
CHAPTER 6

ANALYSING AND INTERPRETING OF DATA

6.1 INTRODUCTION

The aim of Chapter 6 was the analysing and interpreting of both the quantitative and qualitative data (see 1.3)

- To determine quantitatively to what extent effective schools make use of TQM, and to what extent elements of TQM could be identified in these schools (quantitative research), and
- To determine qualitatively whether the strategies employed in schools are based on TQM assumptions and could characterise them as effective in terms of TQM (qualitative research).

6.2 METHODOLOGY IN REPORTING DATA

The quantitative and qualitative phases of the research are based on the education criteria of the Malcolm Baldrige Education Program. These criteria and the goals thereof were used because they are closely related to TQM approaches to organisational effectiveness (see Chapters 1, 2, 3 and 4). The criteria deal with the following organisational dimensions: leadership, strategic planning, learner, stakeholder and market focus, information and analysis, systems and staff focus and process management. The objectives of both research phases in respect of each dimension are stated at the beginning of the respective dimensions. The completed questionnaires (Addendum C) and the transcripts of the individual and focus group interviews provide data on each dimension of the Baldrige Program.

- **Quantitative data:**

The responses of the principals on each dimension are captured in tables. In Table 6.1 the frequency of certain personal information on the respondents is given. Tables 6.2, 6.4, 6.6, 6.8, 6.10 and 6.12 give the mean scores of all items ranked in descending order. The data on the section that deals with organisational

performance results was not taken into account for discussion, since these responses were captured adequately in Paragraphs 6.3 – 6.8.

- **Qualitative data:**

The aim of the interview schedule was to probe into the views of principals, educators, learners and parents in respect of key aspects of the Baldrige Education Program. The responses were analysed for clues on how the respondents view the management role of senior school leaders.

The respondent schools were coded alphabetically from school A to school F and the respondents are identified as principal = 1, educators = 2, learners = 3, and parents = 4 (Coleman & Briggs, 2002:272-273). The essence of the responses of principals and focus groups was captured in tables (see Tables 6.3; 6.5; 6.7; 6.9; 6.11 and 6.13) and indicated with tabs (a detailed review of the responses is kept by the researcher). Those responses appear at the beginning of each of the six dimensions of the Baldrige Program. (Section 1 (Organisational profile) of the interview schedule served only as an introductory discussion with respondents and the responses were, therefore, not captured). The format of the responses on strategic planning (see Table 6.5) and learner, stakeholder and market focus (see Table 6.7), differs from the structure of the subsequent discussions (see 6.5.2; 6.6.2). This adapted structuring was found appropriate as a means to formalise the responses in a way that links closely to the format of the Baldrige Education Program (NIST, 2001:17,19).

Finally the data of the quantitative and qualitative researches were interpreted and explained as related to the objectives.

6.3 BIOGRAPHICAL DATA

The quantitative phase of research provides for biographical data of the school principals. The aim of the items in this section (see Section A, items 1 – 5, Addendum C) was to gather data which could possibly be utilised when interpreting the data in the other sections.

Profile of the respondents: The respondents are principals of secondary schools with between 1 and 10 years' experience as principals. The majority of the

respondents are males aged 40 years and older of which 90% hold bachelor degrees and more than half are in possession of a higher degree.

The responses are summarised in Table 6.1.

Table 6.1 Biographical data

Item no	Item	f	%	
A1	Gender	Male	36	90
		Female	4	10
	Total	40	100	
A2	Age	20 – 29 yr.	0	0
		30 – 39 yr.	3	7,50
		40 – 49 yr.	16	40
		Above 50	21	52,50
	Total	40	100	
A3	Years experience as school principal	1 – 5 yr.	15	37,50
		5 – 10 yr.	15	37,50
		11 – 15 yr.	3	7,50
		Above 16 yr.	7	17,50
	Total	40	100	
A4	Highest educational level	Diploma	4	10
		Bachelors degree	13	32,50
		Honns./ B.Ed. degree	15	37,50
		Masters degree	7	17,50
		Doctors degree	1	2,50
	Total	40	100	
A5	Position	Principal	40	100
		Deputy principal		
		Head of department		
		Other		
	Total	40	100	

6.4 LEADERSHIP

6.4.1 Quantitative data

The aims of the criteria on leadership (see Section B, items 6 – 17, Addendum C) were to examine *to what extent* senior school leaders:

- Address the key aspects of school leadership and schools' public responsibility, and
- Fulfil their public responsibilities and work effectively with key communities.

The responses are captured in Table 6.2.

Table 6.2 Leadership – quantitative data

Item no	Item	Ranking	Mean score
B6	The members of the senior management team are themselves committed to improving quality	1	3,70
B9	The senior management team set directions for a learning-orientated climate in the school.	2	3,68
B17	Quality values are integrated into the day-to-day management of the school	2	3,68
B10	The members of the senior management team serve as role models through their ethical behaviour	4	3,63
B16	Senior school managers are recognised outside the school for promoting quality.	5	3,59
B7	The senior management team is visibly involved in quality promotion.	6	3,58
B13	The school has a significant impact on society.	7	3,53
B11	The school's performance is reviewed regularly for the early detection of problems.	8	3,49
B12	The findings of performance reviews are translated into action plans.	9	3,38
B15	The school actively involves key stakeholders as part of good citizenship practices.	10	3,35
B14	The school anticipates matters of public concern proactively.	11	3,33
B8	All stakeholders are familiar with the school's quality policy.	12	3,21

Table 6.2 reflects the responses of the principals to items B6 – B17. The mean scores of all items are above 80%, which means that key aspects of school leadership, public responsibility and citizenship are applied to a *full extent* in the respective schools.

