
BIBLIOGRAPHY

ACKER-HOCEVAR, M. 1996. Conceptual models, choices and work cultures. *NASSP bulletin*, 80(576):78-86, Jan.

ANON., 2002. William Edwards Deming and TQM. *Workforce*, 81(1):40, Jan.

ARY, D., JACOBS, J.L. & RAZAVIEW, A. 1990. Introduction to research in education. Forth Worth, Tex.: Holt, Rinehart & Winston.

ASMAL, K. 2001. Draft National Curriculum Statement, 31 July 2001. [Available on Internet:] http://education.pwv.gov.za/DoE_Sites/Curriculum. [Date of use: 04/11/2002.]

ASMAL, K. 2002. Statement by the Minister of Education on the release of the draft National Curriculum Statement Grades 10 – 12 (Schools), Cape Town, 28 October 2002. [Available on Internet:] <http://education.pwv.gov.za/Media/Statements>. [Date of use: 31/0/2002.]

BAX, M.R. 1996. Indigenous perspectives of educational management: an assessment of the quality climate as perceived by community college leadership in Iowa. The Eighth International Conference of the Commonwealth Council for Educational Administration (CCEA), Kuala Lumpur, Malaysia, 19-24 August 1996. (Unpublished.)

BAYLESS, D.L., MASSARO, G.A., BAILEY, E., COLEY, D., HOLLADAY, R. & McDONALD, D. 1992. The quality improvement management approach as implemented in a middle school. *Journal for personnel evaluation in education*, 6(2):191-209, Dec.

BEARD, K. 1989. Essentials of world class total quality. *Productivity SA*, 15(6):8-11, Dec. ✓

BERNARDIN, H.J. & RUSSEL, J.E.A. 1998. Human resource management: an experiential approach. Singapore: Irwin/McGraw-Hill.

- BERRY, G. 1996. Leadership and the development of quality culture in schools. The Eighth International Conference of the Commonwealth Council for Educational Administration (CCEA), Kuala Lumpur, Malaysia, 19-24 August 1996. (Unpublished.) ✓
- BERRY, G. 1997. Leadership and the development of quality culture in schools. *International journal of educational management*, 11(2):52-64.
- BETTS, F. 1992. How systems thinking applies to education. *Educational leadership*, 50(3):38-41, Nov.
- BOGDAN, R.C. & BIKLEN, S.K. 1982. Qualitative research for education: an introduction to theory and methods. Boston: Allyn & Bacon Inc.
- BONSTINGL, J.J. 1992(a). The quality revolution in education. *Educational leadership*, 50(3):4-9, Nov. ✓
- BONSTINGL, J.J. 1992(b). Schools of quality: an introduction to total quality management in education. Alexandria (USA): Association for Supervision and Curriculum Development.
- BONSTINGL, J.J. 1993. The Quality Movement: what's it really about? *Educational leadership*, 51(1):66, Sep.
- BONSTINGL, J.J. 1995. The Quality Philosophy: a transcript of John Jay Bonstingl's speech, 31 January 1995, Rosebank Hotel. Johannesburg. (Unpublished.) ✓
- BONSTINGL, J.J. 1996. On the road to quality: turning stumbling blocks into stepping stones. *The school administrator*, 53(7):16-21, Aug. ✓
- BLUNT, P. 1993. Towards Total Quality Management: a National Priority (Reserve) Fund Project. Darwin: Northern Territory University. ✓
- BRANDT, R. 1992. On deeming and school quality: a conversation with Enid Brown. *Educational leadership*, 50(3):28-31, Nov.

- BRIGHAM, S.E. 1993. TQM: Lessons we can learn from industry. *Change*, 25(3):42-46, May/June.
- CAMMAERT, R. 1995. Total Quality Management: using TQM to optimize education in Alberta. *Education Canada*, 35(2):4-11, Summer.
- CAPPER, C.A. & JAMISON, M.T. 1993. Let the buyer beware: TQM and educational research and practice. *Educational researcher*, 22(8):25-30, Nov. ✓
- CARLSON, B. 1994. TQM edges into education. *Productivity SA*, 20(5):14-20, Nov.
- CARLSON, B. 1996. A critical analysis of the application of total quality management principles in two schools. Grahamstown: Rhodes University. (Dissertation - M.Ed.)
- COLEMAN, M. & BRIGGS, A.R.J. 2002. Research methods in educational leadership and management. London: Paul Chapman Publishing.
- CONYERS, J.G. 2000. When status quo won't do. *The school administrator*, 57(6):22-27, June.
- COTTON, K. 1994. Applying total quality management principles to secondary education: Mt. Edgecumbe High School, Sitka, Alaska. Northwest regional educational laboratory, 35. [Available on Internet:] <http://www.nwrel.org/scpd/sirs/9/s035.html>
- COVEY, S.R. 1992. Principle-centred leadership. London: Simon & Schuster. ✓
- CRICK, M. & GEDDES, B. 1993. Research methods in the field: ten anthropological accounts. Victoria: Deakin University Press.
- DAHLGAARD, J.J. & KRISTENSEN, K. 1995. Total quality management and education. *Total quality management*, 6(5/6):445, Dec. [Available on Internet:] <http://globalvgw8>. [Date of use: 18/08/2000.]

DAHLGAARD, J.J. & DAHLGAARD, S.M.P. 2002. From defect to reduction of waste and customer/stakeholder satisfaction (understanding the new TQM metrology). *Total quality management*, 13(8), 17p.

DALE, B. 1998. Quality through teamwork. *SABS bulletin*, 17(1):22-25, March.

DALU, R.S. & DESHMUKH, S.G. 2002. Multi-attribute decision model for assessing components of total quality management. *Total quality management*, 13(6): 779-797, Sep.

DARESH, J.C. & PLAYKO, M.A. 1992. The professional development of school administrators: pre-service, induction and in-service applications. Boston: Allyn & Bacon.

