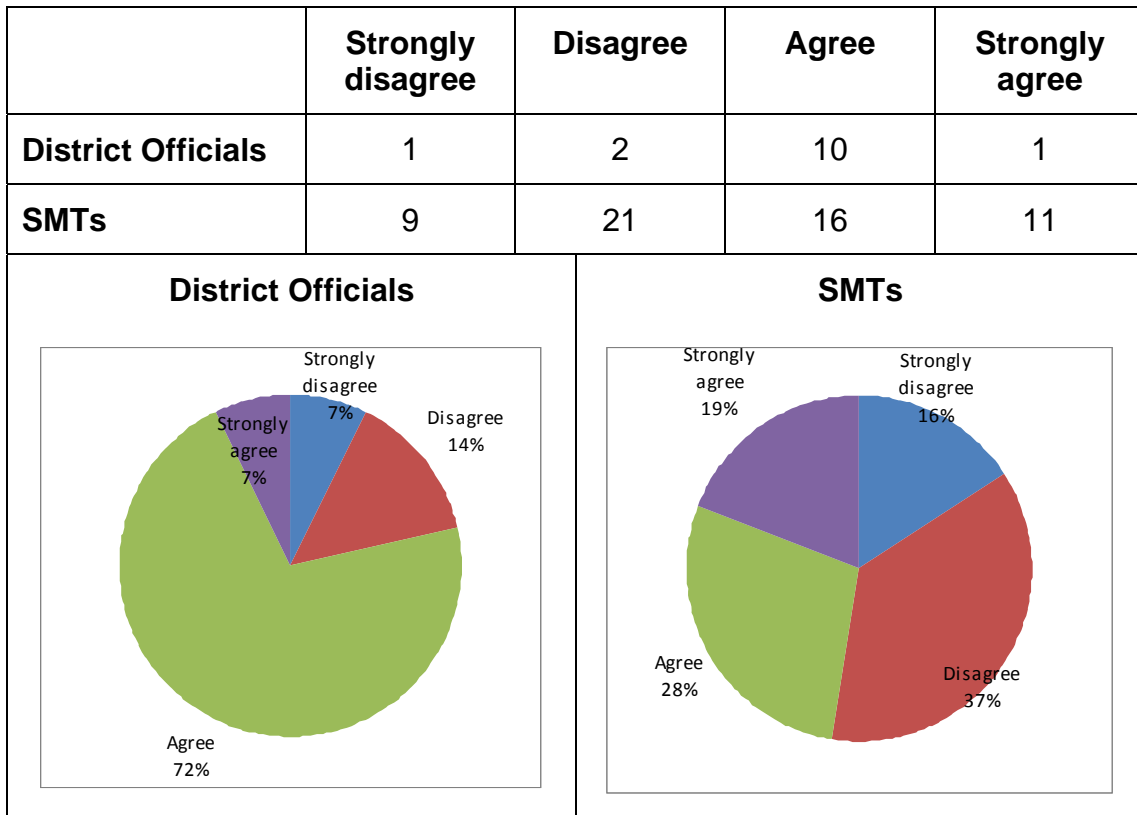
Figure 5.12 indicates that most of the District Officials agree that rewarding of good performance of employees is done. The positive response rate of SMTs is 47% while 53% disagree with the statement. This is a serious cause for concern since rewarding forms part of employees' motivation for the effective implementation of QMS in education. This further reveals that this important aspect of QMS implementation is still not a priority in education. Rewarding of SMTs as agents of QMS implementation at the implementation level is not given the priority that it deserves. This might be caused by the system used in appraising teachers which is different from that of District Officials. Rewarding good performance empowers and motivates employees so that they can improve their own performance *(cf.* 3.2.1; 2.4.1)**.** Once rewarding is not given the necessary attention it deserves, effective QMS implementation and improvement of service delivery to schools will not be achieved (Bush, 2007:362).

Q13: Rewarding learners' good performance

Figure 5.13:   Rewarding learners' good performance

	Strongly disagree	Disagree	Agree	Strongly agree
District Officials	0	1	9	4
SMTs	5	14	37	11
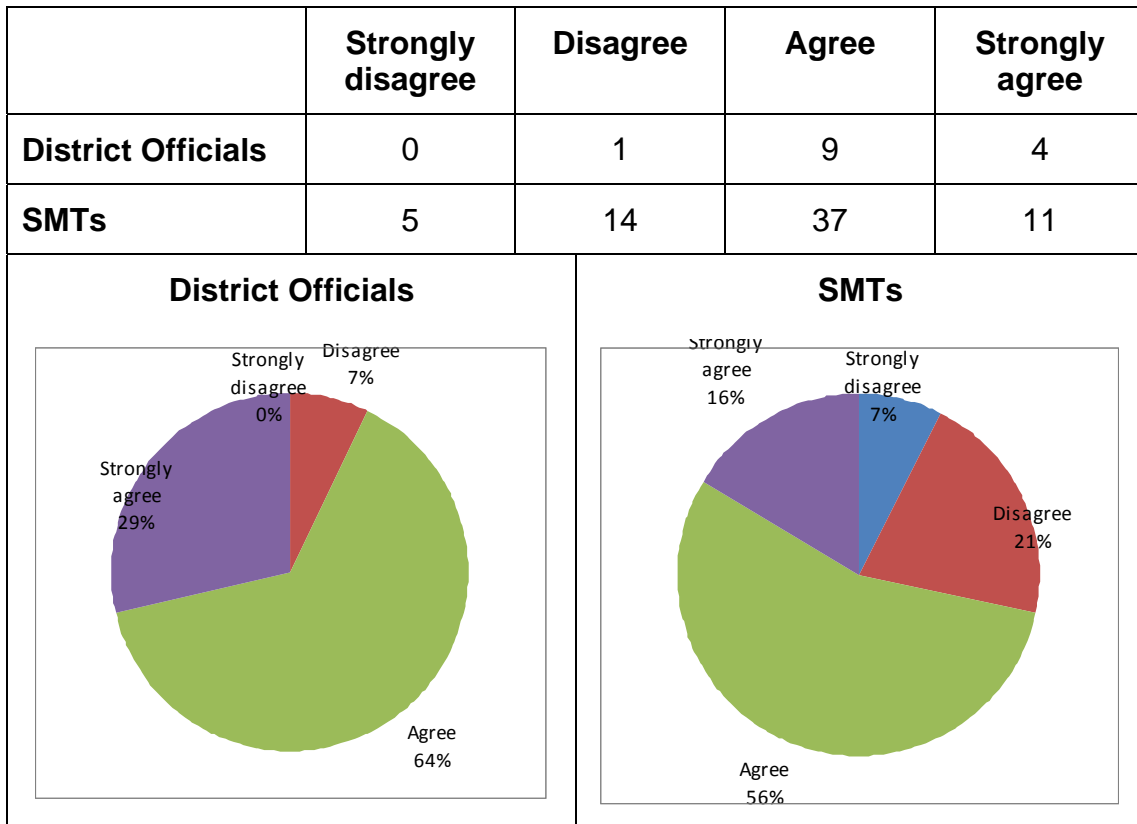
In the graphs above, the statement regarding the rewarding of learners' performance is supported by most of the respondents (64% of District Officials agree with the statement and 29% strongly agree). 56% of the SMTs strongly agree that learners are rewarded for good performance and 16% strongly agree. 21% of the SMTs disagree with the statement and 7% strongly disagree with the statement. Learners' performance has to be monitored and assessed to ensure improvement in their performance. Rewarding learners' good performance is important (*cf.* 2.4.1). The SMTs' negative responses might be an indication that SMTs neglect the importance of rewarding learners as part of motivating them to perform better. The District Officials' visit schools to provide support. They might assume that learners are rewarded by teachers as expected. This needs to be monitored and supported in order to improve performance in schools.

Q14: Provision of clear guidelines for the implementation of Quality Management Systems

Figure 5.14: Provision of clear guidelines for the implementation of Quality Management Systems

	Strongly disagree	Disagree	Agree	Strongly agree
District Officials	1	0	12	1
SMTs	4	20	34	9
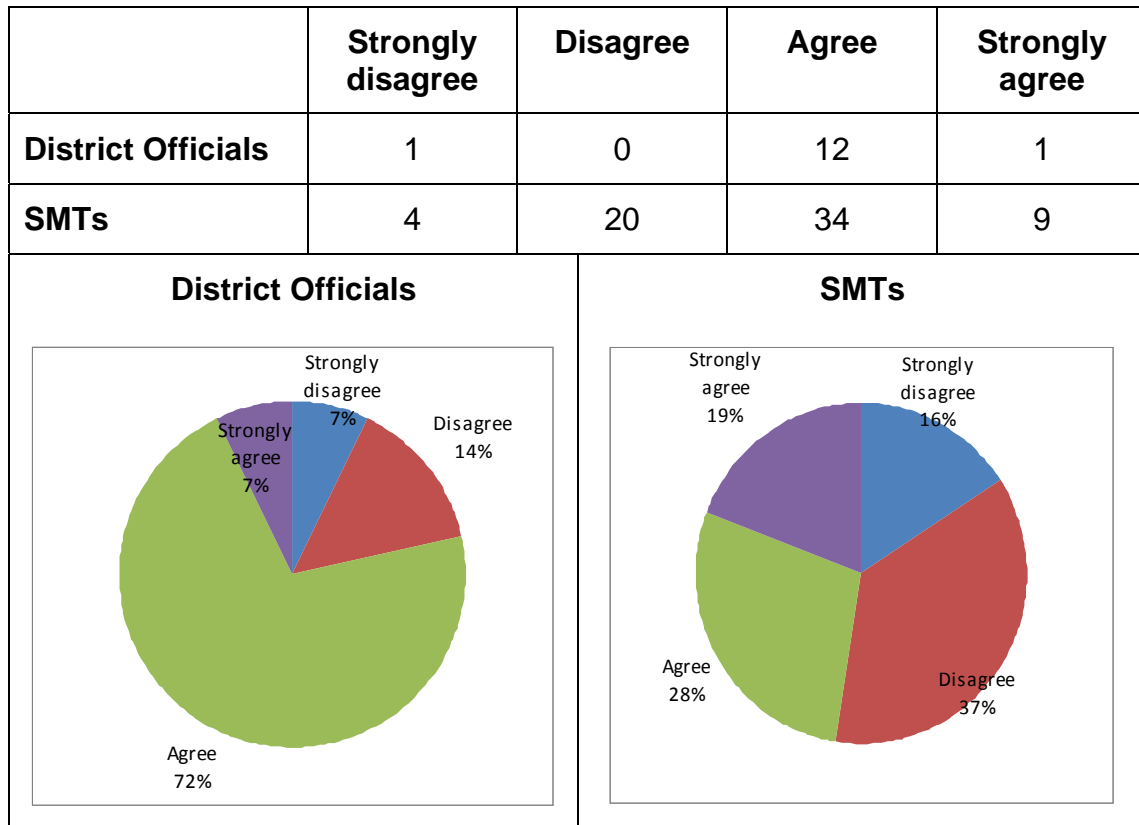
72% of the District Officials agree with the statement and 7% strongly agree. The SMTs' positive response rate is at 47% with the negative response rate at 53%. Some of the District Officials indicate that they are not given clear guidelines for the implementation of QMS. District Officials are there to support schools (*cf.* 2.6.1.5; *cf.* 3.3**).** If some of the District Officials are not provided with clear guidelines, some SMT members might provide guidance that is not clear and the whole QMS implementation process might be affected. This implies that guidelines for QMS implementation need urgent attention for both District Officials and SMTs. If schools are not given clear guidelines for QMS implementation, the whole process will not be as effective as expected by the Department of Education.

Q15: Availability of communication means between the district and schools

Figure 5.15: Availability of communication means between the district and schools

	Strongly disagree	**Disagree**	**Agree**	**Strongly agree**
District Officials	0	0	6	8
SMTs	0	5	41	21
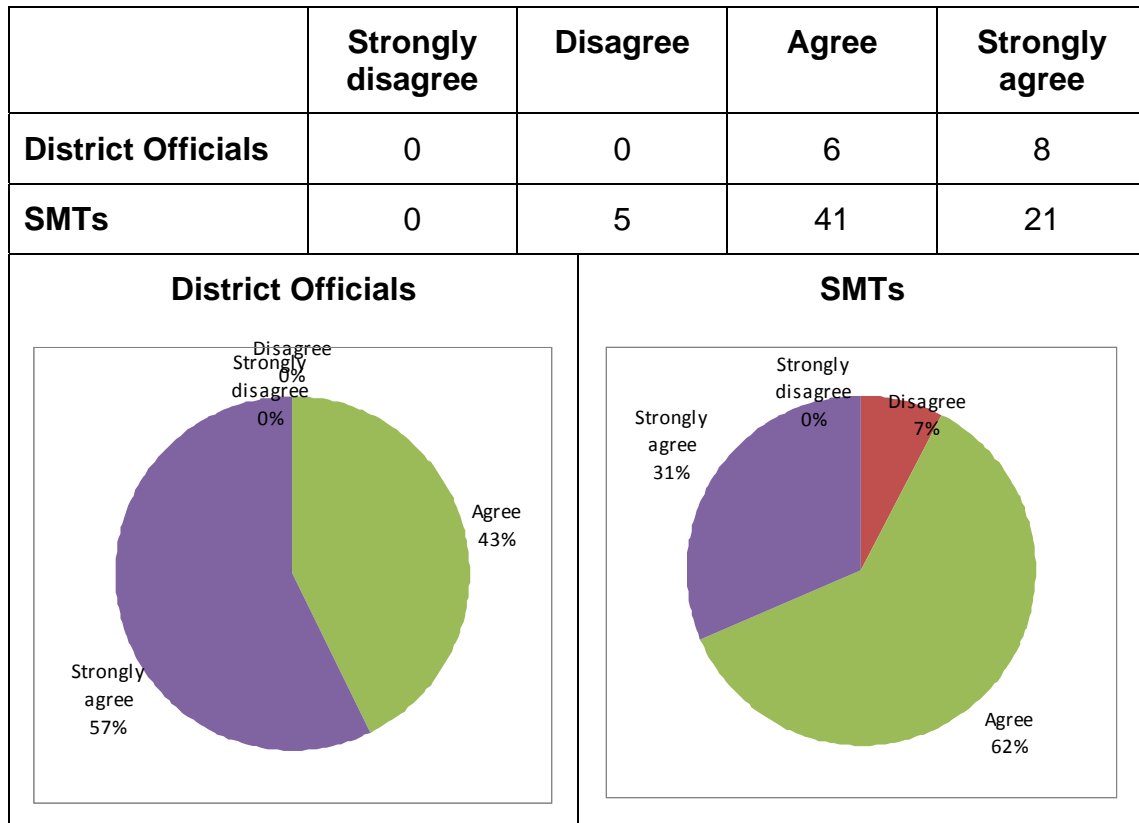
In ensuring the effective implementation of QMS, the Department of Education has to ensure that communication means are available. The extent to which communication means are available is depicted in figure 5.15 where 43% of the District Officials agree with the statement and 57% strongly agree with the statement. The SMTs' positive response rate is at 93%. Only 7% of the SMTs strongly disagree that communication means between the district and schools are available. Communication is one of the tools that assist in improving the implementation of QMS since it keeps District Officials informed so that they could guide schools on what is to be done and how things should be done. Communication means between the district and schools need to be improved to ensure effective QMS implementation (*cf*. 3.2.2).