The quantitative research, therefore, provides evidence that senior school managers do practice TQM related aspects of leadership. The following aspects of leadership correspond with the literature views on TQM:

6.4.1.1 School leadership (B6 - B12, B17)

- Senior school managers are themselves committed to quality improvement (B6; see 2.2.1.3; 2.8.4; 3.3.3.1; 4.9).
- Senior managers are visibly involved in quality promotion (B7; see 3.2.5; 3.4.4.3);
- Senior managers serve as role models (B10; see 3.3.3.1), set directions (B9; see 3.3.3.1) and integrate quality values with school practice (B17; see 2.7.4);
- All stakeholders are familiar with the school's quality policy (B8), and
- The school's performance is reviewed regularly for detection of problems (B11; see 2.8.2; 3.3.3.5) and the reviews are translated into action plans (B12; see 3.4.4.3).

6.4.1.2 Public responsibility and citizenship (B13 – B16)

- Senior school leaders are recognised outside the school for promoting quality (B16; see 2.8.1);
- The school has a significant impact on society (B13; see 2.8.1);
- The school anticipates matters of public concern (B14; see NIST, 2001; 3.2.6), and
- The school actively involves key stakeholders as part of good citizenship (B15; see 3.4.4.3; NIST, 2001: 38-39).

6.4.2 Qualitative data

The data in this section (see 5.3.2.4, item 2; Table 6.3) is used to describe *how* principals, educators, learners and parents view the role of senior school leaders to:

- Address the key aspects of school leadership, including organisational values, directions, and performance reviews, and
- Fulfil their public responsibilities and work effectively with key communities (NIST, 2001).

The essence of the responses is captured in Table 6.3

Table 6.3 Leadership – qualitative data

Senior management commitment:

- School leaders are committed to quality improvement (A1, A2, B3, C2, C4, D2, E3, F1)

Visible involvement:

- The principal is supportive and knows the learners (A2, A3, B3, B4, D2, D3)
- The principal sets an example (F1)
- New educators are inducted (C4, F1)
- Senior managers communicate with role players (C4, F1, F3)

Quality values and vision:

- The principal has a clear vision of a quality school (C2)
- The following values are maintained as part of a quality environment: Academic achievement (A3, B4, C3, D1, D2, E4); Discipline and order (A1, A2, A3, B4, C2, C4, D1, D3, E3, E4); Self-discipline and responsibility (A1, A2, A3); Hard work (B3); High standards (B4); Trust (A1, A2); Develop the learner as a whole person (A1, A3, B2, B4, C2, D1, D2, E1, E4, F2, F3); Learner-centred and realisation of learner potential (A2, B3, C2, D1); Life-orientation (A2); Mutual respect (A2, A3, C4, D2); Mutual support (B3); Pride in school (A3, C2, C4); Moral standards (B2, C1, C4, F1); Professionalism in sport (C1, C4, D1, D3)

Empowerment of people:

- The principal has a democratic management style (B1, D1, D2, E1, F1, F2, F3)
- The principal has an autocratic management style (C1)
- The principal exercises strict control and expects adherence to school policy (C1, C2, C4, D1, D2, F1)
- The principal sets guidelines to educators (E3)
- Educators are allowed to work independently (A2, B1)
- Educators are allowed to take own initiative (C1, D2)
- Educators have limited freedom to take decisions in classrooms (C2, F1)
- Learners are involved in school management (D1, D2, D3, E1, E3, F1, F3)
- Parents are involved in school management (B1, B4, C4, F1)

- Subject heads form part of the school's management team (B2)
- The principal follows an open-door policy (B4, C1, D2, E1, F2)

The review role of leadership/early detection of faults:

- Problems are detected through observation and informal talking (A1)
- Grade 12 results are reviewed annually (A1)
- Planning is conducted annually (D2)
- Committees on the staff review professional matters (A2)

Public responsibility and citizenship:

- Learners are prepared to be productive in society (A1, A2, C4, E3)
- Learners are encouraged to take part in community service (B3, C2, C4, E1, E3, F2)
- The school's facilities are made available to the community (B1, E3, F2).

Table 6.3 reflects the responses of principals, educators, learners and parents captured during individual and focus group interviews. The responses provide evidence on how senior managers practice leadership.

6.4.2.1 School leadership

The focus of school leadership is on the central role of the schools' leaders to set values and directions, the driving of performance and on the review role of leadership.

6.4.2.1.1 Commitment of senior school leaders

The first aspect of school leadership is the commitment of the school management team. This commitment in particular originates from the principal (A1, A2, B3, C2, C4, D2, E3, F1). The principal sets the example of leadership and commitment to the rest of the school (F1).

This view corresponds with the first phase of an implementation strategy for TQM in schools, which requires a substantive commitment of the school management team to quality (see 3.3.3.1). The process of change and quality transformation, in fact, is the responsibility of the school's management team (see 2.8.4) and the initiative for change as well originates at the top (see 4.9). It is, therefore, evident that the commitment of the principal and other senior school leaders is a prerequisite for a school to embark on the road to quality improvement.

Commitment to quality requires change in management behaviour. This change begins at the top (senior management) and is cascaded down to educators, learners and other stakeholders (see 2.2.1.3).

Principals and educators are committed to effective schooling. There is a commitment by principals to serve (A1), while educators are dedicated (A3). The dedication of educators is illustrated by their willingness to present additional lessons to the learners scheduled on top of their normal teaching programmes. Learners themselves are committed to hard work and pursue high achievements (see Table 6.5).

The literature supports the view that other stakeholders should perceive the principal as committed to the quality philosophy. The slightest digression or perception that lip service is being given to TQM will lead to rejection (see 2.8.4 and 3.3.3.1). Senior managers can demonstrate their involvement in establishing quality management through their communication with staff, acting as role models, making themselves accessible and listening to staff and assisting in training and developing of staff (see 3.2.5).