DARESH, J.C. & PLAYKO, M.A. 1995. Supervision as a proactive process: concepts and cases. Illinois: Waveland Press.

DAUGHERTY, A. 1996. Total quality education. *Contemporary education*, 67(2):83-87, Winter.

DAVIS, G.A. & THOMAS, M.A. 1989. Effective schools and effective teachers. Needham Heights, Massachusetts: Allyn & Bacon.

DEMICHIELL, R. & RYBA, W. 1997. Real heroes need less control: dawn of a new breed of educator. *Journal of education for business*, 72(5):261-265, May/June.

DE MIRANDA, A. 2003. Total quality management and inequality: the triple helix in global historical perspective. *Science, technology & human values*, 28(1):18p, Winter.

DEMING, W.E. 1986. Out of crisis. Cambridge: Cambridge University Press.

DEPARTMENT OF EDUCATION. 1996. Changing management to manage change in education. Pretoria: CTP Book Printers. 91p.

DEPARTMENT OF EDUCATION. 1997. Curriculum 2005: lifelong learning for the 21st century. Pretoria: CTP Books

DEPARTMENT OF EDUCATION. 2000 (a). Implementation plan for Tirisano, January 2000 - December 2004. Pretoria.

DEPARTMENT OF EDUCATION, 2000 (b). The national policy on whole-school evaluation (final draft). Pretoria.

DESJARDIN, C. & OBORA, Y. 1993. From Québec to Tokyo: perspectives on TQM. *Educational leadership*, 51(1):68-69, Sep.

DE VOS, A.S. (ed.) 2002. Research at grassroots: for the social sciences and human service professions. Second edition. Pretoria: Van Schaik Publishers.

DE WAAL, M. 1992. Total Quality Management to meet the challenges of change. *Human resource management*, 7(10):14-17, Nov.

DOHERTY, G.D. 1994. Developing quality systems in education. London & New York: Routledge. 328 p.

DOHERTY, G.D. 1995. BS 5750 parts 1 and 2/ ISO 9000 (series); 1987 and education – do they fit and is it worth it? *Quality assurance in education*, 3(3):3-9.

DOHERTY, G.D. 1997. Quality, standards, the consumer paradigm and developments in higher education. *Quality assurance in education*, 5(4):239-248.

DRIMMOCK, C. 1993. School-based management and school effectiveness. London & New York: Routledge.

EPPARD, J. 1998. Partial quality management? *Techniques: making education & career connections*, 73(2);1-8, Feb. [Available on Internet:] <http://globalvbw8>. [Date of use: 18/08/2000.]

FERTIG, M. 2000. Old wine in new bottles?: researching effective schools in developing countries. *School effectiveness & school improvement*, 11(3):385-404, Sep.

FOURIE, J.E. 2000. A management strategy for internal quality assurance in the training of student teachers in teacher training institutions in the Gauteng Province. Vanderbijlpark: PU vir CHO. (Thesis – Ph.D.)

FREEMAN, R. 1994. Quality assurance in training and education: how to apply BS 5750 (ISO 9000) standards. London: Kogan Page.

FREESTON, K.R. 1992. Getting started with TQM. *Educational leadership*, 50(3):10-13, Nov.

GALL, M.D., BORG, W.R. & GALL, J.P. 1996. Educational research: an introduction. New York: Longman. 753p.

GAY, L.R. & AIRASIAN, P. 2000. Educational research: competencies for analysis and application. New Jersey: Prentice-Hall.

GILBERT, P. 1996. Quality: rebirth or requiem? *Human resource management*, 12(2):20-22, March.

GORDON, A. 1999. Are we fitting a square peg into a round hole? Promoting quality education in rural areas. The Canada-South Africa Education Management Program. ✓

HARDES, M.W. 1992. Ten burning issues in quality improvement. *Productivity SA*, 1992:46-47, March/April.

HAVENGA, R. 1999. South Africa must become serious about world competitiveness. *Management today*, 14(10):14-21.

HAYWARD, R.P.D. 1998. Action research on total quality management in a S.A. primary school. Pretoria: Unisa. (Thesis – D.Ed.)

HAYWARD, R.P.D. & STEYN, G. M. 2001. The potential of total quality education: a case study of a primary school in South Africa. *South African journal of education*, 21(2):103-109, May.

HERMAN, J.L. & HERMAN, J.J. 1995. Total Quality Management (TQM) for education. *Educational technology*, 35(3):14-18, May/June. ✓

- HILL, B.V. 1993. Total Quality Management (TQM) in education: a response. *Journal of Christian education*, 36(1):23-38, Apr.
- HIXSON, J. & LOVELACE, K. 1992. Total Quality Management's challenge to urban schools. *Educational leadership*, 50(3):24-27, Nov.
- HO, S.K. 1995. TQM an integrated approach. London: Kogan Page.
- HOGAN, W.M. 1994. How to apply TQM to the internal audit function? *Internal auditing*, 9(3):3-14.
- HOLT, M. 1993(a). Dr. Deming and the improvement of schooling: no instant pudding. *Journal of curriculum and supervision*, 9(1):6-23.
- HOLT, M. 1993(b). The educational consequences of W Edwards Deming. *Phi delta kappa*, 74(5):382-388, Jan.
- HOLT, M. 1994. Why Deming and OBE don't mix. *Educational leadership*, 52(1):85-86, Sep.
- HORINE, J.E., FRAZIER, M.A. & EDMISTER, R.O. 1998. The Baldrige as a framework for assessing leadership practices. *Planning and changing*, 29(1):2-23, Spring.
- HORWITZ, C. 1990. Total Quality Management: an approach for education? *Educational management and administration*, 18(2):55-58, April.
- HSIEH, A.T, CHOU, C.H. & CHEN, C.M. 2002. Job standardization and service quality: a closer look at the application of total quality management to the public sector. *Total quality management*, 13(7), 14p, Nov.
- HUNTER, A.P. chair. 1995. Report of the committee to review the organisation, governance and funding of schools. Pretoria: Government Printer.
- IRWIN, B. 1993. Total Quality Management: change agent in business and education. *Journal for Christian education*, 36(1):9-21, April.
- JABLONSKI, J.R. 1992. Implementing TQM. Amsterdam: Pfeiffer.