Q16: Reviewing of schools` performance is done regularly by the SMT

Figure 5.16:   Reviewing of schools` performance is done regularly by the SMT

	Strongly disagree	**Disagree**	**Agree**	**Strongly agree**
District Officials	0	1	10	3
SMTs	2	8	29	28

District Officials	SMTs
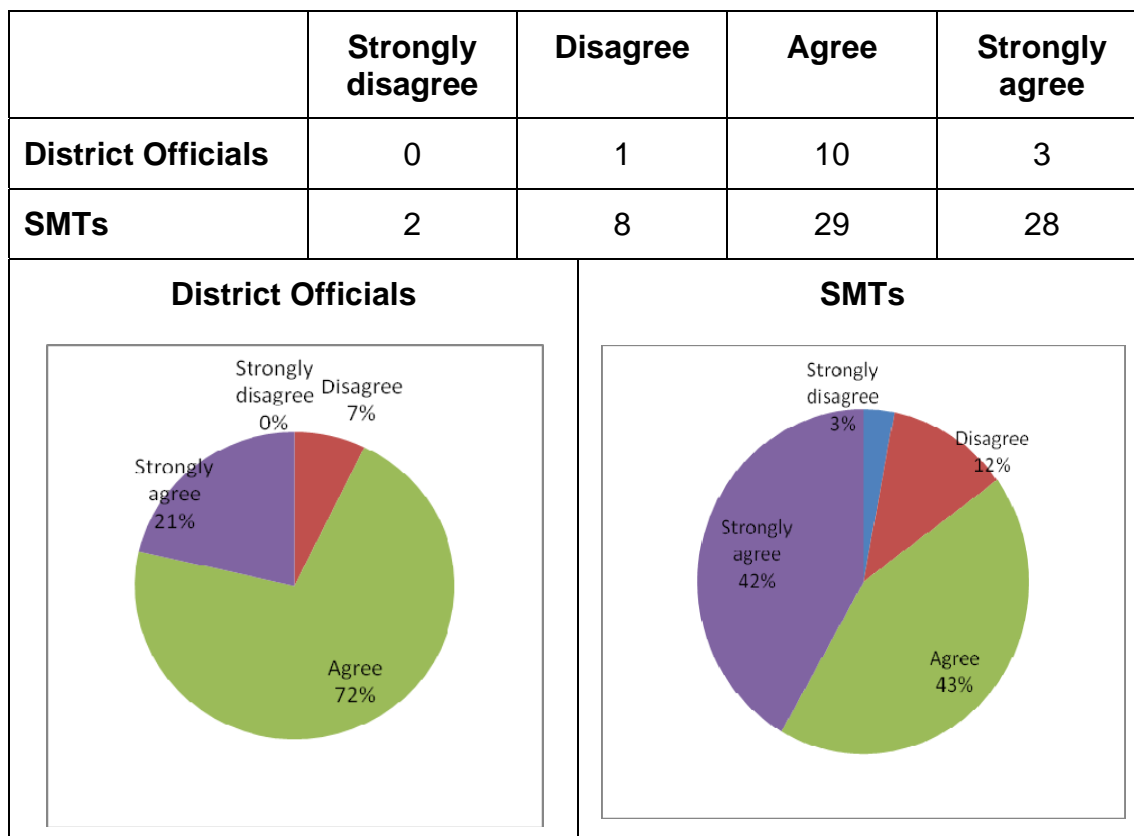
Schools' performance must be reviewed regularly to identify gaps that can hinder effective QMS implementation (Maluleke, 2006:13). The table above is an indication of how regular reviewing of schools' performance is done. With 93% (72% agree and 21% strongly agree) positive responses from the respondents (District Officials) and only 7% disagreeing with the statement, the indication is that schools' performance is reviewed by District Officials. However, not all District Officials agree with the statement. SMTs' positive responses at 85%, (43% agree and 42% strongly agree) show that a lot is done to identify and address the issue of gaps identification in education. Nevertheless, 15% of the SMTs disagree that schools' performances are regularly reviewed. This implies that there is a need to ensure that schools' performances are reviewed by both District Officials and SMTs ,and to focus mainly on SMTs to identify gaps that might hinder the QMS implementation process at school level, because that is where implementation takes place

and SMTs as QMS agents have to evaluate and control implementation processes regularly to identify challenges that might hinder QMS implementation improvement (*cf*. 3.3).

Q17: Translation of the findings of school performance reviews into School Improvement Plans is done

Figure 5.17: Translation of the findings of school performance reviews into Schools Improvement Plans is done

	Strongly disagree	Disagree	Agree	Strongly agree
District Officials	0	0	11	3
SMTs	1	12	29	25
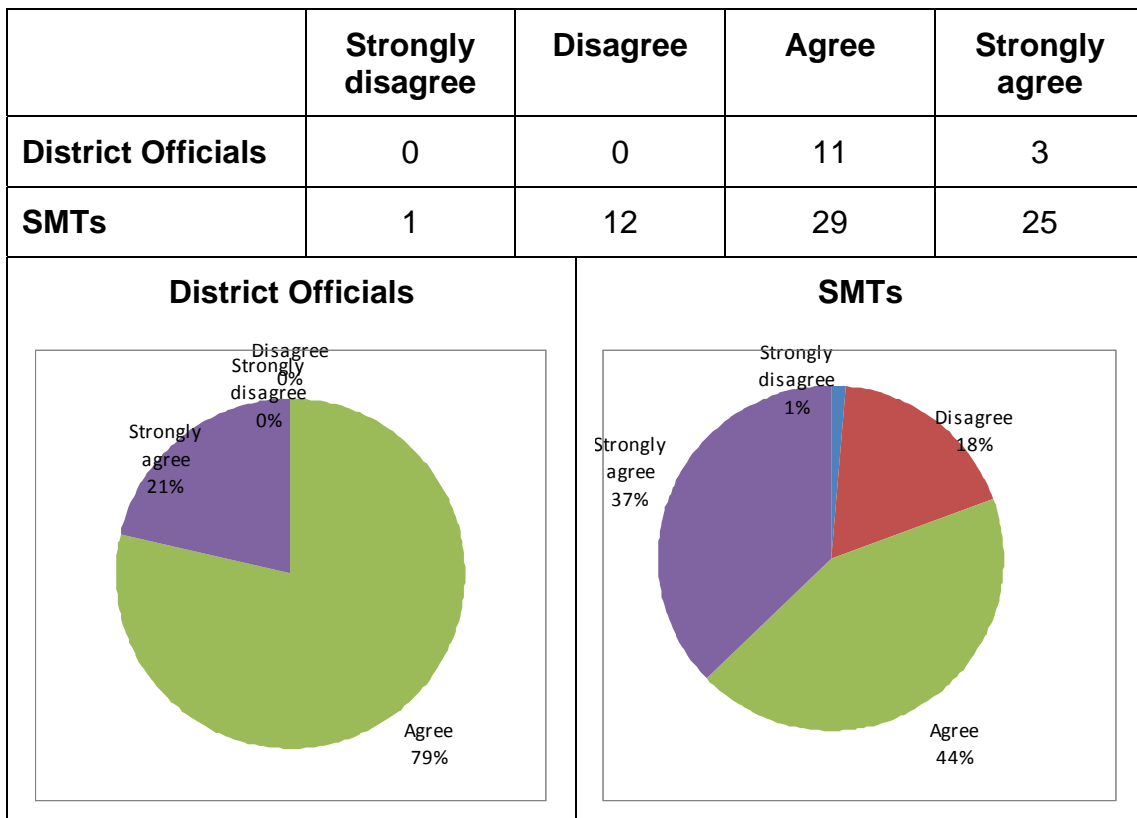
The graphs above indicate that 100% of the District Officials agree (79% agree and 21% strongly agree) that the findings of school performance reviews are translated into Schools Improvement Plans. On the other hand, the SMTs' positive response rate is at 81% (44% agree and 37% strongly agree). The SMTs' negative response (18% disagreeing and 1% strongly disagreeing) shows that not all the findings of school performance are translated into School Improvement Plans. The translation of findings of schools' performances into School Improvement Plans assists in identifying gaps and coming up with an intervention plan to address issues that might lead to the ineffective implementation of QMS (*cf*. 3.2.1). This then indicates

that there is still room for improving the translation of findings concerning school performance reviews into Schools Improvement Plans.

Q18: **Implementation of intervention programmes to facilitate QMS implementation at schools**

Figure 5.18: **Implementation of intervention programmes to facilitate QMS implementation at schools**

	Strongly disagree	Disagree	Agree	Strongly agree
District Officials	0	1	10	3
SMTs	2	15	34	16
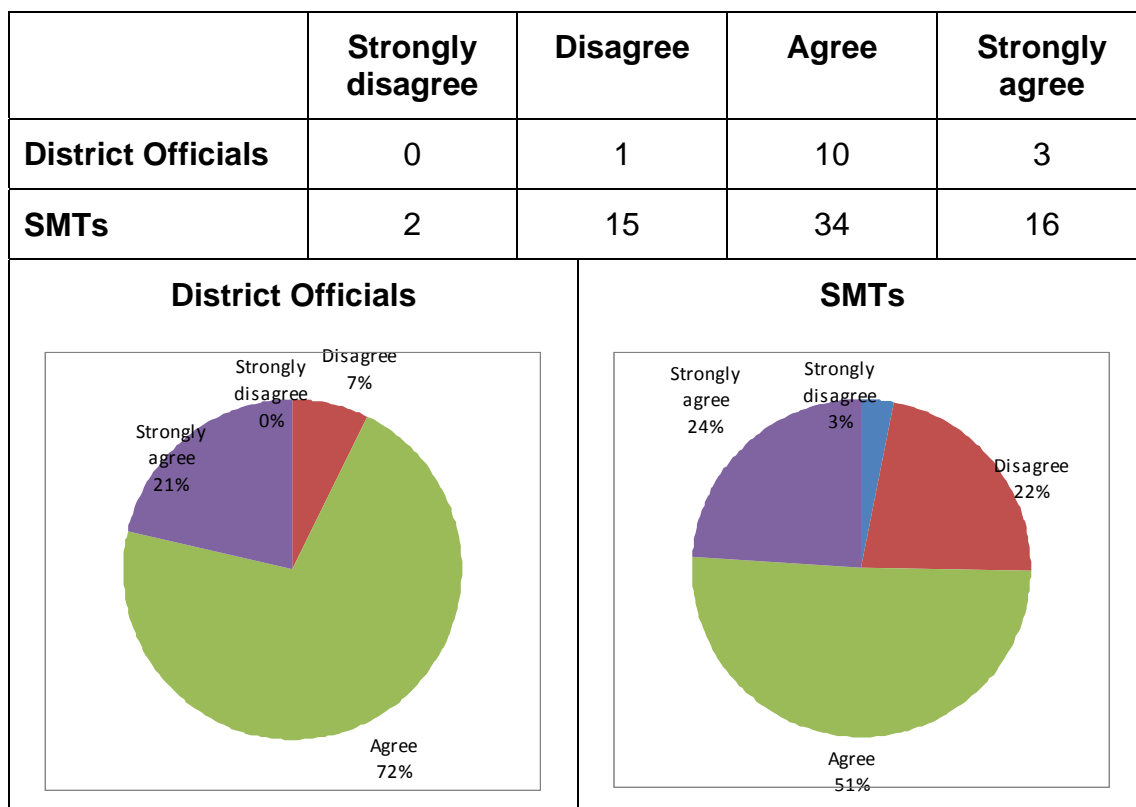
In the graphs above it is indicated that the vast majority of the respondents, both the District Officials at 93% and SMTs at 75% indicate that intervention programmes are implemented to facilitate QMS implementation at schools. However, 7% of the District Officials and 25% of the SMTs do not agree with the statement. SMTs' responses show that they need more guidance to facilitate the implementation of intervention programmes in schools. All District Officials and SMTs (as people in strategic leading positions in the Department of Education) (cf. 3.2.1) are to lead the implementation of intervention programmes as people at the implementation level. QMS implementation might be affected if some District Officials and some SMTs are not

implementing intervention programmes at schools. This needs urgent attention to facilitate effective QMS implementation.

Q19: Individual regular visiting of classes to monitor teaching and learning

Figure 5.19:   Individual regular visiting of classes to monitor teaching and learning

	Strongly disagree	**Disagree**	**Agree**	**Strongly agree**
District Officials	0	1	9	4
SMTs	2	8	38	19
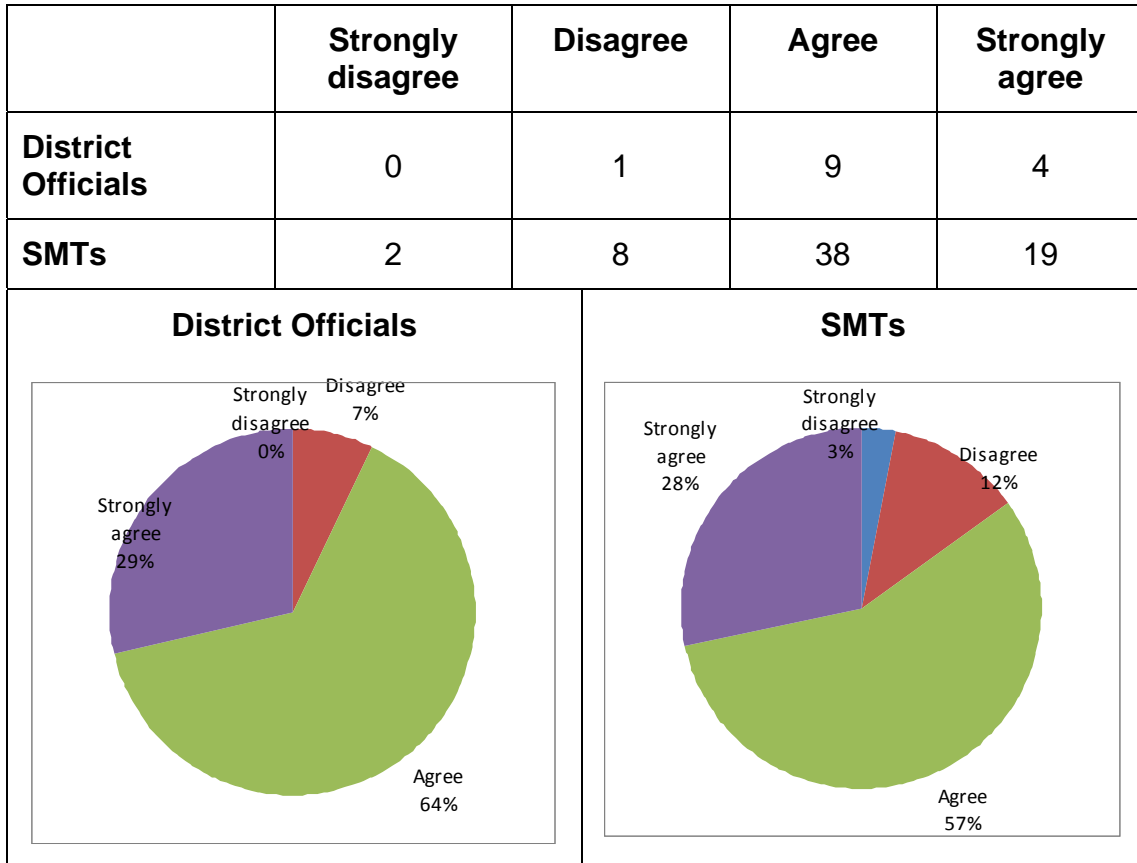
In Figure 5.19, the indication is that the majority of District Officials (93%), where 64% agree and 29% strongly agree) visit classes individually and regularly to monitor teaching and learning, identify challenges and come up with intervention programmes that will allow improvement (cf. 2.4.1). 85% of the SMTs (57% agreeing and 28% strongly agreeing) are in agreement with the statement. 7% of District Officials and 15% of the SMTs disagree with the statement. Commitment by each and every individual district official and SMT member is expected to ensure the effective implementation of QMS in education.   This then raises concern about the commitment of individual District Officials and SMTs regarding their duty of monitoring teaching and

learning in schools. Urgent attention must be paid to informing these managers of the importance of class visits to monitor teaching and learning for continuous improvement of QMS implementation.