Principals are persons holding positions of responsibility in the school and to whom others look for guidance and leadership (see 3.3.3.1). As role models, principals can reinforce values and expectations while building leadership, commitment, and initiative throughout the school. Ethical practices also need to take into account proper use of public and private funds (see 3.4.4.3).

6.4.2.1.2 Visible involvement of senior school leaders

Secondly, school leadership is demonstrated by visible involvement, which is demonstrated by school leaders in the following ways:

- The principal has a personal interest in the learners, “knows each and every learner” (A2) and is familiar with their marks (A3). School leaders are involved in the coaching of sport teams “and this is why they know the learners so well” (B3). The conduct of the principal is “not like a principal in the office”, but the principal is interested in the learners’ progress and their way of thinking (A3);

- Principals and educators are interested in the learners and their activities and achievements. A learner in School B mentioned that the principal and educators “do whatever they can to make you feel important”. This support is not only for the high performers but also for learners playing in the lower sport teams by attending the matches and “it means so much to them” (B3);
- The principal helps learners with activities, for example, projects and speeches (A3);
- Senior managers ensure that new educators are inducted (C4, F1) and they communicate with role players (C4, F1, F3), and
- The visible involvement of the principal motivates educators to take up their duties seriously (B4).

Principals lead through their commitment to quality and their visible involvement in activities concerning the learners. This conduct of principals is consistent with a TQM implementation strategy, which requires a substantive commitment of school management team to quality. Educators, learners and parents perceive the principals as committed to the quality philosophy due to their visible involvement. This perception is of critical importance for the acceptance of quality throughout the school (see 2.8.4 and 3.3.3.1). Senior managers can demonstrate their involvement in establishing quality management through their communication with staff, acting as role models, making themselves accessible and listening to staff and assisting in training and developing of staff (see 3.2.5).

6.4.2.1.3 Quality values and vision

A third aspect of school leadership is the development of quality values and vision (see 3.4.4.3):

- The respondents perceive discipline as instrumental to excellent academic performance. According to a educator in School A “there is no learning without discipline” (A2). Hard work and discipline are perceived as the main reasons for learners to perform well and even contribute toward achievements in other school activities (B3). Discipline goes together with self-discipline and

responsibility (A1, A2, A3). The aim with discipline is to create an atmosphere in which order prevails (E3). Order is conducive to effective learning, but also to high performance in sport and cultural activities. Educators are very dedicated toward their work and motivate learners continuously to work hard and to prepare themselves for tertiary study. Learners themselves have a strong future orientation when it comes to their work. Success indeed requires a strong orientation to the future (see 3.4.4.3; NIST, 2001:38);

- The academic development of the child is valued as the highest priority and the core business of the schools (A3, B4, C3, D1, D2, E4). Governing bodies employ additional educators to ensure that learners “pass on a high level” (B4) in grade 12. Extra-mural activities (sports, culture) are regarded as additional to the academy, but for schools to remain a competitive advantage in the market, they need to ensure excellent performance also in non-academic disciplines otherwise “there will not be much demand for your school” (B4). This corresponds with Porter’s *Five Forces Model of Competition* (1980) contending that schools that want to retain their market share and attract new customers must determine and meet the needs and expectations of their customers (see 3.4.2);
- Senior managers value the principle of learner-centred education and the realisation of each learner’s potential (A2, B3, C2, D1) and the aim of developing a balanced person (A1, A3, B2, B4, C2, D1, D2, E1, E4, F2, F3). Underlying this is the notion that learners have multiple abilities that should be fully developed (see 4.5);
- Trust in people and a sense of belonging are perceived as important values. In School A, the principal puts trust in people to make decisions (A2). This atmosphere of trust is linked to non-interference of the principal in classrooms. At the same time, there is a strong bonding among the educators (A2). This sense of belonging is also reflected by the learners’ pride in their school uniforms, which “reflect values like potential, talent, hard work and dedication” (A3). In School B, there is a spirit among learners helping each other towards academic achievement. The people work together as “one big family” (C4),

which means that learners are well accepted in the school and there is a sense of togetherness as a result of the school's successes. A learner in School F experiences a "relaxed" atmosphere in a school where people know each other;

The literature supports the notion of the school as an extension of the family. It suggests a decentralised structure (functional teams) in which educators would get to know each other better and the individual needs of learners would be catered for. As a result, learners develop a sense of belonging and feel more comfortable, educators are more satisfied and parents experience the school as a caring place (see 4.6.4), and

- Moral and religious values are emphasised in the responding schools. These values include mutual respect, loyalty, integrity and honesty (A2, A3, B2, C1, C4, D2, F1).

Quality values and directions are communicated through the leadership system to staff and learners. School leaders, therefore, initiate the developing of a climate that is conducive to learning. To develop a learner-focused, learning-orientated climate in a school requires the principal to change the direction of the school if needed. Before this change can be effected, leaders first need to appraise their school and then apply quality principles. It is clear that the respondents have an understanding of the notion that those in charge of the system are the only ones who can change that system (see 3.3.3.1).

6.4.2.1.4 Empowerment of people

The fourth aspect of school leadership is the management style of school leaders and the empowerment of people.

Management styles in most of the respondent schools are described as democratic and open. The management style in School B is democratic and the principal follows an open-door policy. The involvement of parents in the coaching of sporting teams is encouraged (B4). School E utilises an extended management system involving a wide range of learner leaders. There is a strong emphasis on the training and development of learner leaders (see 3.3.3.4). Learners in School

E have a say within limits, but the principal has an open door and the decisions of the principal are regarded as justifiable (E3). School F has a democratic management style with emphasis on consultation and participation.

The principal of School F regards management styles that structure everything from the top as "completely out". People's ideas are used and there is wide consultation (for example, using questionnaires) to "involve grassroots level" (F2) before decisions are taken. A system of committees is utilised to make decisions up to a certain level. Those committees are self-managing work teams, which provides for the empowerment of people (see 3.3.4.3). Staff empowerment is also effected via the continual dissemination of information. In their classrooms, the educators have "in totality the power" (F1) to achieve their objectives. The principal, however, is still in control of the system and pays class visits to newly appointed educators to introduce them to the system. Learners also take part in decision making through consultation and voting and subsequently regard the school as "owned by everybody" (F3).