JAMES, D. 2002. Science tests the truth of TQM. *Total quality management*, 24(27):45.

JONKER, M.P. 1995. 'n Konseptuele model vir 'n rekenaargebaseerde bestuursinligtingstelsel vir die topbestuur van 'n onderwyskollege. Potchefstroom: PU vir CHO (Dissertation – M.Ed.)

KACHAR, K. 1996. Implementing Total Quality Management (TQM) principles to educational institutions. The Eighth International Conference of the Commonwealth Council for Educational Administration (CCEA), Kuala Lumpur, Malaysia, 19-24 August 1996. (Unpublished.)

KANJI, G.K. (ed.) 1995. Total quality in education. *Total quality management*, 6.

KARATHANOS, D. 1999. Quality: is education keeping pace with business? *Journal of education for business*, 74(4):231-235, March/April.

KAUFMAN, R.A. 1994. A synergetic focus for educational quality management, needs assessment and strategic planning. *International journal for educational reform*, 3(2):174-180, April.

KAUFMAN, R.A. & HIRUMI, A. 1992. Ten steps to "TQM Plus". *Educational leadership*, 50(3):33-34, Nov.

KGOBE, P. 1993. Post apartheid: is there a rural education policy? *Matlhasedi*, 12(2): 11-15, Dec. ✓

KLEFSJÖ, B. 2002. Implementation obstacles for a work development-orientated TQM strategy. *Total quality management*, 13(5), 14p, Aug.

LANDMAN, W.A. 1980. Beskrywing as navorsingsmetode. (In Landman, W.A. red. Inleiding tot die opvoedkundige navorsingspraktyk. Pretoria: Butterworth. pp. 105-138)

LAWRENCE, M. & PATERSON, A. 1993. NEPI: is there an urban bias? *Matlhasedi*, 12(2): 11-15, Dec. ✓

- LEDDICK, S. 1993. Quality management in schools. *Journal for quality and participation*, 16(1):38-43, Jan/Feb.
- LEEDY, P.D. & ORMROD, J.E. 2001. Practical research: planning and design. New Jersey: Prentice-Hall.
- LEVIN, H.M. & LOCKHEED, M.E. 1993. Effective schools in developing countries. London/Bristol: The Falmer Press.
- LOCKWOOD, A., BAKER, M. & GHILLYER, A. 1996. Quality management in hospitality. London: Redwood Books.
- MEYER, M. 1998. Quality management. The essential component is teamwork. *People dynamics*, 16(4):31-35.
- MIDDLEHURST, R. & GORDON, G. 1995. Leadership, quality and institutional effectiveness. *Higher education quarterly*, 49(3):267-285, Jul.
- MOTWANI, J. & KUMAR, A. 1997. The need for implementing total quality management in education. *International journal of education management*, 11(3):131-135.
- MOUTON, J. & MARAIS, H.C. 1990. Basiese begrippe: metodologie van die Geesteswetenskappe. Pretoria: HSRC (Human Sciences Research Council).
- MOUTON, J. 2001. How to succeed in your master's and doctoral studies. Pretoria: Van Schaik Publishers.
- MURGATROYD, S. 1991. Strategy, structure and quality service: developing school wide quality improvement. *School organisation*, 11(1):7-19. ✓
- MURGATROYD, S. 1992. A new frame for managing schools: Total Quality Management (TQM). *School organisation*, 12(2):175-200.
- MURGATROYD, S. 1993. Implementing Total Quality Management in the school: challenges and opportunities. *School organisation*, 13(3):269-281.

MURGATROYD, S. & MORGAN, C. 1993. Total Quality Management and the school. Buckingham: Open University Press.

NADLER, L. 1982. Designing training programs: the critical events model. Massachusetts: Addison-Wesley.

NATIONAL INSTITUTE OF STANDARDS AND TECHNOLOGY (NIST). 2001. Baldrige National Quality Program: education criteria for performance excellence. Gaithersburg: United States Department of Commerce.

NATIONAL INSTITUTE OF STANDARDS AND TECHNOLOGY (NIST). 2002. Baldrige National Quality Program: education criteria for performance excellence. Gaithersburg: United States Department of Commerce.

NEUMAN, W.L. 1997. Social research methods: qualitative and quantitative approaches. Boston: Allyn & Bacon.

NW DEPARTMENT OF EDUCATION. 1998. Performance of learners in the Department of Education, Sport & Recreation of the NW Province in 1998. EMIS.

NW DEPARTMENT OF EDUCATION. 2000. Report on 1997 grade 12 examination results.

OAKLAND, J.S. 2000. Total Quality Management. London: Butterworth-Heinemann.

PETERS, J. 1999. Educational accreditation through ISO 9000. *Quality assurance in education*, 7(2):85-89.

POSTON, W.K. 1996. Comprehensive study of factors impacting perceived quality in school organisations: a compendium of research findings on quality assessment in Iowa school districts. The Eighth International Conference of the Commonwealth Council for Educational Administration (CCEA), Kuala Lumpur, Malaysia, 19-24 August 1996. (Unpublished.)

POTTER, D., REYNOLDS, D. & CHAPMAN, C. 2002. School improvement for schools facing challenging circumstances: a review of research and practice. *School leadership & management*, 22(3), 14p, Aug.

PUN, K. 2002. Development of an integrated total quality management and performance measurement system for self-assessment: a method. *Total quality management*, 13(6):759-778, Sep.