Q20: Participation of management teams in regular class visits to monitor teaching and learning

Figure 5.20:   Participation of management teams in regular class visits to monitor teaching and learning

	Strongly disagree	Disagree	Agree	Strongly agree
District Officials	0	1	8	5
SMTs	1	12	35	19
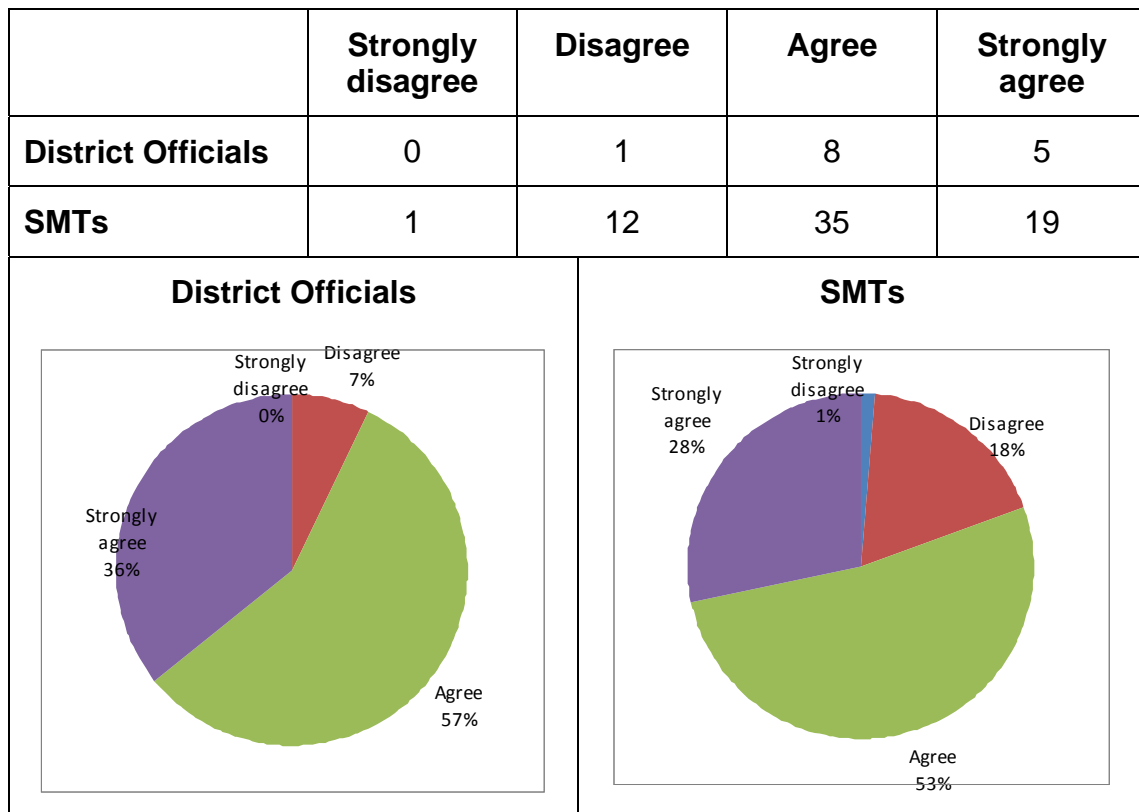
Figure 5.20 indicates that regular class visits by management teams are done to monitor teaching and learning. 57% of the District Officials agree with the statement and 36% strongly agree. On the other hand, 7% of the District Officials strongly disagree with the statement. 81% (53% agree and 28% strongly agree) of the SMTs agree with the statement and 19% disagree. The difference between the District Officials' responses and those of the SMTs shows that the level at which the two management structures are involved in regular class visits to monitor teaching and learning, is not the same. If regular class visits are not done by some of these management teams, effective

implementation of QMS might be influenced, hence the need to improve individual regular visiting of classes to monitor teaching and learning (*cf*.3.3).

Q21:   Prompt dealing with queries about QMS

Figure 5.21:   Prompt dealing with queries about QMS

	Strongly disagree	**Disagree**	**Agree**	**Strongly agree**
District Officials	0	4	10	0
SMTs	6	14	42	5
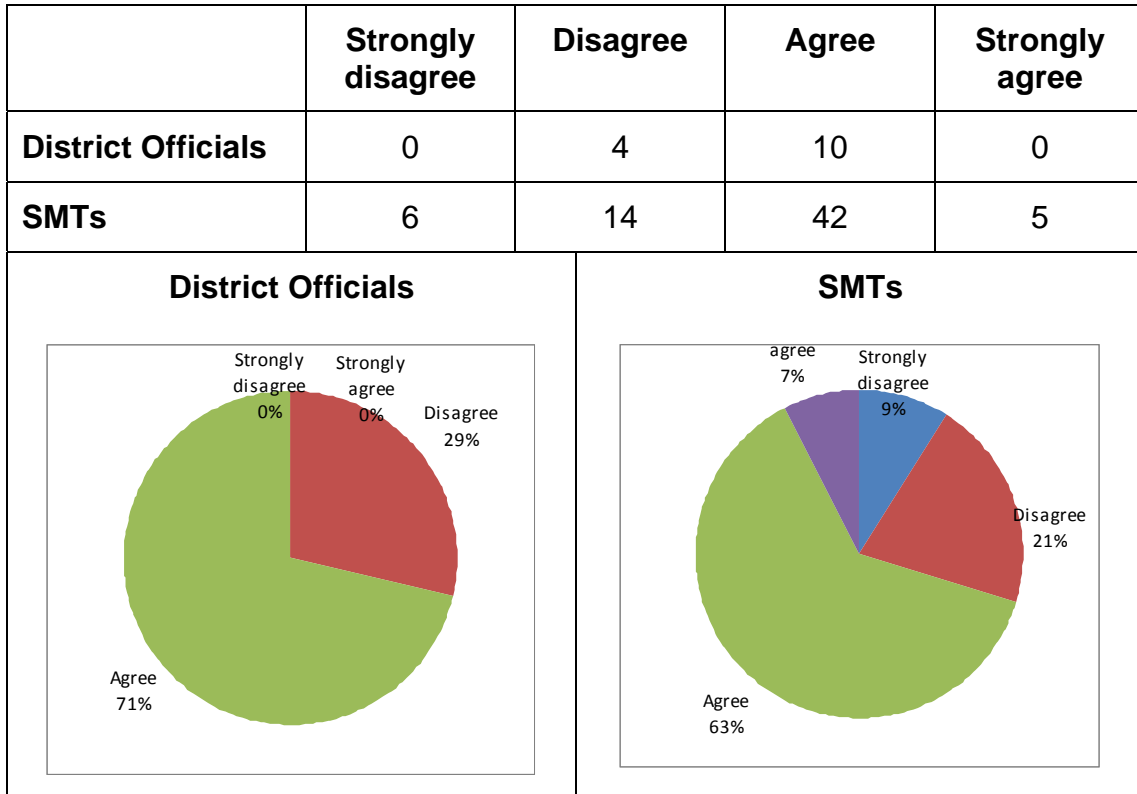
Seventy one percent of the District Officials and 70% of the SMTs agree that queries about QMS are dealt with promptly. However, it is necessary for the Department of Education to improve dealing with queries promptly, as 29% of the District Officials and 30% of the SMTs disagree with the statement. As part of monitoring and controlling of processes of QMS implementation by District Officials and SMTs, commitment to preventing defect (queries in this case) through identification of challenges and establishing quality measures is important (*cf.* 3.2.2**)**. The responses of District Officials and SMTs indicate that the department still lacks a strategy of dealing with queries reported. If queries are not dealt with promptly, the implementation of QMS processes might be delayed.

Q22: Prompt dealing with complaints about QMS

Figure 5.22:   Prompt dealing with complaints about QMS

	Strongly disagree	Disagree	Agree	Strongly agree
District Officials	0	4	10	0
SMTs	6	15	41	5
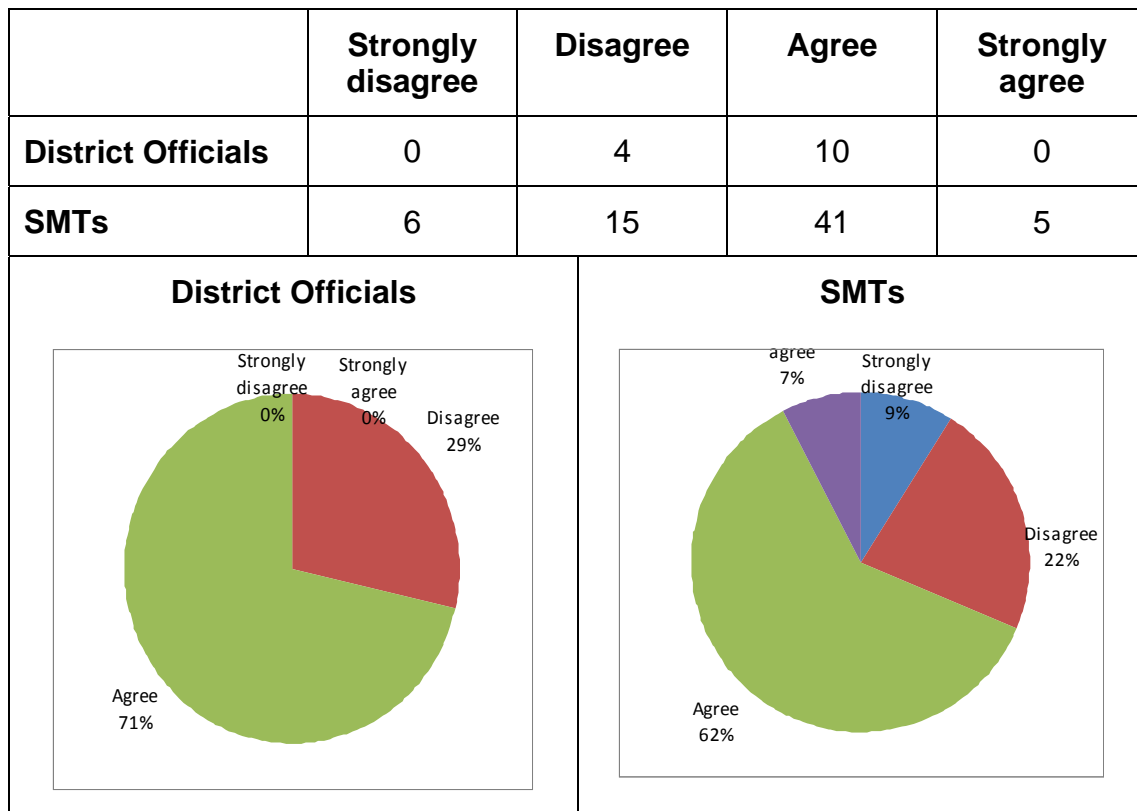
The respondents' view regarding prompt dealing with complaints about QMS is reflected in the response rate of 71% of the District Officials and 69% of the SMTs who agree with the statement. 29% of the District Officials and 31% of the SMTs disagree with the statement. Complaints are a sign of dissatisfaction. The District Officials' and SMTs' responses are almost the same in this case. This might be an indication that complaints that are reported are not understood by both District Officials and SMTs. The negative responses show that the Department of Education is not providing services in the way customers expect of them. District Officials and SMTs need to attend to respond promptly to customers' expectations and needs (complaints reported) (*cf*.2.5.3).

Q23: Availability of functional quality improvement teams that deal with school performance

Figure 5.23: Availability of functional quality improvement teams that deal with school performance

	Strongly disagree	Disagree	Agree	Strongly agree
District Officials	0	0	11	3
SMTs	1	20	37	9
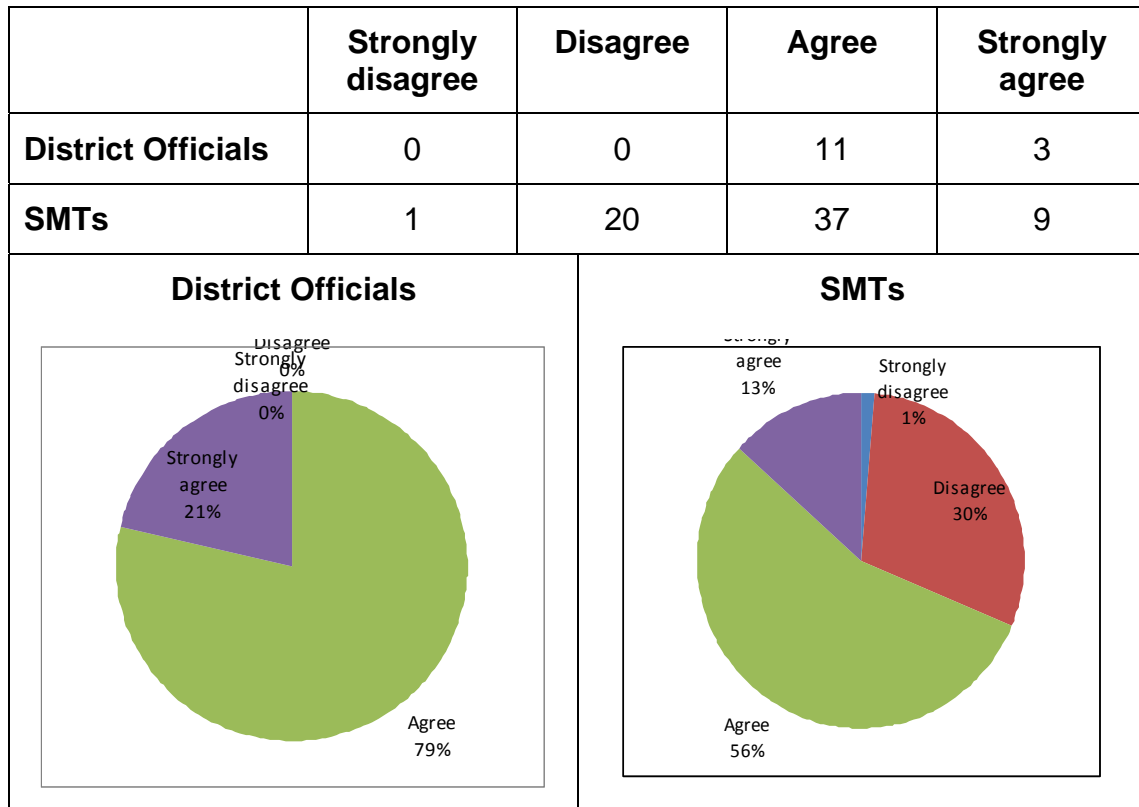
For QMS implementation to be effective, performance indicators have to be linked to the availability of functional quality improvement teams that deal with schools' performance. The statement above is supported by 100% of the District Officials while 69% of the SMTs agreed with the statement. However, 31% of the SMTs indicated disagreement with the statement. This shows that according to these District Officials' quality improvement teams that deal with schools performance are available at district level. This might indicate that SMTs have to go to the District Office to get support. However, the literature states that district offices need to support schools (*cf.* 2.3.3). There is a definite need for the Department of Education to focus on the establishment of functional quality improvement teams at all levels in order to assist in dealing with schools' performance.