Educators are free to take their own decisions without interference by the principal (A2). In School B, educators are allowed to organise their own classes (B1) and in School C educators have "reasonable freedom" (C2). The principal of School D does not follow a top-down approach, although, in the view of the principal, some educators still prefer to be supervised closely.

The principal of School C describes the current management style as "quite autocratic", while in School D it is democratic, but "sometimes you still need to be autocratic" (D1). Principals with some form of "autocratic" management style (Schools C and D) also implement directive management strategies. These principals are adamant that particular guidelines, rules or parameters are to be adhered to. These policy guidelines enable the principals to exercise control. It's a matter of "things are to be done this way and that's it" (C1). The guidelines also ensure that "everybody knows exactly" (D2) what is expected of them without any doubt (C2). In School C, the heads of departments are presently "more involved" in decision making than before (C2). Educators are involved in decision-making, but within limits (C2). Parents are involved in school activities, but no "interference"

(C4) is tolerated. In School D strong policy guidelines also prevail, yet the principal follows an open-door policy with participation, which allows educators “a free hand in many things and own initiative that stimulates creativity” (D2). Learners in School D, are free to form their own opinions and in their experience the principal “listens to you”.

Policy guidelines are essential in a school to ensure a collective strive toward a common destiny. The adherence to policy complies with the principle of constancy of purpose, which means that people work with more commitment toward collective goals than toward mere individual ones (see 2.7.1). Directive management styles, however, are incompatible with TQM since TQM comprises a fundamental change in the management style and the way things are done in an organisation (see 1.1).

Those schools that follow a democratic management style comply with the TQM requirement that a fundamental change in management style is needed to embark on the road to quality (see 1.1). This management style is also associated with a bottom-up approach (see 4.6.4), which allows for the involvement of people (see 3.4.2.2), participative management and the empowerment of workers (see 2.5).

6.4.2.1.5 Review role of leadership

The review role of leadership in the responding schools revolves around informal deliberations among educators to detect problems (A1), as well as management and staff meetings and planning sessions where problems are discussed and solutions are suggested. In School D, planning sessions are held annually to review the school’s overall performance, identify weaknesses and then look forward to improving on past performance. As a result, corrective actions are taken to ensure future improvement (D2).

It is a TQM requirement that a school has to have measurements in place with the aim to review its activities on a regular basis (see 3.3.3.5). An important part of senior school leaders’ review task is the translation of findings into an action plan (see 3.4.4.3; NIST, 2001). The review role of leadership is also viewed in the literature as one of the cornerstones of TQM (see 2.8.2; 3.3.3.5).

For a more detailed discussion on leadership reviews, see Par. 6.7 (Information and analysis).

6.4.2.2 Public responsibility and citizenship

6.4.2.2.1 Influence of the school on society

The responding schools have a certain influence on the outside community. Facilities are made available to the community, which include sports grounds, school halls and vacant hostels. School B set up a forum of school principals and ministers of religion in an effort to address social problems in the community. Parents meetings are held to keep parents informed. The physical appearance and behaviour of the learners, particularly with their school uniforms, reflects an image of school pride (A3), as well as the school's sensitivity toward the goodwill of the society (C2). Schools depend on the business community for donations and sponsorships for development in sport (C4). A sports academy at one school is viewed as a facility that has a positive influence on the learners as well as the society (C4). School D perceives its influence on the society as substantial in terms of preparing its learners for university study and professional careers (D2).

6.4.2.2.2 Anticipate matters of public concern

Public responsibility in School B comprises a "buddy support system" (B3) to supply food parcels to needy and old aged people in the community. The school management team of School E sets the climate for community involvement and learner leaders lead a particular grade group in a certain direction, for example, the learners in one grade planned a picnic together with senior citizens. School F also has an outreach programme for special schools and homes for old aged. A schoolgirl in School C initiated a campaign against cancer, which developed into a youth organisation (C2, C4). Learners in School E deliver a service to the broader local community by serving on the Junior Citizen Council (E3). The extended leadership system of School E empowers learners to initiate community projects.

6.4.2.2.3 Involvement in citizenship practices

Good citizenship is an education objective consciously pursued by some schools. Educators in School A consider it their main aim "to make the child a proper and good citizen and a person who can fit into society" (A2). The aim for them is "to be

productive in society" (A1), which means that they are educated to help their society and also their parents. Preparation for good citizenship also entails teaching those principles to the learners that will enable them to take a responsible position in society when they leave school "to give their best and to reach the top" (C4).

According to the Baldrige Education Program (see 3.4.4.3; NIST, 2001), schools should not just meet governmental requirements for public involvement, but they should treat these requirements as opportunities for improvement "beyond mere compliance". It is a leadership requirement to ensure that a school is sensitive to and addresses issues of public concern (viz. health, poverty, crime, public accountability, environmental matters, etc.) and to identify the real needs of the community as a whole (see 3.2.6). Community involvement might involve learners, giving them the opportunity to develop social and citizenship values and skills.

This responsibility of schools towards society is also highlighted in the literature and perceived as vitally important for the school to focus on what is good for society and the customer. The implication of this view is that senior managers should focus on doing things that are useful for their customers. This means that the school should do more than merely satisfy its customers, the school should rather identify the real needs of the community as a whole, for example, the quality of life, crime, matters related to health and welfare, environmental issues, etc. The interaction between school and community should function as a cycle where the school produces particular outputs or deliverables that are useful for the community (see 3.2.6).