QUONG, T. & WALKER, A. 1996. TQM and school restructuring: a case study. *School organisation*, 16(2):219-231, Jun. ✓

RAMALHOTO, M.F. 1999. The research and education global network in 'Stochastics for the quality movement'. *European journal of engineering education*, 24(4):405, Dec. [Available on Internet:] <http://globalvgw14.global.epnet.com/pr>. [Date of use: 07/11/2000.]

RANKIN, S.C. 1992. Total Quality Management: implications for educational assessment. *NASSP bulletin*, 76(545):66-76, Sep.

RAPPAPORT, L.A. 1993. A school-based quality improvement program. *NASSP bulletin*, 77(554):16-21, Sep.

RAPPAPORT, L.A. 1996. Total quality management: one high school's experience. *Contemporary education*, 67(2): 72-74, Winter.

RAU, F.C. 1996. Quality opportunities in education. *Contemporary education*, 67(2):69-71, Winter.

RETIEF, H. 2000. Nie ego nie, maar saak dryf die DP se helderste ster. *Rapport*:5, Maart 12.

* RHODES, L.A. 1992. On the road to quality. *Educational leadership*, 49(6):76-80, Mar.

ROCHELEAU, L. 1991. Mt. Edgecumbe's venture in quality: how one superintendent learned the difference between managing and leading. *The school administrator*, 48(9):14-18, Nov.

ROWLANDS, K. & KANJI, G.K. 1998. Total quality management at the Dell Primary School. *Total quality management*, 9(4/5):203, Jul. [available on Internet:] <http://globalvgw8>. [Date of use: 18/08/2000.]

SABS ISO 9000. 1999. Quality systems awareness course: QSI quality strategies. Pretoria: SABS.

SABS ISO 9000. 2000. Quality management systems – fundamentals and vocabulary. Pretoria: SABS.

SAGOR, R. & BARNETT, B.G. 1994. The TQE principal: a transformed leader. Thousand Oaks, California: Corwin Press.

SALLIS, E. 1993. Total Quality Management in education. London: Kogan Page.

SCHARGEL, F.P. 1991. Promoting quality in education: schools can use Total Quality Management concepts to boost student performance. *Vocational education journal*, 66(8):34-35, Nov/Dec.

SCHARGEL, F.P. 1996. Why we need total quality management in education. *Total quality management*, 7(2):213-217, Apr. [Available on Internet:] <http://globalvgw8>. [Date of use: 18/08/2000.]

SCHEERENS, J. 1992. Effective schooling. Research, theory and practice. London & New York: Cassel.

SCHMOKER, M. & WILSON, R.B. 1993 (a). Total Quality Education: profiles of schools that demonstrate the power of Deming's management principles. Bloomington, Ind.: Phi Delta Kappan Educational Foundation.

SCHMOKER, M. & WILSON, R.B. 1993 (b). Transforming schools through Total Quality Education. *Phi delta kappan*, 74(5):389-395, Jan.

SCRABEC JR., Q. 2000. A quality education is not customer driven. *Journal of education for business*, 75(5):298, May/June. [Available on Internet:] <http://globalvgw14.global.epnet.com/pr>. [Date of use: 07/11/2000.]

SIEGEL, 2000 (a). Using Baldrige to improve education: a rationale based on results. *Training and development*, 54(2): 3, Feb.

SIEGEL, P. 2000 (b). Baldrige initiative: the air cover you crave. *The school administrator*, 57(6):22-27, Jun.

SIEGEL, P. & BYRNE, S. 1994. Using quality to redesign school systems: the cutting edge of common sense. San Francisco: Jossey-Bass Press.

SINK, D.S. 1992. Total Quality Management is... *Productivity SA*, 18(4):20-21, Sep.

SLATER, R.O. 1993. On centralization, decentralization and school restructuring: a sociological perspective. (In Beare, H. & Boyd, W.L. 1993. Restructuring schools: an international perspective on the movement to transform the control and performance of schools. Washington D.C. and London: The Falmer Press.)

SMIT, P.C. 1988. 'n Vergelyking van posvraelyste, onderhoudskedules en groepvraelyste. (In Raad vir Geesteswetenskaplike Navorsing. Inleiding tot die opnamemetodologie: Module 2. Pretoria. p. 58-83.)

STEYN, G.M. 1995. Total Quality Management: a survival approach for schools. *Lyra Academica*, 10(1):13-28.

STEYN, G.M. 1996. The quest for quality in our schools. *Educare*, 25(1&2):120-136.

STEYN, G.M. 1999. Out of crisis: transforming schools through total quality management. *South African journal of education*, 19(4):357-363.

STEYN, G.M. 2001. Perceptions in an American school district and some questions it raises for South African schools. *South African journal of education*, 21(2):114-120, May.

STEYN, G.M. 2002. Creating quality out of chaos: a qualitative study in an American school district. *Education as change*, 6(1):109-129, Jun.

SUN, H. 1999. The patterns of implementing TQM versus ISO 9000 at the beginning of the 1990s. *International journal of quality & reliability management*, 16(3):201-214.

TAYLOR, B.O. 2002. The effective schools process: alive and well. *Phi delta kappan*, 83(5):375-379, Jan.

TRIBUS, M. 1993. Quality management in education. *Journal for quality and participation*. 16(1):12-17, Jan/Feb.

VAZZANA, G.S., WINTER, J.K. & WANER, K.K. 1997. Can TQM fill a gap in higher education? *Journal of education for business*, 72(5):313-316; May/June.

VAN DER LINDE, C.H. 1998. Clinical supervision in teacher evaluation: a pivotal factor in the quality management of education. *Education*, 19(2):328-334, Winter.

VAN DER WESTHUIZEN, P.C., MENTZ, P.J., MOSOGE, M.J., NIEUWOUDT, H.D., STEYN, H.J., LEGOTLO, M.W., MAAGA, M.P., SEBEGO, G.M. 1999. A quantitative analysis of the poor performance of Grade 12 students in 1997. *South African Journal of Education*, 19(4):315-319.