Q24: Provision of opportunities for personal growth of employees

Figure 5.24: Provision of opportunities for personal growth of employees

	Strongly disagree	Disagree	Agree	Strongly agree
District Officials	1	2	9	2
SMTs	2	13	39	13
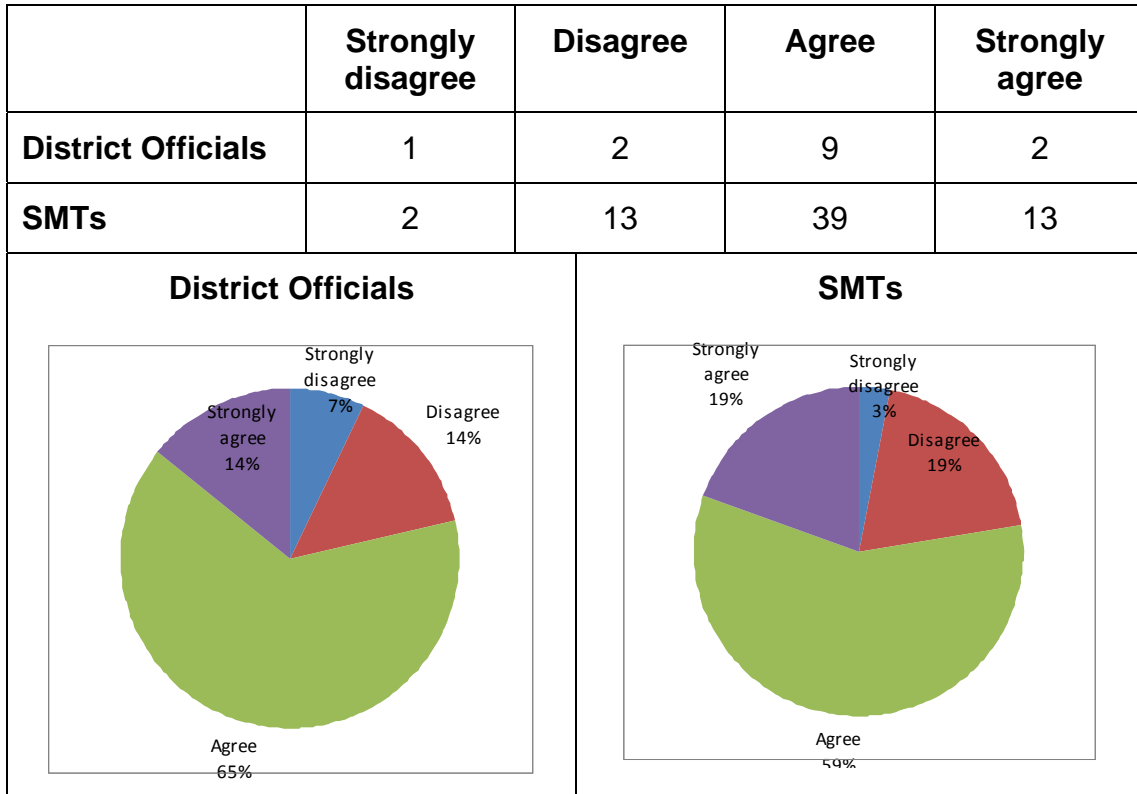
In the graphs presented above, it is indicated that although 79% (65% agreed and 14% strongly agreed) of the District Officials' and 78% (59% agreed and 19% strongly agreed) of the SMTs agreed that opportunities for personal growth of employees are provided, 21% of the District Officials and 22% of SMTs disagreed. This indicates that a number of District Officials and SMTs are of the opinion that opportunities for personal growth are not given priority by the department of education. Urgent action needs to be taken to rectify gaps in the provision of personal growth opportunities. This will promote effectiveness in the workplace, which is what QMS elements are about (*cf.* 2.5.1).

Q25: Access to a computer

Figure 5.25:   Access to a computer

	Strongly disagree	**Disagree**	**Agree**	**Strongly agree**
District Officials	1	2	6	2
SMTs	12	7	25	23
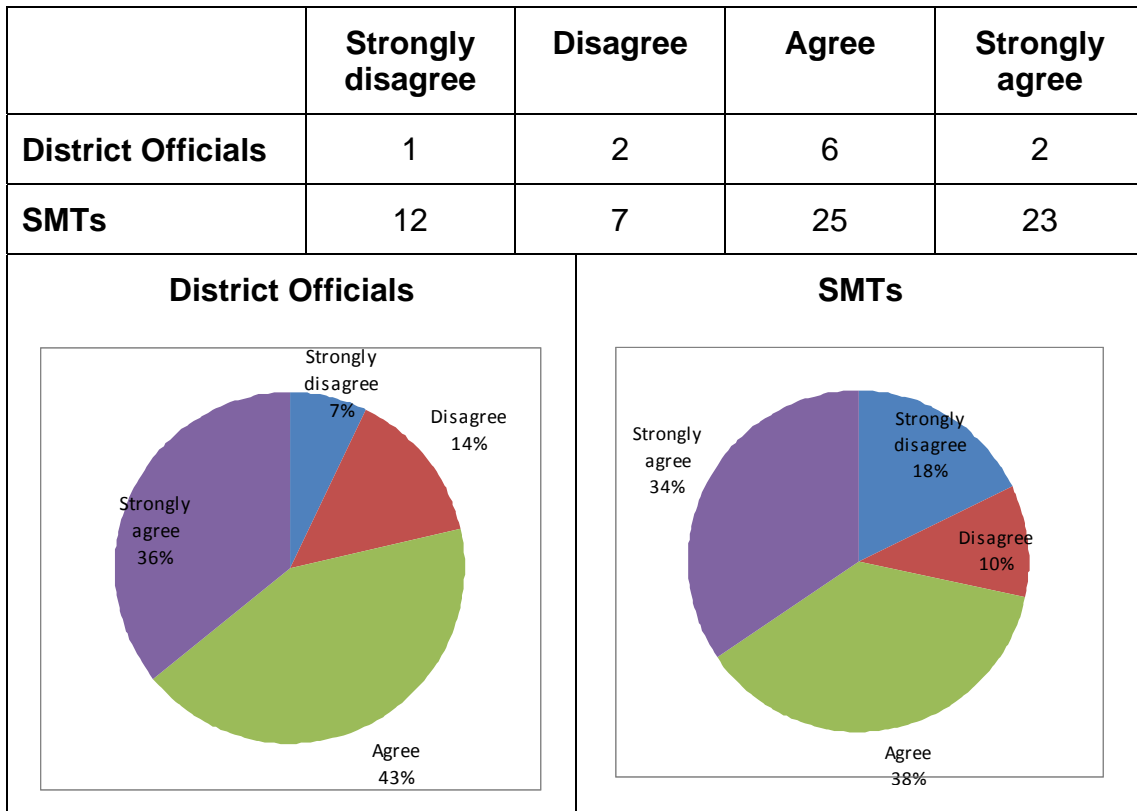
The responses regarding access to a computer as part of QMS implementation show that there is general access to computers. Both the District Officials (79%) and SMTs (72%) agreed with the statement. Still 21% of the District Officials and 28% of the SMTs disagreed with the statement. The use of technological equipment is a main tool to be used to fast track service delivery in education. The access to Information Communication Technology equipment as a tool to improve service delivery in education is important (*cf*. 3.3). If some District Officials and SMTs are not satisfied with the manner in which resources like computers are provided, the conclusion can be drawn that improvement is still needed in order to fast-track the implementation of QMS in education.

The comparison between District Officials and SMTs done for each question shows that there are differences between the way in which District Officials and SMTs engage in QMS implementation. Examples of differences between District Officials' responses and SMTs' responses include the following:

- Q3: 100% of District Officials know the goals of the Department of Education while 88% of the SMTs know the goals of the Department of Education.

- Q7: 93% of District Officials get support on OMS implementation while 75% of SMTs get similar support.

- Q8: 64% of District Officials are of the opinion that their support impacts on schools' performance, while 85% of SMTs say that District Officials' support does impact on the school performance.

- Q11: 86% of District Officials agree that there is parent involvement in the continuous improvement of teaching and learning, while only 63% of SMTs say that there is parent involvement in the continuous improvement of teaching and learning.

- Q12: 79% of District Officials say that rewarding good performance of employees is done, while only 47% of SMTs say that rewarding good performance of employees is done.

- Q13: 100% of District Officials are of the opinion that rewarding learners' good performance is done, while 72% of SMTs say that rewarding learners' good performance is done.

- Q14: 86% of District Officials say that there is provision of clear guidelines for the implementation of Quality Management Systems, while only 47% of SMTs say that there is provision of clear guidelines for the implementation of Quality Management Systems.

- Q17: 100% of District Officials agree that translation of the findings of school performance reviews into Schools Improvement Plans is done, while 81% of SMTs say that translation of the findings of school performance reviews into Schools Improvement Plans is done.

- Q18: 93% of District Officials are of the opinion that intervention programmes to facilitate QMS implementation at schools is in place, while only 75% of SMTs say that such intervention programmes are in place.

- Q20: 93% of District Officials agree that there is participation of management teams in regular class visits to monitor teaching and learning, while 81% of SMTs agree that there is participation of management teams in regular class visits to monitor teaching and learning.

- Q23: 100% of District Officials agree that there is availability of functional quality improvement teams that deal with school performance, while only 69% of SMTs agree that there is availability of functional quality improvement teams that deal with school performance.

Based on the literature study and empirical research findings, the development of guidelines for the improvement of QMS implementation to provide quality service delivery in education is necessary.

5.3 SUMMARY

This chapter focused on the analysis and interpretation of the data gathered through the use of questionnaires which were distributed to the target population. The analysis and interpretation of data were further based on the literature study conducted in chapters two and three. The questions asked in the questionnaire mainly focused on the respondents' experiences regarding the implementation of QMS to provide quality service delivery in education.

The analysis and interpretation of the data indicated that there is a need for improving the implementation of QMS to provide quality service delivery in education.

In the next chapter, the guidelines that should improve the implementation of QMS for providing quality service delivery in Education will be presented.

CHAPTER 6

GUIDELINES FOR IMPROVING THE IMPLEMENTATION OF QUALITY MANAGEMENT SYSTEMS IN EDUCATION

6.1 INTRODUCTION

Chapter 5 focused on the presentation and interpretation of data collected through the empirical research. The challenges that lead to the need for the development of guidelines for improving the implementation of Quality Management Systems in the Department of Education were indicated.

In developing guidelines for improving the implementation of Quality Management Systems in the Department of Education, Walker (2010:3) highlights the importance of the use of a holistic approach. The holistic approach that combines a number of approaches covers all processes of an organization. It focuses on the common goal of the organization as well as customer service. The researcher is of the opinion that there is no single correct way for improving the implementation of QMS. A single method would not provide specific solutions but only an indicative approach towards a particular solution. The different units in the Department of Education are diverse and there are diverse service delivery approaches, thus the need to adapt the holistic approach when attempting to develop guidelines for improving the implementation of a Quality Management System to provide quality service delivery in education.

Quality service delivery in education requires competency of District Officials and SMTs as agents of service delivery. In order to achieve quality in education, service delivery should meet the following requirements (Tikly & Barrett, 2007:5):

- Quality as exceptional (something special);

- Quality as perfection or consistency (no flaws in outcomes);

- Quality as fitness for purpose (ability of an institution to fulfill its mission by meeting customers' requirements, needs or desires);

- Quality as value for money (achievement of outcomes at a lower cost and accountability to stakeholders);

- Quality as transformation (enhancement and empowerment of learners and development of new knowledge); and

There are, however, a number of factors contributing to the ineffective implementation of QMS in education.

6.2 FACTORS CONTRIBUTING TO THE INEFFECTIVE IMPLEMENTATION OF QMS IN EDUCATION

6.2.1 Challenges to QMS implementation in education

According to many authors, including Ilona, Sonata, Zigman and Ruta (2006:2); Kruger *et al.* (2006:32); Grobler *et al.* (2006:123-124) and Van der Waldt and Du Toit (2008:230) challenges in the implementation of QMS, resulting in poor quality service delivery to schools, include factors like the impact of HIV/AIDS, absenteeism, a lack of communication, cultural diversity, dimensions of organizational culture and a lack of quality structures. Mathonsi (2006), Khumalo (2008) and Van Der Waldt and Du Toit (2008) also highlight the following factors contributing to the ineffective implementation of QMS in education:

- Non-availability of clear QMS implementation policies and procedures;

- Limited consultation processes;

- Limited advocacy processes;

- Level of readiness for implementation;

- Non availability of clear implementation management processes;

- Inconsistency of intervention strategies;

- Inaccurate perceptions about QMS;

- Resistance to change;

- Perceived hidden agendas;

- Lack of faith in officials implementing QMS; and

- Limited resources

The empirical research findings support the above-mentioned literature findings relating to the factors that contribute to the ineffective implementation of QMS in education in the following manner:

- Non-availability of clear QMS implementation policies and procedures (cf. Fig 5.14);

- Limited consultation processes (*cf.* Fig 5.10; *cf.* Fig 5.11);

- Limited advocacy processes (*cf.* Fig 5.15);

- A low level of readiness for implementation (*cf.* Fig 5.4; *cf.* Fig 5.23);

- Non-availability of clear implementation management processes (*cf.* Fig 5.16, *cf.* Fig 5.17 & *cf.* Fig 5.20);

- Inconsistency of intervention programmes (*cf.* Fig 5.16; *cf.* Fig 5.17; *cf.* Fig 5.18; *cf.* Fig 5.21 & *cf.* Fig 5.22);

- Inaccurate perceptions about QMS (*cf.* Fig 5.1; *cf.* Fig 5.2; *cf.* Fig.5.3);

- Resistance to change (*cf.* Fig 5.19);

- Perceived hidden agendas (*cf.* Fig 5.7; *cf.* Fig 5.24);

- Lack of faith in officials implementing QMS (*cf.* Fig 5.12); and

- Limited resources (*cf.* 5.23; *cf.* Fig 5. 25).

The main focus of this study is to provide guidelines for improving the implementation of QMS to provide quality service delivery in education. The literature highlights a number of principles that should be adhered to in order to improve the implementation of QMS to provide quality service delivery in education.