6.4.3 Conclusion

It may be concluded that the following aspects of leadership are based on TQM assumptions, which correspond with the literature reviews, and the quantitative and the qualitative research:

School leadership:

- Senior school managers are committed to quality improvement (see 3.3.3.1; 6.4.1.1; 6.4.2.1.1);

- Commitment originates from the school principal (see 4.9; 6.4.2.1.1);
- Senior managers and educators are committed to effective schooling (see 6.4.2.1.1);
- Senior managers and educators are visibly involved in school activities (see 6.4.1.1; 6.4.2.1.2);
- Senior managers serve as role models and set directions (see 2.6; 3.3.3.1; 6.4.1.1) and integrate quality values with daily activities (see 6.4.1.1; 6.4.2.1.3);
- Democratic, open management style and empowerment of people (see 1.1; 2.5; 6.4.2.1.4), and
- Schools' performances are reviewed regularly for detection of problems (see 2.8.2; 3.3.3.5; 6.4.1.1; 6.4.2.1.5).

Public responsibility and citizenship:

- Senior school leaders are recognised outside the school for promoting quality (see 2.8.1; 6.4.1.2);
- Schools have a significant impact on society (see 2.8.1; 3.4.4.3; 6.4.1.2; 6.4.2.2.1);
- Schools fulfil their public responsibility (see 3.4.4.3; 6.4.2.2.1);
- Learners are educated to become responsible citizens (see 6.4.2.2.3), and
- Schools anticipate matters of public concern proactively (see 3.2.6; 6.4.2.2.2).

6.5 STRATEGIC PLANNING

6.5.1 Quantitative data

The aims with the criteria on strategic planning (see Section C, items 18 – 31, Addendum C) were to examine *to what extent* senior school leaders (NIST, 2001):

- Develop strategic objectives (strategy development), and
- Convert the strategic objectives into action plans to accomplish the objectives (strategy deployment).

Learning-centred education and operational performance improvement are key strategic issues in this section.

The responses are captured in Table 6.4.

Table 6.4 Strategic planning – quantitative data

Item no	Item	Ranking	Mean score
C20	High academic standards are set for all learners in the school.	1	3,80
C19	The school considers influences that might affect the school's future directions.	2	3,65
C29	The school compares its performance with that of other effective organisations	2	3,65
C23	The school plans for continuous improvement in all its operations.	4	3,63
C21	Information is used to inform the planning process.	5	3,60
C28	The school has the ability to project its future performance.	6	3,53
C22	The mission of each sub-system (academic department, team etc.) reflects the school's overall vision.	7	3,50
C26	The way people are managed enables the school to accomplish its objectives.	7	3,50
C24	Strategic objectives are converted into action plans.	9	3,48
C18	The school has identified key participants to be involved in the strategic planning process.	10	3,45
C31	The school's objectives are communicated to people at every level.	11	3,43
C30	People at all levels of the school are involved in working quality improvement teams.	12	3,30
C27	The school has measures in place for tracking progress with its action plans.	13	3,28
C25	Individual needs of learners are catered for in the design of educational programmes.	14	3,25

Table 6.4 reflects the responses of the principals to items C18 – C31. The mean scores of all items are above 80%, which means that the respondents agree to a *full extent* to the importance of developing strategic objectives and the conversion of objectives into action plans in their respective schools.

The quantitative research, therefore, provides evidence that senior school managers do practice TQM related aspects of strategic planning. The following objectives of strategic planning correspond with the literature views on TQM:

6.5.1.1 Strategy development (Items C18 - C23, C25, C28)

- Identification of key participants to be involved in strategic planning (C18; see 3.3.3.2);
- Setting high academic standards for all learners (C20; see 2.2.3; 4.4.4);
- Individual needs of learners are addressed (learning-centred education) (C25; see 3.4.4.3; 4.4.4);
- Influences that might affect the school's future directions are taken into consideration (C19; C28; see 3.2.3; 3.3.3.2; NIST, 2001)
- The mission of each sub-system reflects the school's overall vision (constancy of purpose) (C22; see 2.2.2.5; 2.4.1; 2.7.1; 2.8.3; 3.3.4.3; Carlson, 1994:19);
- The school plans for continuous improvement in all its operations (C23; see 2.8.2; NIST, 2001), and
- Information is used to inform the planning process (C21; Hayward & Steyn, 2001:104; 2.7.5).

6.5.1.2 Strategy deployment (Items C24, C26, C27, C29, C30, C31)

- Strategic objectives are converted into action plans (C24; see 3.3.3.2);
- The school's overall objectives are communicated to people at every level (C31; see 3.3.3.1). The way people are managed enables the school to accomplish its objectives (C26; see 2.2.2.2; 2.2.2.3; 2.2.4; 2.7.12; 3.3.3.1);
- The school has measures in place for tracking progress with its action plans (key performance indicators) (C27; see 3.3.3.2; Table 3.3);
- The school compares its performance with that of other effective organisations (benchmarking) (C29; see 2.6; 3.2.7; 3.3.3.2;), and
- People at all levels are involved in quality improvement teams (C30; see 3.3.4; 4.6.4).

6.5.2 Qualitative data

The data in this section (see 5.3.2.4, item 3; Table 6.5) is used to describe how principals, educators, learners and parents view the role of senior school leaders to:

- Develop strategic objectives (strategy development), and
- Convert the strategic objectives into action plans to accomplish the objectives (strategy deployment).

The essence of the responses is captured in Table 6.5.