VAN DER WESTHUIZEN, P.C. (ed.) 2002. Effective educational management. Pretoria: Kagiso Tertiary.

VAN DER WESTHUIZEN, P.C. (ed.) 2002. Schools as organisations. Pretoria: Van Schaik Publishers.

VAN KRADENBURG, L.P. 1995. Die selfgerigte of bemagtigde bestuurseenheid: 'n konsep vir kwaliteit skoolbestuur. *Die Unie*, 92(1):33-36, Aug.

VAN VUUREN, H. 1996. Quality force behind competitive advantage. Part III. *Human resource management*, 12(5):33-35, June.

VAN WYK, C. 1995. Kwaliteitsbestuur in die onderwys: paradigma en praktyk. *Educare*, 24(1):13-21.

VERMAAK, P. 1999. 'n Model vir die nie-formele bestuursontwikkeling van die bestuurspan van sekondêre skole. Potchefstroom: PU vir CHO. (Thesis – Ph.D.)

WAKS, S. & FRANK, M. 1999. Application of the total quality management approach principles and the ISO 9000 standards in engineering education. *European journal of engineering education*, 24(3):249, Sep. [Available on Internet:] <http://globalvgw14.global.epnet.com/pr>. [Date of use: 07/11/2000.]

WEAVER, T. 1992. Total Quality Management. *ERIC Digest*, 73:1-3.

WELLER, L.D. & McELWEE, G. 1997. Strategic management of quality: an American and British perspective. *Journal of research and development in education*, 30(4):201-213, Summer.

WEST-BURNHAM, J. 1992. Managing quality in schools. UK: Longman Group.

WHITAKER, K.S. & MOSES, M.C. 1994. The restructuring handbook. A guide to school revitalization. Needham Heights, Massachusetts: Allyn & Bacon.

WIKLUND, H. 2002. On the use of process management in the third world. *Total quality management*, 13(4), 8p, Jul.

WONG, W.Y.L. & KANJI, G.K. 1998. A holistic perspective on quality quests and quality gains: the role of environment. *Total quality management*, 9(4/5):241 (5p.). Available on Internet:] [wysiwyg://bodyframe.5/http://globalvgw8](http://globalvgw8). [Date of use: 18/08/2000.]

ZAIRI, M. 2002. Beyond TQM implementation: the new paradigm of TQM sustainability. *Total quality management*, 13(8):1087-1099, Dec.

ZUCKERMAN, A. 2000. Quality assurance through ISO 9000. *The school administrator*, 57(6):12-16, June.

ADDENDUM A

TO: The Director: Coordination (Mr. I. S. Molale)
FROM: Philip de Bruyn
DATE: 10 October 2001
SUBJECT: **RESEARCH ON EFFECTIVENESS OF SCHOOLS**

Dear Sir

I am currently involved in research on the optimisation of the effectiveness and productivity of secondary schools in the RSA. The overall aim of the research is to contribute towards the organisational change and development of schools. The particular scope of this research is to develop a model to improve the effectiveness of secondary schools through the application of **Total Quality Management**. This management concept represents a total systems approach comprising the school as a whole.

The survey is being conducted in conjunction with the Potchefstroom University for CHE as part of research for a Ph.D. in Educational Management.

A crucial part of this research is a survey to solicit empirical data from school principals. Schools in the North West Province have been sampled to take part in the survey on the basis of a sustained learner pass rate of 80% plus in the Grade 12 external examinations between 1997 and 2000. The number of schools adds up to 61 secondary/combined schools from all education districts in the province.

Your endorsement is therefore requested for access to schools to

- send out questionnaires to the principals of the sample schools
- conduct interviews with principals, educators, learners and parents at a few targeted schools.

It would be appreciated if the questionnaires could be distributed and returned by the relevant circuit managers to ensure prompt and effective feedback. Responses from schools are strictly confidential and will be reported only in aggregated form.

The support of the NWDE is highly appreciated.

P. P. DE BRUYN
RESEARCHER

Cc. Dr. A. M. Karodia

Superintendent-General



ADDENDUM B
Department of Education
Lefapha la Thuto
Departement van Onderwys

Co-ordination Directorate
Gurona Building
Janas Moroka Avenue,
Private bag X2044
Mmabatho, 2735

Tel (018) 3873411/06
Fax (018) 3874097
Email: imolale@nwpg.org.za
Kmasotho@nwpg.org.za

NORTH WEST PROVINCE

Enquiries: *L.S. Molale*
Telephone: 018 - 3873411/06
Fax: 018- 3874097
Email: imolale@nwpg.org.za

To: Mr P. de Bruyn
From: Mr L.S. Molale
Director: Co-ordination

Date: 22 October 2001

Subject: **RESEARCH ON EFFECTIVE OF SCHOOLS**

Department of Education acknowledges the contribution made by institutions of learning towards improvement and effectiveness of school system in the North West.

It is in this spirit that the Department endorses your request dated 10 October 2001:

- To administer questionnaire to principals of sampled schools in the North West.
- Conduct interviews with principals, educators, learners and parents.

We hope this will be a very successful exercise.

Yours sincerely


P.P. Masetha
DIRECTOR: CO-ORDINATION

| |
|--|
| DEPARTMENT OF EDUCATION NORTH WEST PROVINCE |
| PRIVATE BAG X2044 |
| 22 OCT 2001 |
| MMABATHO 2735 |

ADDENDUM C

16 Violet str.
POTCHEFSTROOM
2531

The School Principal

Dear Sir/Madam:

RESEARCH ON THE EFFECTIVENESS OF THE MANAGEMENT OF SECONDARY SCHOOLS

Research is currently being conducted on the optimisation of the effectiveness and productivity of secondary schools in the RSA. The overall aim of the research is to contribute towards the organisational change and development of schools. The particular scope of this research is to develop a model for the improvement of the effectiveness of secondary schools through the application of Total Quality Management. This management concept represents a total systems approach comprising the school as a whole.