6.2.2 Principles guiding the implementation of QMS

According to Ilona *et al.* (2006:2) and Ali and Shastri (2010:14-15) a number of principles should form the basis of QMS implementation. For QMS implementation to be effective, it is essential to understand customers' needs; to agree on what services will be delivered within set timeframes; to agree on how these services will be delivered; to involve all stakeholders in the implementation process; to define clear roles and responsibilities from the outset; to ensure that people with relevant skills and experience implement QMS, that priority should be given to training and development of officials and SMTs; that joint problem identification, analysis and problem-solving should be done and that a quality plan should be designed, focusing on practices that are appropriate to serve the customers' needs. Regular reviewing of the availability of resources, transparency about acknowledging risks and consistent evaluation of the processes and deliverables against agreed standards are necessary.

A number of authors, including Du Toit (2007), Maluleke (2008), Leornado da Vinci Project (2008), THETA (2011) and European Project (2011), also studied the implementation of QMS. According to these authors, the focus when implementing QMS is to be on the development of new and improved ways of doing things. The implementation programme has to be planned, implemented, monitored, controlled and reviewed to ensure service delivery improvement. This is an important aspect in guiding QMS implementation. The above authors suggest a number of important aspects that should be considered in order to achieve success in QMS implementation:

a) The development of a QMS policy with the aim of implementing it and identifying critical points for interventions;

b) Commitment by management to QMS implementation guidelines;

c) Aligning the departmental vision and mission to quality;

d) Evaluating the implementation plan;

e) Dealing with issues and coming up with solutions; and

f) Commitment to managing and maintaining the implementation guidelines.

The above-mentioned aspects have to include key performance indicators to facilitate the improvement of QMS implementation.

6.2.2.1 Key performance indicators to facilitate improvement in the implementation of QMS

Well-developed guidelines for the implementation of Quality Management Systems should be the core tool for the service delivery transformation process in the Department of Education in South Africa, since poor service delivery in the long term will negatively affect performance at schools. In the context of this study, the key performance indicators for the successful implementation of guidelines for improving the implementation of QMS are outlined by Maluleke (2008: 65 & 73) as follows:

1) Departmental organogram should be updated.

2) A reviewed strategic plan, operational plan and action plan should be in place and implemented.

3) A procedure for reporting critical information to the district office should be made available.

4) A procedure for identification, assessment and control of challenges relating to various levels of implementation should be made available.

5) Meetings should be held as planned to communicate procedures.

6) A system to record and monitor customer needs should be made available.

7) Continuous interactions of stakeholders (teachers, parents and learners)' should occur within the district offices and school.

8) Clearing of internal and external assessments of learners performance should be done.

9) Procedures to communicate new and amended / revised policies / procedures to staff should be made available.

10) Controlled QMS documents should be used by staff.

11) Access to computers and any other equipment that might be pertinent to the area of operation should be made available.

12) Complaints lodged by schools should be monitored.

13) Staff access to computer systems should be made available.

14) Awareness of documented QMS by staff members is needed.

In light of the above principles that could guide the implementation of QMS in education, the researcher is convinced that a holistic approach, focusing on diverse and individual stakeholders, must be adopted to deal with challenges affecting the implementation of QMS. There is still a need for the Department of Education to adapt to changing market demands (service delivery). This has to be coupled with continuous improvement in the ways of delivering services and the implementation of new policies on quality implementation **(**Olsen, 2009:1). In this regard, the literature proposes a number of guidelines for improving QMS implementation.

6.3 GUIDELINES FOR IMPROVING QMS IMPLEMENTATION

The development of guidelines for QMS implementation is not a one-size-fits-all approach. It has to be holistic in nature (*cf.* 6). In this study, the proposed guidelines will include the following: definition and discussion of the concept *guidelines*, proposed guidelines for the improvement of the implementation of QMS and implementation steps that will assist in the improvement of the implementation of QMS to provide quality service delivery in education.

Guidelines are defined by Wessesl (2008: 298) as a structured approach that provides consistent direction. Guidelines are always facts based and not based on perceptions.

According to Maluleke (2008), the following guidelines should provide direction for improving the implementation of QMS to provide quality service delivery in education:

- Ensuring long term commitment by District Officials;

- Maximising performance;

- Encouraging good leadership;

- Motivating staff;

- Giving a framework to be used when preparing a quality manual;

- Helping in the identification of critical points for intervention;

- Ensuring change management implementation;

- Providing a management structure for the implementation of the principles for the achievement of the quality objectives;

- Giving the organization an ability to render better services;

- Measuring progress;

- Involving employees;

- Providing training and development; and

- Accomplishing reward.

The following concepts, as stated by Kurmiawati and Noordin (2006:4) have to be considered when developing guidelines for improving QMS implementation in education:

Table 6.1: **Concepts to be considered in the development of guidelines for improving QMS implementation in education**

CONCEPT	CLARIFICATION
District officials and SMTs' commitment	• Commitment to QMS implementation forms the basis of the whole process of improvement
Process approach	• Integration of activities that transform inputs to outputs • Enhancement of organizational effectiveness and efficiency to achieve the defined objectives • Organising and managing activities to create value to customers' service
Systems approach	• Focusing on various functions and mechanisms to ensure the achievement of goals by involving all stakeholders • Management of the implementation of QMS at all levels
QMS maturity	• Considering maturity stage per implementation time (long time results to high maturity level) • Need for a roll-out plan with time frames long enough to ensure a high level of maturity
Internal motivation	• Motivating all involved to ensure successful implementation • Continuous improvement of processes • Explanation of mechanisms for improvements
Quality culture	• Quality culture built on collection of integration of knowledge, department's beliefs, habits, understanding and norms • A component of the maturity level • A positive departmental culture is essential

CONCEPT	CLARIFICATION
	for successful QMS implementation
QMS based on strategy	• Integration of service delivery and departmental objectives • Supporting of the overall processes of service delivery
Measurable	• Stating of objectives, metrics and targets that are measurable for tracking of process achievement • Evaluation of the achievement of objectives, metrics and targets
Dynamic model	• Facilitation of improvement action • Proposed framework to be dynamic
Effective and efficient QMS implementation	• Aiming at achieving targets, goals and objectives • Needing external assistance • Involving government and Higher Education Institutions' to assist
Continuous improvement	• Improving the existing QMS • Revising the existing QMS • Involved in Plan- Do- Study- Action cycle

The researcher will consider the above-mentioned concepts in the development of guidelines for improving QMS implementation in education.

6.4 GUIDELINES FOR IMPROVING THE IMPLEMENTATION OF QMS TO PROVIDE QUALITY SERVICE DELIVERY IN EDUCATION

The proposed guidelines for the improvement of the implementation of QMS to provide quality service delivery in education will be presented in the form of phases and according to a step-by-step approach. The focus will be on the implementation process which needs to be improved as per main aim of this study (*cf*. 1).

Based on the literature study conducted and the empirical research findings, the following proposed guidelines for improving the implementation of Quality Management Systems are presented to provide quality service delivery in education.

6.4.1 Commitment to service delivery

District Officials and SMTs need to commit themselves to provide quality service delivery to schools by compiling a service commitment charter that emanates from the provincial and district charter (Annexure D). The charter is a document stating the commitment of departmental officials and schools to provide quality service delivery. It has to be in accessible languages to charter for all stakeholders. This document has to include the vision, mission and goals of the department. The principles of Batho Pele should form the basis of the service delivery charter. The type of services that will be rendered should be included when compiling the service delivery charter. The charter has to be cascaded to all stakeholders and it has to be signed by each responsibility manager as an assurance of complete commitment to the provision of quality service delivery in education.

6.4.2 Leadership and management

Leadership and management are responsible for managing QMS implementation processes.

6.4.2.1 Leadership

Leadership has important tasks to perform in QMS implementation. These tasks include focusing on the executive team and other leaders' behaviour and actions, inspiring all other leaders, supporting and promoting a culture of excellence in education. District Officials and SMTs have to strategize and plan activities around QMS implementation. They have to turn policy and strategy into plans and actions. Leadership has to determine customers' needs, requirements and expectations and enhance relationships and customers' satisfaction further through meetings, involvement of all stakeholders in the QMS implementation process and through conducting

surveys. It is the responsibility of District Officials and SMTs to manage human resources by ensuring the release of employees' full potential (forming quality circles, allowing employees to contribute in decision-making of the department). The allocation of resources and management of information is another responsibility entrusted to leadership. This responsibility includes effective and efficient use of resources to ensure value for money in the Department of Education. It is important that leadership should manage service delivery processes through managing resources in an effective manner and through making information available to support the implementation of educational plans.

Leadership further has to ensure the achievement of customer satisfaction and has to understand how communities perceive the services rendered by the Department of Education. This can be achieved through planning events that will include the community, encourage parental involvement in all educational activities and allowing these stakeholders access to schools. It is the responsibility of leadership to ensure the achievement of customer satisfaction by promptly dealing with issues raised by customers, ensuring provision of information to customers and ensuring timeous delivery of quality services to customers. Measurement of people's perceptions of the Department of Education has to be done by leadership through surveys, advocacy campaigns and improvement of learners' performance. In order to ensure full support for QMS implementation, leadership has to work towards the achievement of partnerships and relationships with all stakeholders through the provision of quality service delivery. Accountability for the performance of schools lies with leadership, hence the need for them to achieve planned departmental objectives and to satisfy all stakeholders' needs.

6.4.2.2   Management

Management (District Officials and SMTs) have the following roles to play as part of management in improving QMS implementation to provide quality service delivery in education:

- As part of planning, management has to develop and align the vision, mission, policies and strategies needed for long-term success win the department.

Management must also:

- manage performance by measuring, reviewing and improving key performance results;

- manage processes by installing a system for process management and ensuring implementation and continuous improvement thereof;

- stimulate people' empowerment and teamwork in encouraging creativity and innovation, and supporting training, education and learning activities;

- involve and understand customers' needs as important for establishing and participating in partnerships towards the continuous improvement of QMS implementation;

- commit to active involvement of personnel in quality and a need for activity improvement including reviewing and improving effectiveness of own leadership and management;

- promote the culture that encourages the development of values and ethics to support the total of culture, behaviour, creativity, innovation and learning activities of the organization; and

- stimulate and encourage communication and collaboration for communication of the departmental vision, values, mission, policies and strategies through the use of information communication technology, establishment of structures that include all stakeholders and training and development of all stakeholders.

Furthermore educational managers have to be engaged in:

- creating of new educational imperatives;

- laying a foundation by creating a receptive context change;

- identifying of employees' talents and retaining employees by investing in training, provision of flexible work solutions and reflection on the understanding of the basic source of fulfillment;

- encouraging employees to be fully responsible for decision-making concerning their individual requirements and satisfaction;

- supervising the implementation of instructions;

- encouraging continuous improvement of performance;

- leading in designing policies and core values for effective implementation of QMS;

- managing and reviewing policies;

- defining priorities;

- tracking internal audit findings;

- developing an understanding of skills relevant to the identification of strengths and weaknesses of the organisation's performance for the purpose of improvement;

- ensuring that employees understand the organisation's direction and the goals to be achieved, and verifying whether those goals are attained; and

- understanding the difficulty of change by setting realistic expectations, not hampering employees with mandatory training schedules that may cause information overload, thus disrupting operations.

6.4.3 QMS implementation management processes

All processes implemented to ensure the continuous provision of quality service delivery to improve QMS implementation in education have to be managed by:

- ensuring that District Officials and SMTs design and plan quality processes to improve the implementation of QMS to provide quality service delivery in education;

- including the purpose, instructions, steps, strategies and the approach to be used when implementing QMS;

- designing procedures in the form of a procedure manual;

- making the procedure manual accessible to all stakeholders;

- including the implementation plan indicating deadlines and responsibilities;

- establishing management teams that include both District Officials and SMTs;

- reviewing procedures regularly;

- encouraging team work at schools;

- supporting schools in the implementation of QMS; and

- putting follow-up strategies in place.

The management of implementation processes includes monitoring and supporting schools.

6.4.4 Monitoring and supporting schools

The monitoring and supporting of schools should focus on the following:

- Encouraging open communication between schools and the district office;

- Ensuring a common understanding of policies;

- Coordinating management plans of schools;

- Regular visits to school for (management, governance and administration support by District Officials);

- Developing monitoring and support tools by District Officials;

- Using monitoring and support tools to collect information for future planning;

- Discussing the monitoring and support tools with stakeholders (schools), correct, add or omit unnecessary information;

- Visiting schools with a definite purpose;

- Discussing visiting schedules and dates with schools;

- Each tool used to collect information should be completed together with the teacher and an SMT member;

- Developing intervention programmes to address identified gaps;

- Establishing schools support teams comprising of different stakeholders;

- Formulating guidelines on support programme implementation;

- Work-shopping stakeholders on support programmes' implementation guidelines;

- Ensuring conducting of assessment as per set requirements per subject;

- Analysing the results of monitoring and support to identify gaps;

- Ensuring monitoring of the teaching and learning process by putting systems in place (timetables, attendance registers, controlling of written work, reading time allocation, physical education time allocation, etc.); and

- Verifying information submitted by schools.

Effective monitoring and supporting of schools has to include training and development of all stakeholders (District Officials, SMTs, teachers, learners and parents, caregivers in this case).

6.4.5 Training and development of District Officials, SMTs, parents/caregivers and teachers

Training and development for all employees should be done on a regular basis. This process has to include induction, in-service training, out of job training and distant learning, to increase knowledge and skills that will facilitate performance improvement. The following guidelines should be considered for the training and development of SMTs, SGBs, teachers, parents/caregivers and other stakeholders:

- Auditing of training needs;

- Analysing of training needs;

- Developing of training programmes (induction, on-the-job training, distant training, attending seminars and workshops);

- Conducting curriculum, assessment and governance workshops;

- Using experienced teachers for training and development of newly employed teachers;

- Structuring a training and development implementation plan;

- Providing skills development programmes to expose District Officials and SMTs to different jobs within the workplace;

- Training and development programmes should include QMS policies and guidelines, departmental vision, mission and goals, job descriptions, administration and reporting at all levels;

- Making funding available for training and development of all stakeholders at all levels; and

- Developing training manuals and materials by appointed and trained material development teams

Training and development of all stakeholders will assist in the successful implementation of curriculum and assessment at schools.

6.4.6 Curriculum and assessment implementation support

Effective curriculum and assessment implementation can be achieved by:

- Assisting schools in subject selection and combination;

- Holding meetings with subject teachers for curriculum support;

- Establishing curriculum support teams including District Officials, SMTs, teachers, parents/caregivers and Higher Education Institutions;

- Monitoring and supporting schools through class visits by District Officials and SMTs;

- Coordinating learners' written work- classwork and homework;

- Holding monthly curriculum meetings per department;

- Ensuring the availability of individual and teams' visit plans; and

- Regular scheduled class visits by Quality Management Teams to identify gaps and to provide assistance where necessary.

Successful monitoring and support of curriculum and assessment at schools can be achieved through the allocation of adequate resources.

6.4.7 Allocation of adequate resources

Schools need to be adequately resourced by focusing on the following:

- Auditing of available resources to identify shortages.

- Alignment of resources provision and strategy.

- Develop and training schools regarding procurement procedures and financial management.

- Promotion of Information Technology in offices and schools to fast- track information distribution (computers and telephones).

- Compilation of data on human resources.

- Keeping of asset registers and reviewing these on a regular basis. and

- Compiling and reviewing retrieval and disposal policies.

The allocation of adequate resources has to include the provision of adequate communication means to allow for the effective flow of information from province to district and to school level.