Table 6.5 Strategic planning – qualitative data

Academic standards

- Professional guidance is provided to educators (C1).
- Educators improvise to make up for shortages of textbooks and make best use of available resources (A2).
- It is expected of learners to do their best. (A3, C4).
- Learners are equipped with skills, which form the basis for their further development (B2).
- Extra lessons are presented to learners (B3, B4, C2, C4, E3, E4, F2)
- Learners write examinations regularly (C2).
- The SGB employs additional educators (B4, D1, E1).
- The school co-operates with a technical college (B4).
- An internal promotion system for learners is based on a continual assessment mark (C1).
- Talented learners are recruited (C1, C3).
- Good classroom administration, control and guidance by heads of department (D1).
- Provision is made for training and enrichment courses and the purchasing of subject magazines for educators (D1).
- Academic time is “extremely important” and educators are expected “to put all efforts into their work” (D1).
- The school has “a great academic atmosphere” in which learners “want to perform well” (D3).
- Everything revolves around the academy and the aim of all is “to do everything at their best” (E1, F1).
- There is no compromise on “those things the educators need to teach effectively” (E1).
- Excellent academic standards are set. It is expected of learners to perform within their abilities (E3).
- The school climate is conducive to optimal performance with adequate resources (E3).
- The example previous learners set enables learners “with the will to work” and, therefore,

“success breeds success” (E3).

- Educators “walk the extra mile” and they play a vital role in the academic achievements of the learners (E4).
- School activities are planned well in advance to ensure a focus on the academic programme. “There is no idleness” (E4).
- Academic committees do planning (F3).

Future orientation

- Learners are prepared for good citizenship (A2, C4).
- Learners are prepared for tertiary study (A2, B4, C4, D2).
- Learners are educated to work hard and to be goal-orientated with clear future aspirations (A3).
- The school has been re-positioned to meet the challenges of a new political environment. (C1).
- Attention is given to technological and computer education (C3, C4).

Continuuous improvement

- Grade 12 results are regularly reviewed and analysed (A1).
- The school has development plans for all activities (B1).
- Rugby and cricket coaching methods are renewed to ensure “the highest standard” (D3).
- The proceedings at the assembly are continuously adjusted to ensure better discipline (D3).
- Strategic planning is undertaken once in two years to revise the previous planning (E1).
- The principal consults the staff weekly to test ideas. The school has “a bundle from which to work and it reviews the previous answers continuously”. The management team functions also as a quality assurance team for revision on a continual basis (E1).
- The quest for continual improvement dictates that people from outside are drawn in for assistance: debating skills of learners are improved. There is a spirit of perseverance and learners are due to try again once they have failed in any activity (E3).
- There is always the endeavour to become better and do your best. “One strives to be the best in everything and if you don’t succeed, next year you try again”. It is not expected of every learner to be a “90% performer” but “only to give your best” (E3).
- Activities are evaluated and weaknesses are identified continuously. The expertise of external agents is drawn in when needed (E4).
- Continual evaluation is conducted (F1).

Individual needs of learners

- Individual interviews are conducted with learners (A1).
- Educators care for learners (A3, B3, B4).
- The principal cares for needy learners (C1).

- In the staff room, educators are grouped together per grade to enable them to address the needs of individual learners. "The guardian of a specific grade convenes with grade educators...it's a good method to sensitise all educators in that grade of the learners' needs" (D1, D2).
- The principal "would approach you personally and talk to you" (D3).
- Strategic planning comprises the positioning of the school within the community to address the needs of a particular niche market (F1).

Communication of objectives

- Parents are involved through meetings and interviews (A3, C3, C4, F1, F3).
- A staff meeting is held every morning before school (B2).
- Circulars and newsletters are sent to parents (B2, C1, C4, D2, E1, F1, F3).
- Two-way communication exists between principal and parents via a weekly newsletter (E4). "I'm fanatic about information" (E1).
- Effective communication takes place within the school (C2, E1, E3, F2).
- A weekly planning circular is issued to all staff (B1).
- Learners feel free to communicate with people in authority (D3).

Teamwork

- Educators share responsibilities in a spirit of co-operation (A1, C2).
- Educator peer support is viable (C2, E3).
- Educators work together within subjects and activities (A2, C1, E3).
- Educators and learners serve together on committees (A2).
- Educators are motivated through team building sessions (C2).
- Learners work closely together with educators (A3).
- Learners are involved in committees to arrange school activities (C3).
- Teamwork starts with the management team and people accept ownership of the school (B1).
- Parents cooperate with school in coaching and acquiring sponsorships (B4).
- Learners experience "a sense of togetherness". The school as a whole projects "the impression of one big family working together" (C4).
- Parents form part of committees (E4).
- Committees comprise educators, parents and learners and decisions are taken collectively. The principal has the final say (F2).
- The school works together as a whole by everybody's involvement in small committees. Everything is being handled by committees, which are "structural" and "fixed" (F3).

Table 6.5 reflects the responses of principals, educators, learners and parents captured during individual and focus group interviews. The responses provide evidence on the strategic planning practices of senior school managers. The structure and headings of the discussions below are based on the Baldrige Education Program (see 6.2 – qualitative data).

6.5.2.1 Strategy development

In the development of strategy, the focus of the school leaders is on particular key objectives.

6.5.2.1.1 Identification of key participants

The planning function is the domain of the management team (E1) or “top management” (D2; Table 6.3: C4), comprising the principal, deputy principal(s) and heads of department. In School E, an educator represents the staff on management level (Table 6.3: E1) and in School B (Table 6.3: B2) subject heads form part of the management team. School C conducted comprehensive strategic planning, which involved the school governing body (SGB) and the staff (C1). The SGB is responsible for school governance (SA Schools Act, 1996) and exercises this function in close co-operation with the principal (D2; Table 6.7: E4).). In School E, the principal consults the staff on a weekly basis “to test ideas” (E1). School E also employs an extended leadership system to include a range of learner leaders in planning activities (Table 6.3: E1). Educators, parents and learners plan together in committees (F3; Table 6.3: A2).

The literature stresses the need for the identification of key participants to serve as implementers of quality and for them to work together in teams (see 3.3.3.2).