A crucial part of this research is a survey to collect data from schools. Schools in the North West Province have been identified to take part in the survey on the basis of a sustained learner pass rate of 80% plus in the Grade 12 external examinations between 1997 and 2000.

The survey is being conducted in conjunction with the Potchefstroom University for CHE as part of research for a Ph.D. in Educational Management. The NWDE has approved the research project and for the survey to be conducted at schools.

Kindly fill in the accompanying questionnaire and return it as soon as possible before the 9th November 2001. Responses are strictly confidential and will be reported only in aggregated form.

Thank you for your valuable input and time.

P. P. de Bruyn
Researcher

SCHOOL EFFECTIVENESS ASSESSMENT INSTRUMENT

QUESTIONNAIRE FOR SCHOOL PRINCIPALS

Questionnaire number

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

 (1-3)

Section A Background Information

Please complete the following by marking with an "X":

- | | | | | | | | | | | | | | |
|---------------------|--------------------------------------|---|-------------|--|------------------|--|---------------------|--|----------------|--|----------------|--|---|
| 1. | Gender | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 80%;">Male</td><td style="width: 20%;"></td></tr> <tr><td>Female</td><td></td></tr> </table> | Male | | Female | | 4 | | | | | | |
| Male | | | | | | | | | | | | | |
| Female | | | | | | | | | | | | | |
| 2. | Age | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 80%;">20 – 29 yrs</td><td style="width: 20%;"></td></tr> <tr><td>30 – 39 yrs</td><td></td></tr> <tr><td>40 – 49 yrs</td><td></td></tr> <tr><td>Above 50</td><td></td></tr> </table> | 20 – 29 yrs | | 30 – 39 yrs | | 40 – 49 yrs | | Above 50 | | 5 | | |
| 20 – 29 yrs | | | | | | | | | | | | | |
| 30 – 39 yrs | | | | | | | | | | | | | |
| 40 – 49 yrs | | | | | | | | | | | | | |
| Above 50 | | | | | | | | | | | | | |
| 3. | Years experience as school principal | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 80%;">1 – 5 yrs</td><td style="width: 20%;"></td></tr> <tr><td>5 – 10 yrs</td><td></td></tr> <tr><td>11 – 15 yrs</td><td></td></tr> <tr><td>Above 16 yrs</td><td></td></tr> </table> | 1 – 5 yrs | | 5 – 10 yrs | | 11 – 15 yrs | | Above 16 yrs | | 6 | | |
| 1 – 5 yrs | | | | | | | | | | | | | |
| 5 – 10 yrs | | | | | | | | | | | | | |
| 11 – 15 yrs | | | | | | | | | | | | | |
| Above 16 yrs | | | | | | | | | | | | | |
| 4. | Highest educational level | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 80%;">Diploma</td><td style="width: 20%;"></td></tr> <tr><td>Bachelors degree</td><td></td></tr> <tr><td>Honns./B.Ed. degree</td><td></td></tr> <tr><td>Masters degree</td><td></td></tr> <tr><td>Doctors degree</td><td></td></tr> </table> | Diploma | | Bachelors degree | | Honns./B.Ed. degree | | Masters degree | | Doctors degree | | 7 |
| Diploma | | | | | | | | | | | | | |
| Bachelors degree | | | | | | | | | | | | | |
| Honns./B.Ed. degree | | | | | | | | | | | | | |
| Masters degree | | | | | | | | | | | | | |
| Doctors degree | | | | | | | | | | | | | |
| 5. | Position | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 80%;">Principal</td><td style="width: 20%;"></td></tr> <tr><td>Deputy principal</td><td></td></tr> <tr><td>Head of department</td><td></td></tr> <tr><td>Other</td><td></td></tr> </table> | Principal | | Deputy principal | | Head of department | | Other | | 8 | | |
| Principal | | | | | | | | | | | | | |
| Deputy principal | | | | | | | | | | | | | |
| Head of department | | | | | | | | | | | | | |
| Other | | | | | | | | | | | | | |

Please note: should you experience any difficulties in understanding certain key terms, you are referred to the glossary on page 7 of this questionnaire for assistance.

Please indicate with an "X" to what extent each item reflects the current situation at your school.

Section B

LEADERSHIP (Organisational leadership, public responsibility, and citizenship)

| | No extent | Slight extent | Moderate | Full extent | |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----|
| 6. The members of the senior management team are themselves committed to improving quality | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | 9 |
| 7. The senior management team is visibly involved in quality promotion. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | 10 |
| 8. All stakeholders are familiar with the school's quality policy. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | 11 |
| 9. The senior management team set directions for a learning-orientated climate in the school. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | 12 |
| 10. The members of the senior management team serve as role models through their ethical behaviour | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | 13 |
| 11. The school's performance is reviewed regularly for the early detection of problems. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | 14 |
| 12. The findings of performance reviews are translated into action plans. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | 15 |
| 13. The school has a significant impact on society. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | 16 |
| 14. The school anticipates matters of public concern proactively. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | 17 |
| 15. The school actively involves key stakeholders as part of good citizenship practices. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | 18 |
| 16. Senior school managers are recognised outside the school for promoting quality. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | 19 |
| 17. Quality values are integrated into the day-to-day management of the school | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | 20 |