6.4.8 Improvement of communication means

Communication as an important tool for cascading information to all levels has to be improved on a regular basis to keep District Officials, schools and parents informed of new developments. Communication means that improvement has to include the following:

- Briefings of employees, schools and parents/caregivers on departmental mandates and changes;

- Providing notices, magazines and newsletters including contact details to all stakeholders;

- Visiting schools on a regular basis to improve communication;

- Keeping all stakeholders informed through establishing communication structures;

- Holding meetings to give feedback to stakeholders at different levels;

- Encouraging employees at all levels to comment on the available communication means;

- Involving all stakeholders in relevant structures to advocate education;

- Providing adequate communication means like cell phones, telephones, computers;

- Communicating statutory and customer requirements;

- Developing tools to identify customer requirements;

- Timeous distribution of circulars and other relevant information; and

- Keeping of records of distributed information.

Communication means improvement, where all stakeholders including parents/caregivers, receive information regarding QMS implementation, is part of teaching and learning improvement at schools.

6.4.9 Parents'/caregivers' involvement in teaching and learning

Parents'/caregivers' involvement in teaching and learning can be achieved through adhering to the following guidelines:

- District Officials and SMTs need to interpret policies, Acts and regulations to make them accessible to parents;

- Regular communication with parents/caregivers in written and verbal form on issues regarding teaching and learning;

- Involvement of parents/caregivers in schools' activities (making the school calendar available and understandable for parents);

- Systems put in place to facilitate parents'/caregivers' involvement;

- Meetings with parents held on a regular basis as part of giving feedback and to solicit parents'/caregivers' ideas and needs regarding teaching and learning;

- Parents/caregivers allowed access to school resources' (AET classes, church services, use of school computer laboratories);

- Parents/caregivers encouraged to assist learners with their work at home and signing as proof their being part of the school;

- Ensuring the use of an accessible language;

- Releasing the schools' newsletters to provide information about the school; and

- Special events are held and participation of parents/caregivers at school activities is allowed.

6.4.10 Monitoring and evaluation of QMS implementation progress

Leadership and management need to monitor and evaluate QMS implementation processes. The following guidelines should be considered:

- Develop monitoring and evaluation guidelines;

- Structure an auditing plan;

- Define audit processes;

- Coordinate audit processes;

- Analyse audit reports;

- Develop a checklist for recording;

- Review the checklist regularly;

- Record findings; and

- Put corrective measures in place to address audit findings that might hinder QMS implementation.

As part of monitoring and evaluating of QMS implementation processes, complaints and queries have to be dealt with.

6.4.11 Dealing with complaints and queries

Complaints and queries need to be dealt with promptly by:

- Establishing complaints committees at school and district level (include learners, parents/caregivers, interested parties, unions);

- Developing queries and complaints procedures and guidelines;

- Advocating procedures to all stakeholders;

- Compiling and cascading complaints handling guidelines;

- Recording complaints;

- Dealing with queries and complaints at all levels; and

- Providing regular feedback to customers as per set guidelines.

All complaints and queries reported need to be addressed in order to ensure that issues leading to poor performance are identified and those intervention strategies are implemented. If this is not done, it might lead to non-consideration of rewarding excellence of those who perform maximally.

6.4.12 Rewarding excellence

Improvement of QMS implementation cannot be separated from rewarding excellence in performance. This process motivates employees and learners to perform better. This can only be achieved through the following:

- Provision of job descriptions to all District Officials and SMTs;

- Ensuring development of individual work plans;

- Sharing good practice to allow for performance improvement;

- Provision of feedback regarding performance by focusing on areas of development;

- Monitoring and supporting performance of employees by using a formal assessment approach (IQMS, EPMDS and PMDS);

- Establishment of rewards committees at all levels;

- Formulating rewarding tool tools;

- Structuring the roll-out plan;

- Encouraging the use of different forms of rewarding excellence;

- Reporting of the rewarding process; and

- Keeping records of award processes for future use.

All processes and procedures guiding the implementation of QMS to improve service delivery in education need to be documented for future reference.

6.4.13 Documentation of QMS processes

Documented processes are needed to take the QMS implementation process forward through:

- Development of the quality policy that contains all systems and procedures;

- Identification and documentation of customers' requirements;

- Documentation of form and other records regarding QMS; and

- Periodic review of information; and making documents available to all relevant staff and stakeholders.

The guidelines presented above need to be implemented in phases so as to allow reviewing of the implementation process and to implement intervention strategies where needed. In the next section, the phases and steps for QMS implementation in education will be presented.

6.5 PHASES IN THE IMPLEMENTATION OF QMS TO IMPROVE SERVICE DELIVERY IN EDUCATION

The phases presented below provide guidance on how the proposed guidelines should be implemented. The implementation of the guidelines has to be done in phases following a step-by-step approach to ensure an effective implementation process.

Figure 6.1: Phases in the implementation of QMS in education

PHASE **STEPS**

Phase 1	Decide	Decide to implement QMS Implementation plan Defining leadership role in QMS implementation Defining management role in QMS implementation Commitment by district officials and SMTs to QMS implementation
Phase 2	Preparation	Defining scope of QMS implementation Analysing the vision and objectives of the department Drawing an implementation plan Developing guidelines for QMS implementation Internal quality assessment Vision and objectives
Phase 3	Documentation	Documentation of all processes implemented Compilation QMS manual Documentation of QMS guidelines and procedures
Phase 4	Communication means	Dissemination of information. Establishment of communication structures Availing of telephones, computers and e-mail facilities

Phase 5	→	Advocacy	→	Consultation with all stakeholders Piloting the implementation process Reviewing the pilot project Revisiting the implementation plan
Phase 6	→	Implementation	→	Rolling out of drawn implementation plan Implementation of process management Assessment of quality management Monitoring and supporting of schools Monitoring and supporting of curriculum and assessment Provision of resources Design implementation plan Training and development Quality council
Phase 7	→	Integration/ expansion	→	Parents' involvement in teaching and learning Establishment of committees/ quality management team Provision of guidelines
Phase 8	→	Training and development	→	Auditing of training needs Development and implementation of training and development plan Evaluation of training programmes Provision of feedback to all stakeholders

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                              ┌──────────────────────────────────┐
                              │ Establishment of curriculum and  │
                              │ assessment structures            │
                              │                                  │
              ┌──────────────┐│ Provision of curriculum and      │
┌──────────┐  │ Monitoring   ││ assessment guidelines            │
│          │  │ and          ││                                  │
│ Phase 9  │→ │ supporting of│→ Coordination of class visits     │
│          │  │ curriculum   ││                                  │
└──────────┘  │ and          ││ Holding meetings with            │
              │ assessment   ││ stakeholders                     │
              └──────────────┘│                                  │
                              │ Ensuring teacher development     │
                              └──────────────────────────────────┘
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Phase 9 → Monitoring and supporting of curriculum and assessment →

- Establishment of curriculum and assessment structures
- Provision of curriculum and assessment guidelines
- Coordination of class visits
- Holding meetings with stakeholders
- Ensuring teacher development

Phase 10 → Processes monitoring and evaluation →

- Auditing of processes implemented
- Identification of gasps
- Development of interventions strategies Monitoring interventions
- Putting systems to deal with complaints in place
- Provision of feedback to all stakeholders

Phase 11 → Reporting and feedback →

- Compilation of reports
- Provision of feedback on implementation processes
- Viewing stakeholders comments and inputs
- Drawing of plans for improvement
- Design implementation plan
- Training and development

Phase 12 → Recognition and rewarding excellence →

- Rewarding committees have to be established
- Appraisal of each employee has to be done
- Each learner's performance has to be assessed
- Rewarding plan of action drawn and implemented
- Appraising good performance

The importance of certain requirements to be met in ensuring the successful provision of quality service delivery in education formed the basis for developing the proposed guidelines to improve QMS implementation. Factors contributing to the ineffective implementation of QMS were revisited in order to identify gaps that lead to ineffective QMS implementation. The empirical research findings that support the identified literature findings relating to factors contributing to the ineffective implementation of QMS in education were also considered in developing the proposed guidelines for improving QMS implementation to provide quality service delivery in education. The principles guiding QMS implementation were regarded as important since they highlight the importance of training and development, provision of clear roles, responsibilities of leadership and management, and the provision of guidance regarding services to be rendered to ensure customer satisfaction. Key performance indicators were also considered important since they provide guidance on how to monitor and support the implementation of QMS towards the improvement of quality service delivery. The guidelines developed for improving QMS implementation are to be implemented in phases and through a step-by-step approach. The guidelines should assist in addressing the identified gaps leading to ineffective QMS implementation which then hinders improvement of quality service delivery to schools.

6.6 SUMMARY

Chapter 6 focused on the importance of following a holistic approach when attempting to improve the implementation of QMS to provide quality service delivery in education. The requirements to be met when developing guidelines to improve QMS implementation were discussed. Furthermore, the empirical research findings supporting literature findings contributing to ineffective QMS implementation were presented. Principles guiding QMS implementation were discussed, including the Key Performance Indicators to facilitate improvement in the implementation of QMS. The concepts to be considered in the development of guidelines for improving QMS implementation in education were highlighted. Guidelines for improving the implementation of QMS to provide quality service delivery in education were developed and presented.

The next chapter (chapter 7) will focus on the conclusion, findings and recommendations of the study.

CHAPTER 7

SUMMARY, FINDINGS AND RECOMMENDATIONS

7.1 INTRODUCTION

In chapter 6, the focus was on the development of guidelines for improving the implementation of QMS to provide quality service delivery in education. In this chapter, the summary, findings and recommendations of this research will be presented.

This study's aim was to develop guidelines for improving the implementation of QMS to provide quality service delivery in education. The specific objectives of the study were:

- To determine the nature and purpose of Quality Management Systems in education;

- To investigate the role of District Officials and SMTs in the implementation of QMS to improve service delivery in education;

- To establish which factors contribute to the ineffectiveness of the implementation of the existing QMS in education; and

- To develop guidelines to improve the implementation of QMS in order to provide quality service delivery in education.

In the next section a summary of the research will be presented.

7.2 SUMMARY

Chapter 1 provided an orientation of the study and focused on background information, the problem statement, the objectives of the study, the conceptual framework and the method of research. The measuring instrument (questionnaire) was discussed. The quantitative empirical research approach, the population and sample were presented. The statistical techniques, the possible contribution of the study, possible challenges and the layout of the study were also covered.

In chapter 2 the focus was on the literature survey linked to specific objective 1, namely: to determine the nature and purpose of Quality Management Systems in education. Key concepts such as quality, quality service delivery, Quality Management Systems, Total Quality Management (TQM), Human Resource Development (HRD), Training and Development, leadership and management, education systems, fundamental principles of quality, quality improvement and quality circles were clarified. The benefits of QMS implementation, challenges to QMSs' implementation and existing Quality Management systems were discussed.

Chapter 3 presented the literature study linked to objective 2, namely: to investigate the role of District Officials and SMTs in the implementation of QMS to improve service delivery in education. Leadership and management concepts, leadership styles and leadership theories were explored.

Chapter 3 was also linked to specific objective 3, namely: to establish which factors contribute to the ineffective implementation of QMS in education. Strategies of dealing with challenges to QMS implementation were presented.

In chapter 4 the focus was on the empirical research design which revolved around the purpose of the study, the data collection method, the measuring instrument, the pilot study, the questionnaire administration procedures, the target population and sampling, and principles relating to validity and reliability.

The data analysis and interpretation of quantitative data were dealt with in chapter 5. The collected data was interpreted and a comparison was made between District Officials and SMTs' responses to the questionnaire items. The data interpretation was done to establish factors that contribute to the ineffective implementation of the existing QMS in education.

Chapter 6, linked to specific objective 4, focused on developing guidelines for the implementation of QMS to provide quality service delivery in education. The information gathered through the literature study and the empirical investigation was used to develop guidelines for QMS implementation. Existing models for QMS implementation formed the basis for developing

guidelines to improve the implementation of QMS in order to provide quality service delivery in education.

The next section will focus on the findings, recommendations and the conclusion of the study.

7.3 FINDINGS FROM THE RESEARCH, RECOMMENDATIONS AND MOTIVATION

The discussion of the findings will focus on the study objectives as stated in chapter 1 (*cf.* 1.5.1).

7.3.1 FINDINGS RELATED TO THE LITERATURE REVIEW

Findings related to research objective 1: To determine the nature and purpose of Quality Management Systems in education.

- The concept of quality is important in education since it is important in assessing, anticipating and fulfilling customers' needs (*cf.* 2.2)

- Quality improvement in education calls for close monitoring and controlling of service delivery offered to schools (*cf.* 2.3.3)

- Skills development for District Officials and SMTs is important since it benefits both the Department of Education and employees (*cf.* 2.5.2)

- QMS implementation in education encompasses Total Quality Management implementation where the focus is on excellence and adding value to teaching and learning (*cf.* 2.6.1.5)

Recommendations and motivation

Recommendation 1

It is recommended that the issue of quality be prioritised in education since it encourages assessing, anticipating and fulfilling customers' (learners) needs.

Motivation

Prioritization of quality in education assists in improving quality service delivery to customers.

Recommendation 2

QMS implementation processes should be closely monitored and controlled to ensure improvement of quality service delivery to schools.

Motivation

Close monitoring and controlling of QMS processes assist in early identification of gaps and provide interventions to improve the implementation of QMS in education.

Recommendation 3

It is recommended that skills development of District Officials and SMTs be considered as part of QMS implementation improvement, since it benefits both the Department of Education and employees (*cf*. 2.5.2).

Motivation

Once District Officials and SMTs have relevant skills, the implementation of QMS will be improved and provision of quality service delivery will be achieved.

Recommendation 4

Total Quality Management implementation in education is important since it focuses on excellence and adding value to teaching and learning *(cf*. 2.6.1.5).

Motivation

TQM implementation in education assists in the evaluation of employees' performance, provision of resources, provision of clear roles and responsibilities of the District Officials and SMTs, and improvement of processes.

Recommendation 5

Integrated Quality Management Systems (IQMS), as one of the important aspects of QMS, is needed since it focuses on empowering, motivating and training teachers to ensure continuous improvement of quality learning and teaching at schools

Motivation

IQMS is an important aspect of QMS implementation since it focuses on the provision of quality teaching and learning, which leads to achievement of quality results (customer needs).

Recommendation 6

It is recommended that the holistic approach be used when improving QMS implementation since it encompasses consultation, participation diversity management, inclusion and a democratic way of implementing processes

Motivation

It is important that all stakeholders should be consulted and should participate. There should also be management of diversity within the department, including democracy, as part of QMS implementation, so as to provide quality service delivery in education.

Findings related to research objective 2: To investigate the role of District Officials and SMTs in the implementation of QMS to improve service delivery in education

The following are the findings related to the investigation regarding the role of District Officials and SMTs in the implementation of QMS to improve service delivery in education:

- Leadership and management have an important role to play in QMS implementation in education (*cf.* 3.2.1).

- Designing, managing and reviewing policies is the responsibility of leadership and management in order to improve service delivery in education (*cf.* 3.3).

- Commitment of District Officials and SMTs to allocate resources is vital in QMS implementation (*cf.* 3.3)

- Capacitating District Officials and SMTs regarding management and quality service delivery is needed to improve QMS implementation (*cf.* 3.3).