6.5.2.1.2 Setting high academic standards

The respondents regard the setting of academic standards as “extremely important” (D1). These standards are motivated by the fact that “everything revolves around the academy” (E1) and, therefore, “excellent standards” (E3) enable learners to take full advantage of the academy (see 6.5.1.1).

This objective is achieved through guidance and support to both learners and educators. During guidance periods, learners are taught to have goals and

aspirations and to be prepared to work hard (A3). In grade 12 in particular, learners receive additional lessons to prepare them for the final examination (B3, B4, C2, C4, E3, E4, F2). School F has relatively small class groups, which enables the educators to address the individual needs of the learners better. The school embarked on computer-assisted education to support learners. A bilingual medium of instruction is followed (Afrikaans and English), which is believed to prepare the learners for the open market after school (F1).

Educators receive support that enables them to maintain academic standards. In School C, educators are supported through staff development (how to set questions in examination papers) and by the establishment of a science laboratory centre for the convenience of educators and learners (C1). Educators are also supported by receiving guidance from the heads of department and by the fact that they receive guidelines of exactly what is expected of them. Provision is also made for subject magazines and for training and enrichment courses of educators (D1). School F uses computer programmes to assist with the effective implementation of *outcomes based education* (OBE).

Learners are motivated to improve their performance continuously. The school climate and culture is conducive to optimal performance, which is made possible by adequate resources. Learner motivation is also brought about by the successes of predecessors ("success breeds success") in the school (E3). Learners are made to believe that it is imperative "to do your job and to do it the best you can" (A3, E1). School C introduced a promotion system by which learners (grades 8 to 11) with a continuous assessment year mark of 80% plus per subject are due to be promoted to the next grade. Learners are, therefore, exempted from the final examination should they meet the continual assessment requirements in one or more subjects (C1).

It is required of educators "to put in all effort" to the planning and preparation of their lessons (D1) and "to teach effectively" (E1). However, although excellent standards are set, it also means that reasonable targets are set for learner achievement. In School E it is not expected of learners "to perform well at all cost" (E1), but to produce outputs that are in accordance with their potential. This

means that it is not required of a learner to be a “90% performer” but just “to give your best” (E3).

Schools also set measures to control and evaluate academic progress. The grade 12 results in School A are reviewed continuously throughout the year. Those reviews comprise an analysis of the results and individual interviews with learners and parents (A1). The academic success in School D is ascribed to good control and clear guidelines (D1). Learners are continuously evaluated by means of regular tests (F1).

A strong sense of academic mission and engagement is a central feature of effective schools (see 2.2.3). The literature stresses the importance for schools to have a strategic focus and to clearly define its core business (see 3.3.1). The responses of the schools point to an unequivocal commitment to academic performance and results as the key drive behind their strategic planning (see 3.4.4.3).

6.5.2.1.3 Learning-centred education

School leaders make provision in their educational programmes for the individual needs of learners. The governing bodies of Schools B, C D, E and F, therefore, recruit additional educators to ensure an improved educator-learner ratio, enabling educators to pay individual attention to learners (B4, D1, E1).

Learners, particularly for those in grade 12, are supported with additional teaching after school hours. Educators are prepared to “walk the extra mile” in teaching learners who have such needs. Learners also receive additional support in extramural activities from external experts (E4).

The provision of a balanced education to learners is emphasised by the various respondents. This means that the educational programmes of schools do not have academic objectives only, but attention is also given to sport and cultural activities. Each learner is, therefore, developed “as a whole person” (see Table 6.3: A1). This equipment of learners comprises leadership, interpersonal, personal and emotional development. School E rates leadership development very highly (see Table 6.3: E1) and School F places much emphasis on the development of

emotional strength and emotional intelligence. Learners are educated in a balanced way so that they would be able to “see the bigger picture” (see Table 6.3: E3; F3) in preparation of their future development and for them to face the challenges of the outside world better.

The Baldrige education principle of learning-centred education requires of schools to develop the fullest potential of every individual learner by focusing on learning and the real needs of the learners. Such needs derive from market and citizenship requirements. Schools need to understand these requirements fully and translate them into appropriate curricula and developmental experiences. Changes in technology and economics create increasing demands on employees to become knowledge workers and problem solvers to keep pace with the rapid market changes. To prepare learners for this work environment, schools need to focus more on learners' active learning and on the development of problem-solving skills. Effective teaching should, therefore, be aimed at the promotion of effective learning and achievement (see NIST, 2001; 3.4.4.3).

In the literature, there is also support for the learning-centred approach, indicating that effective schools have a strong sense of academic mission and engagement and that they promote learning-centred approaches. Effective schools emphasise academic goals as their most important task (see 2.2.3).

6.5.2.1.4 Future orientation

The school management team of School C had a series of meetings with the school's governing body, which involved a whole process of re-orientation in the new South African political context. This process comprises a “shift of paradigms”, which required a different approach toward the management of the school. As a result of the process, which also involved the staff, the school had “to get rid of much baggage” and adopted an approach of “trying out new things” (C1). School F aligned themselves strongly with the aims of the national quality assurance system, *Whole School Evaluation*. This process involved a SWOT analysis in an effort to position the school strategically within its immediate environment.

School B considers the possibility of sponsoring the education studies of students at a university as a means of recruiting well-qualified educators for the future (B1). Substantial amounts of money are invested to advertise School C in an effort to attract prospective learners of high potential. These advertisements are aimed at excellence and therefore convey the message that "we strive to be the best" (C1). School F also has an admission policy in terms of which learners are selected according to educational criteria (F1).

The requirements of the market are also taken into consideration (see 3.4.2; Table 6.6: D37). School F introduced both Afrikaans and English as mediums of instruction. This was done in consultation with a university to ensure that obstructions such as culture, race and language as barriers to further study and for accessing the labour market are eliminated. Provision is also made for the introduction of vocational subjects, including Hotel Management and Catering, Tourism, Electronics and Computer Studies (Asmal, 2002)*. This approach goes together with an effective career guidance programme for the learners (F1). The extramural activities of the schools were also considered in their planning for the future. School B established a rugby clinic in co-operation with a university. School C appointed a sports manager, sports scientist and a full-time cricket coach, while School D obtained the services of a sports official and a full-time cricket coach.