Section C
STRATEGIC PLANNING (Strategy development and deployment)

| | No extent | Slight extent | Moderate | Full extent | |
|---|-----------|---------------|----------|-------------|----|
| 18. The school has identified key participants to be involved in the strategic planning process. | 1 | 2 | 3 | 4 | 21 |
| 19. The school considers influences that might affect the school's future directions. | 1 | 2 | 3 | 4 | 22 |
| 20. High academic standards are set for all learners in the school. | 1 | 2 | 3 | 4 | 23 |
| 21. Information is used to inform the planning process. | 1 | 2 | 3 | 4 | 24 |
| 22. The mission of each sub-system (academic department, team etc.) reflects the school's overall vision. | 1 | 2 | 3 | 4 | 25 |
| 23. The school plans for continuous improvement in all its operations. | 1 | 2 | 3 | 4 | 26 |
| 24. Strategic objectives are converted into action plans. | 1 | 2 | 3 | 4 | 27 |
| 25. Individual needs of learners are catered for in the design of educational programmes. | 1 | 2 | 3 | 4 | 28 |
| 26. The way people are managed enables the school to accomplish its objectives. | 1 | 2 | 3 | 4 | 29 |
| 27. The school has measures in place for tracking progress with its action plans. | 1 | 2 | 3 | 4 | 30 |
| 28. The school has the ability to project its future performance. | 1 | 2 | 3 | 4 | 31 |
| 29. The school compares its performance with that of other effective organisations. | 1 | 2 | 3 | 4 | 32 |
| 30. People at all levels of the school are involved in working quality improvement teams. | 1 | 2 | 3 | 4 | 33 |
| 31. The school's objectives are communicated to people at every level. | 1 | 2 | 3 | 4 | 34 |

Section D

**LEARNER, STAKEHOLDER AND MARKET FOCUS
(Knowledge of learner, stakeholder, and market needs, expectations, relationships, and satisfaction)**

| | No extent | Slight extent | Mode-rate | Full extent | |
|---|-----------|---------------|-----------|-------------|----|
| 32. The school is familiar with the needs and expectations of all its customers. | 1 | 2 | 3 | 4 | 35 |
| 33. Stakeholders collaborate to collectively improve on the quality of the school. | 1 | 2 | 3 | 4 | 36 |
| 34. Procedures for handling inquiries and complaints are well established. | 1 | 2 | 3 | 4 | 37 |
| 35. The school conducts regular surveys to obtain feedback from learners and stakeholders: | 1 | 2 | 3 | 4 | 38 |
| 36. Information from surveys is taken into account to anticipate the future needs of learners. | 1 | 2 | 3 | 4 | 39 |
| 37. Future customer expectations are tied to the school's curriculum development. | 1 | 2 | 3 | 4 | 40 |
| 38. The building of relationships with customers is important to the school. | 1 | 2 | 3 | 4 | 41 |
| 39. The school monitors the effectiveness of its relationships with key stakeholders. | 1 | 2 | 3 | 4 | 42 |
| 40. Complaints by customers are dealt with promptly. | 1 | 2 | 3 | 4 | 43 |
| 41. Employer satisfaction with the school's matriculates is monitored regularly. | 1 | 2 | 3 | 4 | 44 |
| 42. Information is gathered systematically to monitor the improvement in customer satisfaction. | 1 | 2 | 3 | 4 | 45 |
| 43. Special training in customer service is provided to all administrative staff of the school. | 1 | 2 | 3 | 4 | 46 |
| 44. The school compares the satisfaction of its customers with that of other similar schools. | 1 | 2 | 3 | 4 | 47 |
| 45. Learners are engaged as full participants in the school's quality improvement processes. | 1 | 2 | 3 | 4 | 48 |
| 46. The school's primary focus is on the learners' active learning skills. | 1 | 2 | 3 | 4 | 49 |

Section E

INFORMATION AND ANALYSIS

(Measurement and analysis of organisational performance and information management)

| | No extent | Slight extent | Mode-rate | Full extent | |
|--|-----------|---------------|-----------|-------------|----|
| 47. Information is used in monitoring the school's daily operations. | 1 | 2 | 3 | 4 | 50 |
| 48. Decision making throughout the school is based upon the analysis of collected information. | 1 | 2 | 3 | 4 | 51 |
| 49. Information is analysed to support the strategic direction of the school. | 1 | 2 | 3 | 4 | 52 |
| 50. Information is communicated in a systematic manner throughout the school. | 1 | 2 | 3 | 4 | 53 |
| 51. Information analysis is used to improve the school's quality performance. | 1 | 2 | 3 | 4 | 54 |
| 52. Adequate procedures are in place to collect data about the school's performance. | 1 | 2 | 3 | 4 | 55 |
| 53. The school's quality processes are compared to those in other exemplary schools. | 1 | 2 | 3 | 4 | 56 |

Section F

SYSTEMS AND STAFF FOCUS

(Work systems, system and staff education, training, development, well-being, and satisfaction)

| | No extent | Slight extent | Mode-rate | Full extent | |
|---|-----------|---------------|-----------|-------------|----|
| 54. The school pursues high-performance work systems. | 1 | 2 | 3 | 4 | 57 |
| 55. Individualised professional plans are used for staff development and training. | 1 | 2 | 3 | 4 | 58 |
| 56. The school gives recognition for high performance work. | 1 | 2 | 3 | 4 | 59 |
| 57. Quality improvement teams are regularly used to solve problems. | 1 | 2 | 3 | 4 | 60 |
| 58. The school plans for career progression of all staff. | 1 | 2 | 3 | 4 | 61 |
| 59. Staff is recruited on the basis of particular skills needed. | 1 | 2 | 3 | 4 | 62 |
| 60. Staff is trained with the aim to serve the school's overall objectives. | 1 | 2 | 3 | 4 | 63 |
| 61. Staff members are involved in the design of their training. | 1 | 2 | 3 | 4 | 64 |
| 62. The effectiveness of staff training is evaluated regularly. | 1 | 2 | 3 | 4 | 65 |
| 63. The school provides a safe and healthy workplace to its staff. | 1 | 2 | 3 | 4 | 66 |
| 64. The well being, satisfaction, and motivation of all staff is evaluated regularly. | 1 | 2 | 3 | 4 | 67 |
| 65. The school provides opportunities for personal learning to all staff members | 1 | 2 | 3 | 4 | 68 |