- It is important to evaluate the progress and successes of QMS implementation regularly to ensure the identification of gaps and to come to up with interventions (*cf.*3.3).

- Provision of support by District Officials and SMTs to teachers and other stakeholders to improve QMS implementation is essential (*cf.*3.3).

Recommendation 1

It is recommended that leadership and management (District Officials and SMTs) take responsibility for the role that they have to play in QMS implementation in education

Motivation

If District Officials and SMTs do not take responsibility for their roles in QMS implementation, teachers and learners might remain uninspired to improve their performance.

Recommendation 2

District Officials and SMTs have a responsibility to design, manage and review policies to improve service delivery in education.

Motivation

Non-engagement of District Officials and SMTs, as agents of QMS implementation, in designing, managing and reviewing policies aimed at improving service delivery in education, might lead to the ineffective implementation of QMS and a lack of support to other stakeholders.

Recommendation 3

District and schools must have support programmes in place in order to facilitate the implementation, monitoring of progress and reviewing of QMS implementation.

Motivation

Non-availability of support programmes might lead to employees not being encouraged to improve the way they deliver quality services to schools, hence the need to have support programmes in place.

Recommendation 4

Stakeholders (District Officials, SMTs, learners and parents/caregivers) need to be capacitated in terms of QMS policies and regulations to ensure improved implementation of QMS to provide quality service delivery in education.

Motivation

Since there is an indication that stakeholders are not fully engaged in QMS implementation processes, there is a need to capacitate stakeholders to allow their full engagement in the implementation of QMS. This will encourage the improvement of service delivery and schools' performance further.

Recommendation 5

The whole process of QMS implementation needs full support of District Officials and SMTs by providing relevant resources and encouraging districts and schools to work in teams to facilitate QMS implementation.

Motivation

Non-availability of adequate resources leads to ineffective implementation of QMS, hence the need to provide resources, since well-resourced institutions are in a better position to improve performance. Better results should then be achieved.

Findings related to research objective 3: Factors which contribute to ineffective implementation of QMS in education

The following factors contributing to ineffective implementation of QMS to provide quality service delivery in education were identified:

- Non-availability of support teams needed to facilitate service delivery improvement at schools (*cf.* 3.2.1.3);

- Non-availability of clear implementation management processes (*cf.* 3.4);

- Non-recognition of the importance of training on QMS *(cf.* 3.4);

- Lack of effective communication means which deter the effective implementation of QMS in education (*cf.* 3.4);

- Lack of support from leadership and management (District Officials and SMTs (*cf.* 3.4);

- Lack of knowledge and understanding of the concept 'QMS' *(cf.* 3.4);

- Lack of commitment to continuous improvement by education employees (*cf.* 3.4); and

- Non consideration of external factors such as the major effect of Information Communication Technology development on QMS implementation (*cf.* 3.4).

Recommendation 1

Support teams should be established to facilitate service delivery improvement at schools.

Motivation

The literature strongly indicates that the establishment of support teams assists in the facilitation of quality service delivery improvement at schools.

Recommendation 2

Clear implementation management processes have to be put in place to ensure proper management of the implementation of QMS.

Motivation

If clear implementation management processes are not put in place, effective implementation of QMS cannot be achieved.

Recommendation 3

It is important that training on QMS implementation be given priority in the Department of Education.

Motivation

Prioritization of training in improving QMS implementation is needed to ensure acquisition of new skills that are needed for facilitating performance improvement processes.

Recommendation 4

Clear communication means should be put in place to ensure the effective implementation of QMS in education.

Motivation

Availability of clear communication means allows for the effective flow of information which is essential for the effective implementation of QMS to provide quality service delivery in education.

Recommendation 5

District Officials and SMTs need to support schools fully in implementing QMS.

Motivation

Schools need District Officials and SMTs' support so that they have direction on how to implement QMS effectively.

Recommendation 6

The concept 'QMS' needs to be known and understood by all stakeholders in order to ensure the systems' effective implementation in education.

Motivation

Once all stakeholders know and understand the concept 'QMS', they will be able to engage in the implementation process fully. This should then support the provision of quality service delivery to schools.

Recommendation 7

All employees need to be committed to continuous improvement towards quality service delivery.

Motivation

If all employees are not committed to continuous improvement towards quality service delivery, the achievement of effective QMS implementation might be hindered.

Recommendation 8

External factors such as the major effect of Information Communication Technology development on QMS implementation should be recognised and attended to.

Motivation

Non-consideration of external factors such as the major effect of ICT when implementing QMS might affect the flow of information needed for an effective QMS implementation process.

7.3.2 Findings related to the empirical research

- All District Officials know the vision of the Department of Education while 7% of the SMTs do not know the vision of the Department of Education (*cf.* Fig 5.1).

- All District Officials know the mission of the Department of Education and while a number of SMTs (7%) still do not know the mission of the Department of Education (*cf.* Fig 5.2).

- All District Officials know the goals of the Department of Education while some of the SMTs (12%) do not know the goals of the Department of Education (*cf.* Fig 5.3).

- All District Officials are able to assist in the implementation of QMS while a few (6%) District Officials and a few (7%) SMTs disagree and strongly disagree with the statement (*cf.* Fig 5.4).

- The provision of information on QMS policies seems to be attended to although some District Officials (14%) and a number of SMTs (13%) indicate that they do not agree that information on OMS policies is provided (*cf.* fig. 5.5) The provision of information on QMS regulations seems to be attended to, although a few District Officials (14%) and some SMTs (19%) indicate that they do not think this information is provided (*cf.* Fig 5.6).

- A few (7%) District Officials indicate that they are not provided with support on QMS implementation, while 25% of the SMTs indicate they are not supported on OMS implementation. Schools need more support since that *is* where OMS implementation takes place (*cf.* Fig 5.7).

- All District Officials indicate that their support has an impact on schools' performance while some (15%) SMTs are of the opinion that District Official support has no impact on schools' performance (*cf.* Fig 5.8).

- In Figure 5.9, the findings indicate that while all District Officials are of the opinion that there is involvement of District Officials and SMTs in the continuous improvement of teaching and learning, 1% of the SMTs indicate that District Officials and SMTs are not involved in the continuous improvement of teaching and learning (*cf.* Fig 5.9).

- Some of the District Officials (14%) and some of the SMTs (10%) indicate that learners' involvement in the continuous improvement of teaching and learning is not adhered to (*cf.* Fig 5.10).

- Regarding parents' involvement in the continuous improvement of teaching and learning, some (14%) District Officials indicate that it is still a challenge, while 37% of the SMTs feel the same (*cf.* Fig 5.11).

- In Figure 5.12, 21% of the District Officials say that rewarding good performance of employees is not considered while 53% of the SMTs indicate that rewarding good performance of employees is not done.

- A few (7%) District Officials indicate that rewarding good performance of learners is not done. On the other hand, 28% of the SMTs indicate that rewarding good performance of learners is not done (*cf.* Fig.5 13).

- A number of District Officials (21%) indicate that clear guidelines for the implementation of Quality Management Systems are not provided, while 53% of the SMTs are of the same opinion (*cf.* Fig 5.14)

- All District Officials are of the opinion that communication means between the district and schools are available, while only a few (7%) SMTs indicate that communication means are available (*cf.* Fig 5.15).

- A few (7%) District Officials are of the opinion that reviewing of schools'performance is not done regularly while 15% of the SMTs feel the same (*cf.* Fig5.16).

- All District Officials indicate that translation of findings of school performance reviews into Schools Improvement Plans is done, while some (19%) SMTs indicate that this is not done (*cf.* Fig17).

- A few (7%) District Officials indicate that intervention programmes are not implemented to facilitate QMS implementation, while 25% of the SMTs feel the same (*cf.* Fig 18).

- A few (7%) District Officials indicate that there is no individual regular visiting of classes to monitor teaching and learning, while some (15%) of the SMTs have the same opinion (*cf.* Fig 5.19).

- A few (7%) District Officials say that management teams do not participate in regular class visits to monitor teaching and learning, while some (19%) SMTs feel the same (*cf.* Fig.5 20).

- A number of District Officials (29%) indicate that queries about QMS are not dealt with promptly and 30% of the SMTs are of the same opinion (*cf.* Fig 5.21).

- Some District Officials (29%) are of the opinion that complaints about QMS are not dealt with promptly and 31% of the SMTs are of the same opinion (*cf.* Fig 5. 22).

- All District Officials support the statement that functional quality improvement teams that deal with schools' performance are available, but 31% of the SMTs indicate that functional quality improvement teams are not available (*cf.* Fig 5.23).

- Some District Officials (21%) and 22% of the SMTs are of the opinion that personal growth opportunities for employees are not provided (*cf.* Fig 5.24).

- A number of District Officials (21%) indicate that there is no access to computers, while 28% of the SMTs indicate the same (*cf.* Fig 5.25).

Recommendation 1

The vision, mission and goals of the department have to be known by all employees (District Officials and SMTs) as well as parents/caregivers.

Motivation

Knowledge of the vision, mission and goals of the department will direct the effective implementation of QMS in education.

Recommendation 2

Clear directives should be provided in the form of policies and regulations.

Motivation

Clear directives in the form of policies and regulations will assist in better understanding of the departmental expectations in as far as QMS implementation is concerned.

Recommendation 3

All District Officials and SMTs must get clear directives in the form of policies, regulations and guidelines so that they can be in a position to assist in QMS implementation.

Motivation

The provision of clear directives should enable District Officials and SMTs to assist schools and teachers properly in QMS implementation.

Recommendation 4

SMTs, teachers, learners and parents/caregivers have to be informed formally about QMS policies.

Motivation

In order to implement QMS effectively, SMTs, teachers, learners and parents/caregivers need to be informed regarding QMS policies. They will then be in a position to form part of QMS implementation teams.

Recommendation 5

Rewarding of good performance needs urgent attention to encourage improved employee and learner performance.

Motivation

Failure to reward good performance discourages employees and learners from improving their performance, which can lead to QMS implementation ineffectiveness.

Recommendation 6

Communication means need to be improved at all levels (district and schools) to ensure the effective implementation of QMS.

Motivation

Communication is one of the important tools to convey information. If communication is not effective, especially at school level where implementation takes place, QMS implementation will not be effective.

Recommendation 7

Each school has to have a School Improvement Plan that is to be implemented, monitored and reviewed in order to track performance improvement.

Motivation

Properly drawn, implemented, monitored and reviewed School Improvement Plans assist in the identification of gaps and the development of intervention plans that will improve service delivery and learners' performance.

Recommendation 8

The establishment of structures such as complaints committees and Quality Improvement Teams at all levels to assist in the prompt dealing with complaints and queries are strongly recommended.

Motivation

An indication of non-prompt dealing with complaints and queries indicates the need for the availability of such structures that will facilitate the elimination of complaints and queries at an early stage and will ensure the improvement of service delivery and customer satisfaction at all levels (district and school level).

Recommendation 9

All employees have to benefit from personal growth opportunities to ensure continuous development of human resources as implementers of QMS in education.

Motivation

Not all employees benefit from personal growth opportunities to ensure continuous development of human resources as implementers of QMS in education

Recommendation 10

Each employee has to be provided with a computer and other technological equipment to ensure improvement of service delivery at schools.

Motivation

Technological equipment like computers is needed to improve service delivery in education. Non-provision of such equipment negatively affects communication, fast flow of information, proper record keeping and professional documentation of relevant and important information.

7.4 SUGGESTED TOPICS FOR FURTHER STUDY

There are topics that are deemed to be important for further studies. The suggested topics include:

- The role of school principals in improving performance at schools

- The impact of appraisal systems on effective education

- Involvement of parents/caregivers in the implementation of QMS in education

7.5 CONCLUSION

This study attempted to develop guidelines for improving the implementation of QMS to provide quality service delivery in education. The theoretical point of view was dealt with to form the basis of the empirical study conducted.

The findings of the study, from the theoretical point of view to the empirical research, led to recommendations that were coupled with motivations for the recommendations put forward. The recommendations state clearly that there is a need for improving the implementation of QMS to provide quality service delivery in education.

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ANNEXURE A

PERMISSION FROM DEPARTMENT OF EDUCATION

kzn education

Department:
Education
KWAZULU-NATAL
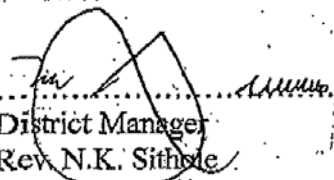
N.Y. MAHLUBI (MBATHA)

(CES-ABET/ECD)

REQUEST TO CONDUCT RESEARCH

Your letter of 30 January refers.

It is with pleasure that you are granted permission to carry out research in this District. Only those officials willing to be part of the research pool will do so, nobody will be forced to do so if they prefer not to respond to the questionnaire. Do you want this office to give out the questionnaire or will you do that?

Wishing you everything of the best in your studies. Looking forward to referring to Dr Mahlubi soon.

District Manager
Rev. N.K. Sithole

...dedicated to service and performance
beyond the call of duty.

KWAZULU-NATAL DEPARTMENT OF EDUCATION

POSTAL: Private Bag X10041, Ladysmith, 3370, KwaZulu-Natal Republic of South Africa

PHYSICAL: Corner Queen and Keate Streets, Ladysmith 3370

TEL: Tel: 036-6385208 | Fax: 036-6311235 | E-mail: nomsa.nkosi@kzndoe.gov.za | nomsa.mndawe@kzndoe.gov.za
Web: www.kzneducation.gov.za

ANNEXURE B

INFORMED CONSENT FORMS

NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
VAAL TRIANGLE CAMPUS

PO Box 1174, Vanderbijlpark
South Africa, 1900

Tel: (016) 910-3076
        (016) 910-3094/073 88
33 064
Fax: (016) 910-3078
E-mail:
Macalane.Malindi@nwu.ac.za
        Linda.Theron@nwu.ac.za

CONSENT FORM FOR SMT MEMBERS

GUIDELINES TO IMPROVE THE IMPLEMENTATION OF QUALITY MANAGEMENT SYSTEMS FOR PROVIDING QUALITY SERVICE DELIVERY IN EDUCATION

SIGNATURE PAGE FOR SMT MEMBERS

"*I have read and understand the explanation about this study. I have been given the opportunity to discuss it and my questions have been answered to my satisfaction. I hereby consent to take part in this study. However I realize that my participation is voluntary and that I am free to withdraw from the study at any time*": (If you agree, please place an "X" in the 'yes' boxes to show that you understand and agree with each statement.)

1. I understand the information about the study provided in the Information Letter. Any questions I had were answered. **Yes, I understand [   ]**

 2. I if I am uncomfortable answering any question, I may choose not to answer. **Yes, I understand [   ]**

3. Information will be collected directly from me by means of a questionnaire. **Yes, I understand [   ]**

 4. I understand that what I say may be quoted in publications, presentations and the final report. I also understand that I will never be identified personally. If I become concerned with anything I said, I can ask for parts, or all, of my questionnaire responses not to be quoted. **Yes, I understand [   ]**

_____   _____

Full name of youth participant   Signature of youth participant

_____   _____

Signature of researcher   Signature of guardian/parent / adult in loco
parentis

_____   _____

Date   Date

You may contact me: yes / no.

[   ] If yes, the best way to reach me is:

Address: _____

_____

Email: _____

Second Email: _____

Phone Number: _____

Cell Phone Number: _____

[   ] No, you may not contact me about future participation in this study.

Would you like us to send you a short summary of the study when it is complete?

[   ] Yes

[   ] No

Please provide an address to which you would like it sent:

Address: _____

_____

Email: _____

Second Email: _____

NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
VAAL TRIANGLE CAMPUS

PO Box 1174, Vanderbijlpark
South Africa, 1900

Tel: (016) 910-3076

        (016) 910-3094/073 88 33 064
Fax: (016) 910-3078

E-mail:
Macalane.Malindi@nwu.ac.za

        Linda.Theron@nwu.ac.za

<u>CONSENT FORM FOR DISTRICT OFFICIALS</u>

GUIDELINES TO IMPROVE THE IMPLEMENTATION OF QUALITY MANAGEMENT SYSTEMS FOR PROVIDING QUALITY SERVICE DELIVERY IN EDUCATION

SIGNATURE PAGE FOR DISTRICT OFFICIALS

"*I have read and understand the explanation about this study. I have been given the opportunity to discuss it and my questions have been answered to my satisfaction. I hereby consent to take part in this study. However I realize that my participation is voluntary and that I am free to withdraw from the study at any time*" : (If you agree, please place an "X" in the 'yes' boxes to show that you understand and agree with each statement.)

1. I understand the information about the study provided in the Information Letter. Any questions I had were answered. **Yes, I understand [   ]**

2. I if I am uncomfortable answering any question, I may choose not to answer. **Yes, I understand [   ]**

3. Information will be collected directly from me by means of a questionnaire. **Yes, I understand [   ]**

4. I understand that what I say may be quoted in publications, presentations and the final report. I also understand that I will never be identified personally. If I become concerned with anything I said, I can ask for parts, or all, of my questionnaire responses not to be quoted. **Yes, I understand [   ]**

_____   _____

Full name of youth participant   Signature of youth participant

_____   _____

Signature of researcher   Signature of guardian/parent / adult in loco
parentis

_____   _____

Date   Date

_____

ANNEXURE B   **200**

You may contact me: yes / no.

[   ] If yes, the best way to reach me is:

Address: _____

_____

Email: _____

Second Email: _____

Phone Number: _____

Cell Phone Number: _____

[   ] No, you may not contact me about future participation in this study.

Would you like us to send you a short summary of the study when it is complete?

[   ] Yes

[   ] No

Please provide an address to which you would like it sent:

Address: _____

_____

Email: _____

Second Email: _____

ANNEXURE C

QUESTIONNAIRE

FEBRUARY 2011

Dear Dr / Sir/ Madam / Reverend

A REQUEST TO CONDUCT RESEARCH

I am currently about to complete my Doctorate in Education Management through North-West University, Vaal Triangle Campus. The topic under study is "Guidelines for improving the implementation of Quality Management Systems to provide quality service delivery in Education. "Quality Management Systems" refer to systems that encourage long-term commitment to quality improvement by everyone. This topic has specific relevance to the education department

The completed questionnaires for officials are to be submitted to **CES-ABET / ECD and the SMT ones be submitted to the school principal.** Prior arrangements regarding this have been finalised.

Enclosed is the questionnaire to which you are requested to respond to by just making **a cross** in the appropriate box. The approval letter giving permission to conduct a research is attached.

You personal questionnaire will remain strictly confidential.

The due date for submission of the completed questionnaire is the end of February 2011. Colleague, your support in completing this questionnaire and immediately return it to **CES- ABET / ECD of your district** will put me in a better position to timeously finalise this research and help our education system improve its service delivery to schools.

In case there is need for clarity regarding whatever difficulty you encounter, do not hesitate to call the researcher **Mrs N.Y. Mahlubi (CES-ABET /ECD Amajuba District) at 072 300 2694 / 0343284504 / stompie.mbatha@gmail.com.**

Yours faithfully

…………………………………………….

N.Y. Mbatha- Mahlubi (CES-ABET/ECD)

QUESTIONNAIRE FOR DISTRICT OFFICIALS
AND SCHOOL MANAGEMENT TEAM (SMTS)

District Officials' and SMTs perceptions and experiences regarding the implementation of Quality Management Systems (QMS) in education are highly valued. As an important SMT member, you are humbly requested to:

- Complete this questionnaire in full

- Return the fully completed quetsionnaire to the CES – ABET / ECD SECTION

- Spoilt questionnaires must also be returned

Please read the statements below then put a cross (X) in the block that best describes how you feel as an an SMT member regarding the implementation of Quality Management Systems (QMS) in education.

Please do not cross more than one block for each statement.

1.   I know the vision of the Department of Education

Strongly disagree	Disagree	Agree	Strongly agree
1	2	3	4

2.   I know the vision of the Department of Education

Strongly disagree	Disagree	Agree	Strongly agree
1	2	3	4

3.   I know the goals of the Department of Education

Strongly disagree	Disagree	Agree	Strongly agree
1	2	3	4

4.   I am able to assist in the implementation of QMS

Strongly disagree	Disagree	Agree	Strongly agree
1	2	3	4

5. I am informed on QMS policies

Strongly disagree	Disagree	Agree	Strongly agree
1	2	3	4

6. I am informed on QMS regulations

Strongly disagree	Disagree	Agree	Strongly agree
1	2	3	4

7. Support is given to me on QMS implementation

Strongly disagree	Disagree	Agree	Strongly agree
1	2	3	4

8. The district officials' support has a significant impact on the schools' performance

Strongly disagree	Disagree	Agree	Strongly agree
1	2	3	4

9. I am actively involved in the promotion of continuous improvement of teaching and learning process

Strongly disagree	Disagree	Agree	Strongly agree
1	2	3	4

10. Learners are actively involved in the promotion of continuous improvement of teaching and learning process

Strongly disagree	Disagree	Agree	Strongly agree
1	2	3	4

11. Parents are actively involved in the promotion of continuous improvement of teaching and learning process

Strongly disagree	Disagree	Agree	Strongly agree
1	2	3	4

12. I am rewarded for good performance

Strongly disagree	Disagree	Agree	Strongly agree
1	2	3	4

13. Good performance of learners is rewarded

Strongly disagree	Disagree	Agree	Strongly agree
1	2	3	4

14. There are clear guidelines for implementation of Quality Mnagement Systems

Strongly disagree	Disagree	Agree	Strongly agree
1	2	3	4

15. There is flow of information from the district to the school

Strongly disagree	Disagree	Agree	Strongly agree
1	2	3	4

16. The school's performance is reviewed regularly by SMTs for early identification of problems

Strongly disagree	Disagree	Agree	Strongly agree
1	2	3	4

17. The findings of school's performance reviews are translated into Schools Improvement Plans

Strongly disagree	Disagree	Agree	Strongly agree
1	2	3	4

18. An intervention programme is drawn and implemented to facilitate QMS implementation in schools

Strongly disagree	Disagree	Agree	Strongly agree
1	2	3	4

19. I regularly visit classes to monitor teaching and learning

Strongly disagree	Disagree	Agree	Strongly agree
1	2	3	4

20. I am part of the team that does regular class visits to monitor teaching and learning

Strongly disagree	Disagree	Agree	Strongly agree
1	2	3	4

21. Queries are dealt with promptly by complaints committee

Strongly disagree	Disagree	Agree	Strongly agree
1	2	3	4

22. Complaints are dealt with promptly by complaints committee

Strongly disagree	Disagree	Agree	Strongly agree
1	2	3	4

23. There are functional quality improvement teams to deal with school performance

Strongly dsiagree	Disagree	Agree	Strongly agree
1	2	3	4

24. I am provided with fair opportunities for personal growth

Strongly disagree	Disagree	Agree	Strongly agree
1	2	3	4

25. I have access to computer to improve communication

Strongly disagree	Disagree	Agree	Strongly agree
1	2	3	4

THANK YOU FOR YOUR PARTICIPATION!

ANNEXURE D

SERVICE DELIVERY CHARTER TEMPLATE
FOR DISTRICT AND SCHOOL

SERVICE DELIVERY CHARTER

The service delivery charter among other things has to include the following:

- **STATEMENT OF THE EXECUTIVE AUTHORITY AND MEMBER OF THE EXECUTIVE COUNCIL FOR EDUCATION (HOD) COMMITTING TO QUALITY SERVICE DELIVERY**

- **MANDATE OF THE DEPARTMENT OF EDUCATION**

  By the Constitution of the Republic of South Africa to provide public education to all learners, regardless of age, in the Province of KwaZulu-Natal

- **VISION**

- **MISSION STATEMENT**

- **STRATEGIC GOALS OF THE DEPARTMENT**

- **DEPARTMENTAL VALUES**

- **SERVICES OFFERED**

- **BATHO PELE PRINCIPLES AND THE UNDERTAKING THEREOF**

  Consultation

  Access

  Courtesy

  Information

  Openness and transparency

  Value for money

  Service delivery impact

Encouraging innovation and rewarding excellence

Leadership and strategic direction

Service standards

Dealing with complaints

- **LOCATION OF THE DISTRICT / SCHOOL**

  Physical Address

  Postal Address

  Email Address

  Phone number

  Fax number

- **COMMITMENT STATEMENT BY THE OFFICIALS**

- **SIGNATURE OF THE DISTRICT DIRECTOR**

ANNEXURE E

TOOL FOR MONITORING OF EFFECTIVE
IMPLEMENTATION OF QMS

DEPARTMENT……………………………………………………………………….

DISTRICT…………………………. CIRCUIT………………………..……...

SCHOOL…………………….….. TERM……………………..………

DATE OF VISIT…………………… OFFICIAL VISITING…………………..

TIME IN……………………………. TIME OUT……………………..……..

This document is to be used to collect information from schools. The information collected will be used to identify gaps that might hinder performance improvement. Intervention strategies will then be developed to assist improving performance in schools.

1. Management guide

No	Records / Proof	Evidence available/ not available	Comment / intervention
1.	Processes for improving QMS		
2.	Clear procedures that will facilitate improving of QMS implementation		
3.	Purpose, instructions, steps, strategies and approaches used		
4.	Procedure manual		
5.	Proof with signatures of stakeholders that have received procedure manual		
6.	Plan of action that includes the deadlines and responsibilities		
7.	Evaluation of progress plan		
8.	Monitoring and supporting of teachers by SMT plan with date and Grades		

2. Curriculum and assessment monitoring

No	Records / Proof	Evidence available / Not available	Comment / intervention needed
1.	Year plan		
	Individual SMT work plan		
	Individual teacher work plans		
	Assessment plan		
	Homework control plans		
	Classwork control plans		
2.	Enough desks		
	Cleanliness		
	Enough light		
	Enough space in between desks- for movement		
3.	Keeping time		
	Noise		
	Submission of work		
	Participation of learners in teaching and learning		
2.	Written work		
	Home work		
3.	Text books per learner		
	Work books per learner		
4.	Tests		
	Tasks		
	Projects		

5.	Marking		
	Comments		
	Stars		
	Mark schedules		
6.	Parents signatures		
	Communication book		
	Letters to parents		
	Planned meetings with parents (minutes)		
	Schedule of parents duties		

3. Resources monitoring and controlling

No	Records / Proof	Evidence available/ not available	Comment / intervention
1.	Audit forms to identify shortages		
2.	Procurement procedure		
3.	Policies, Acts, regulations, circulars and guidelines on resources management		
4.	Asset registers for available resources		
5.	Retrieval policy		
6.	Disposal policy		
7.	Clear organogram of the school		
8.	Human resources database		
9.	Finance committee		

10.	Financial management meetings minutes		
11.	Bank statements		
12.	Receipts		
13.	Invoices		
14.	Petty cash records		

4. Training and Development of staff

No	Records / Proof	Evidence available / Not available	Comment / intervention needed
1.	Audited training needs		
	Analysed findings		
	Training and development plan that includes: - timeframes - target group - type of training - budgetary implications - progress indication		
	Monitoring of application of skills acquired		
	Records alignment of trainings to career pathing		
	Proof of upgrading of salary scales based on qualifications and skills acquired		

5. Curriculum and assessment monitoring

No	Records / Proof	Evidence available / Not available	Comment / intervention needed
1.	Year plan		
	Individual SMT work plan		
	Individual teacher work plans		
	Assessment plan		
	Homework control plans		
	Classwork control plans		
2.	Enough desks		
	Cleanliness		
	Enough light		
	Enough space in between desks- for movement		
3.	Keeping time		
	Noise		
	Submission of work		
	Participation of learners in teaching and learning		
2.	Written work		
	Home work		
3.	Text books per learner		
	Work books per learner		
4.	Tests		
	Tasks		
	Projects		

5.	Marking		
	Comments		
	Stars		
	Mark schedules		
6.	Parents signatures		
	Communication book		
	Letters to parents		
	Planned meetings with parents (minutes)		
	Schedule of parents duties		

6. Communication means improvement

No	Records / Proof	Evidence available/ not available	Comment / intervention
1.	Records of customers' requirements		
2.	Developed tool for customer requirements		
3.	Circulars distributed with indication of times distributed		
4.	Records of all information distributed		
5.	Records of communication means in place		

7. Rewarding of excellence

No	Records / Proof	Evidence available/ not available	Comment / intervention
1.	Provision of job descriptions to all SMTs		
2.	Ensuring development of individual work plan		
3.	Sharing of good practice to allow performance improvement		
4.	Provision of feedback on performance focusing on areas of development		
5.	Monitoring and supporting of performance of employees using formal assessme **Records / Proof** nt approach (IQMS and PMDS)		
6.	Establishment of rewards committees at all levels		
7.	Drawing and advocating the roll out plan that includes dates of assessing and rewarding		
8.	Drawing of the assessment tool		
9.	Rewarding and reporting		

8. Parents' involvement in teaching and learning

No	Records / Proof	Evidence available/ not available	Comment / intervention
1.	Interpret policies Acts and regulations for access by parents		

2.	Communicate with parents in written and verbal forms on issues of teaching, learning and governance		
3.	Making school calendar known and explained to parents		
	Parents' meetings		
4.	Use of schools resources by parents (AET classes, church services, use of school computer laboratories by parents)		
5.	Quality Teaching and Learning Campaign lists		
6.	SGBs' lists that include parents		
7.	School rules signed by parents		
8.	Information to parents inaccessible languages		
9.	Proof of released newsletters to parents		
10.	Planned events that include parents coordination		

9. Documentation of QMS

No	Records / Proof	Evidence available/ not available	Comment / intervention
1.	Quality policy		
2.	List of customers' basic requirements		

3.	Documentation of drafts, form and other records on QMS Guidelines on reviewing of information for update		
	Proof of documents made available to all relevant staff (in schools)		
4.	Records of other important documents		

10. Dealing with complaints

No	Records / Proof	Evidence available/ not available	Comment / intervention
1.	Establishment of complaints committees at school and district level (to include learners, parents, interested parties, unions etc.)		
2.	Developed queries and complaints procedures (suggestion box, complaints and queries registers, hot line, complaints and queries desk)		
3.	Proof of advocating of procedures to all stakeholders (minutes, reports, communication book etc.)		
	Proof of queries and complaints dealt with at all levels at all levels		
4.	Records of provision of feedback to customers as per set guidelines		

5.	Records of reported queries and of complaints including dates of on which cases were dealt with and the current status of each query and complaint		

_____
Signature of the principal

_____
Date

_____
Signature of the district official

_____
Date