Section G

PROCESS MANAGEMENT

(Education design and instructional approaches, learner services, and support processes)

| | No extent | Slight extent | Mode-rate | Full extent | |
|---|-----------|---------------|-----------|-------------|----|
| 66. The curriculum focuses on active learning e.g. problem solving, critical thinking. | 1 | 2 | 3 | 4 | 69 |
| 67. The curriculum is tailored to meet the individual needs of learners. | 1 | 2 | 3 | 4 | 70 |
| 68. New technology has been incorporated to improve communication and information sharing. | 1 | 2 | 3 | 4 | 71 |
| 69. Procedures have been designed to reduce learner dropout rates. | 1 | 2 | 3 | 4 | 72 |
| 70. The learning process is measured on a continual basis by means of portfolios and projects. | 1 | 2 | 3 | 4 | 73 |
| 71. Teaching methods are improved to ensure effective learning. | 1 | 2 | 3 | 4 | 74 |
| 72. The key services to learners are those considered most important to learner academic success. | 1 | 2 | 3 | 4 | 75 |
| 73. Feedback from customers is used to improve services to learners. | 1 | 2 | 3 | 4 | 76 |
| 74. Networking with other educational institutions is encouraged. | 1 | 2 | 3 | 4 | 77 |
| 75. The school evaluates its own educational programmes to determine their effectiveness. | 1 | 2 | 3 | 4 | 78 |
| 76. The school assists learners in assessing their own learning performances. | 1 | 2 | 3 | 4 | 79 |

Section H

ORGANISATIONAL PERFORMANCE RESULTS

| | No extent | Slight extent | Mode-rate | Full extent | |
|---|-----------|---------------|-----------|-------------|----|
| 77. Learning results reflect the mission of the school. | 1 | 2 | 3 | 4 | 80 |
| 78. The school's matriculation results have increased over time. | 1 | 2 | 3 | 4 | 81 |
| 79. The school's financial measures are performed successfully. | 1 | 2 | 3 | 4 | 82 |
| 80. The school's overall performance reflects its organisational effectiveness. | 1 | 2 | 3 | 4 | 83 |

Thank you for your assistance and co-operation.

Glossary of key terms

Action plans

The term "action plan" refers to specific actions that respond to short- and longer-term strategic objectives. Action plans include details of resources and time frames.

Active learning

Active learning refers to interactive instructional techniques that engage learners in such higher-order thinking tasks as analysis, synthesis, and evaluation. Learners engaged in active learning might use additional resources, such as libraries, Web sites, interviews, or focus groups, to obtain information.

Analysis

Analysis refers to examination of facts and data to provide a basis for effective decisions.

Customers

A customer can be regarded as the next person in the line to receive a service. Learners can be regarded as the school's primary customers and secondary customers include parents, businesses, employers, and the community – all who have an interest in the quality of education.

Performance

Performance refers to output results obtained from processes and services that can be evaluated and compared. Performance can be related to learners and stakeholders, finances and budget, and operations.

Processes

Process refers to linked activities with the purpose of producing a programme or service for learners and/or stakeholders within or outside the school.

Quality improvement teams

Those teams are small groups of educators/learners who have been empowered to manage themselves as well as their daily work without interference by senior managers. A team is allowed to determine its own procedures and objectives, but those must be congruent with the goals of the school as a whole.

Senior management team

The term refers to those with the main responsibility for managing the school as a whole. The SMT might include principals, deputy principals, departmental heads, and/or subject heads (top management).

Stakeholders

Stakeholders are all groups that are or might be affected by the school's actions and success. Examples include parents, governing bodies, staff, social service organisations, alumni, businesses, employers, other schools, and local/professional communities.

Strategic planning

The term refers to a school's articulated aims or responses to address major change/improvement and/or competitive issues. The focus of strategic planning is on external factors and on the long-term directions of the school.

ADDENDUM D

INTERVIEW SCHEDULE FOR PRINCIPALS, EDUCATORS, LEARNERS AND PARENTS

1. ORGANISATIONAL PROFILE

- Describe the competitive environment of the school.
- What are the school's challenges?
- How does the school perceive excellence?

2. LEADERSHIP

- What is the role of leadership – commitment/role models?
- How are senior leaders visibly involved in school matter?
- What are the quality values and vision of the school?
- What do you do to review/early detect faults?
- How are people empowered?
- What is the school's Impact on society?

3. STRATEGIC PLANNING

- What academic standards are set for the school?
- How does the school orientate learners toward the future?
- How are school operations continuously improved?
- How are school objectives communicated throughout the school?
- How does teamwork contribute toward quality improvement?
- How does the school address the individual needs of learners?

4. LEARNER, STAKEHOLDER AND MARKET FOCUS

- How does the school build relationships with customers?
- How does the school develop the active learning skills of learners?
- What opportunities exist for people to voice their grievances?
- How do people participate in the management of the school?
- What measures are taken to satisfy the needs of school customers – surveys and feedback?
- How do senior leaders compare the school with other organisations/schools to ensure quality improvement?

5. INFORMATION AND ANALYSIS

- How does the use of information affect decision making in the school?
- What is done to monitor/measure school activities and performances?
- How is information communicated inside and outside the school?

6. SYSTEMS AND STAFF FOCUS

- How are work systems shaped to ensure excellence?
- How do senior managers contribute to a healthy work environment?
- How are all staff motivated and recognised?
- What measures are taken to ensure staff satisfaction?
- How are staff members involved in training and building of skills and personal learning?

7. PROCESS MANAGEMENT

- How is academic success pursued in the school?
- How are learner performances continuously evaluated?
- What self-assessment takes place in the school (learners and systems)?
- How are teaching methods continuously improved?
- What is the role of new technology in the school?
- What is the role of networking to improve quality?

Thank you very much for your time and contribution.