A strategic objective of School A is to make the child a proper and good citizen who can fit into society. The emphasis is on preparing learners to become useful citizens "who can help their society and their parents" (A2).

Therefore, attention is paid to the spiritual development of the child and to imbue values such as mutual respect and care in them. Learners are encouraged to donate their school uniforms to needy learners when they leave school. The teaching of life skills to all learners forms part of this approach.

* The Minister of Education announced the Revised National Curriculum Statement providing for 35 subjects on 28 October 2002. This curriculum covers a variety of vocational subjects that could be offered as part of the proposed Further Education and Training Certificate (FETC) (Draft National Curriculum Statement Grades 10 – 12 (Schools) 28 October 2002).

The literature supports the notion of future orientation, contending that the school's ability to respond to altered conditions and trends in the educational environment is essential to schooling success (see 3.2.3; 3.3.3.2; 3.4.3). It is in the interest of operational performance and learning improvement that schools realise that projecting the future environment is becoming an increasingly important part of strategic planning. Projecting the future might include the use of a variety of modelling, scenarios, and other techniques and judgements to anticipate the environment (see 3.4.4.3; NIST, 2001).

6.5.2.1.5 Constancy of purpose

In school F, there is a fixed system of committees involving educators, learners and parents (F2; F3). The committees plan and take collective decisions and this participation creates a feeling that the school is "owned by everybody" (see Table 6.3: F3). In the end the principal still exercises "control over the situation" (see Table 6.3: F1) and, therefore, has the final say (F3).

The literature supports the strategy in which the principal remains responsible and accountable and retains the right of veto to the overall strategic direction of the school (see 3.3.4.5; 4.6.4).

6.5.2.1.6 Continuous improvement

Continuous improvement is a key TQM characteristic and one of the pillars of quality for education. The literature contends that achieving quality is a never-ending journey of self-improvement, the improvement of other people and processes. The focus of continuous quality improvement is on the optimisation of individual potential within an organisation (see 2.8.2; 3.4.6). The respondents showed understanding of the fact that processes have to be changed continuously to ensure improvement and progress.

School E conducts strategic management meetings every second year to revisit the previous planning and "the whole planning of the school moves from there" (E1). The results of the planning are captured and serve as a working document to ensure that all matters are being addressed. The school's management team functions as a quality assurance team with the aim to "review the previous answers continuously" (E1), to identify weaknesses and to decide where to

improve (E4). This review is taken further when the principal meets the staff weekly to consult, plan and test ideas during group discussions. These meetings are developmental in nature and also aimed at staff empowerment and teamwork. School B also has a plan for the development of the academy, sports, culture and staff (B1).

The improvement of discipline and punctuality is being dealt with regularly during assemblies and in class (A3, D3). In School F, the openness towards new ideas, like the introduction of a bilingual medium of instruction, opens the way for continual improvement. There should also be continuity of decisions and processes between incoming and outgoing school managers (principals and governing bodies) to ensure ongoing improvement (F1).

Schools also make use of the expertise of external agents like universities because "one strives to be the best" (E3). Coaching methods in cricket have been updated with the assistance of a university to ensure "the highest standard" in this sport (D3). A university is also involved in School E by equipping learners to improve their debating skills (E3).

Planning for continuous improvement also holds that schools have to manage for innovation. Innovation means making meaningful change to improve schools' programmes, services and processes and to create new value for the schools' stakeholders. Innovation is important for providing ever-improving value to learners and for improving all educational and operational processes. Schools should be led so that innovation become part of the culture and is integrated into daily work. TQM does not allow for "business as usual" if this means to keep things as they are (see 2.8.2). "Business as usual" in a quality context, however, implies ongoing challenge and change (see 3.4.4; NIST,2001).

6.5.2.1.7 Information management

The use of information is critically important to inform the planning process in schools. Information is gathered from the measurement and analysis of a school's performance. Such measurements should arise from the school's needs and

strategy and should provide critical data and information about key processes and results.

The literature also suggests a rational measurement system, using facts and data as an integral part of management. The use of a rational measurement system is one of the major differences between TQM and other educational reforms (Hayward & Steyn, 2001:104). It is, therefore, not appropriate for school leaders to rely only on their experience or gut feelings when decisions are taken. TQM provides a number of quality tools for measuring customer satisfaction. These tools include benchmarking, cause-and-effect diagrams, Pareto charts, histograms, check sheets, flow charts and control charts (see 2.7.5).

An analysis of qualitative data pertaining to rational decision making and the use of information will be discussed in Paragraph. 6.6.

6.5.2.2 Strategy deployment

The conversion of strategic objectives into action plans requires certain methods of quality improvement.

6.5.2.2.1 Communication and people management

The objectives of the schools are communicated to people "on all levels" (D2, E3). Communication with the learners takes place every morning during the assembly, the guardian period or in the guidance class. Learners know exactly where to go with which problems due to clear communication channels and, therefore, have an understanding of "the bigger picture" in the school (E3).

Communication with parents takes place via circulars, newsletters and parents meetings. This communication with parents takes place on a regular basis. The principal of School E forwards a newsletter to the parents every Friday, while a monthly parents' meeting is held at School F. As a result of the newsletter, parents are informed about the activities at the school and are also free to reply to the principal. The fact that the parents are well informed causes them to feel free to come to the school (E4). The format of the parents' meeting at School F is informative and also provides for parents to pay visits to their children's educators.

Attendance of parents meetings is not as good as expected, which is a problem experienced by all responding schools.

In the literature, it is also evident that TQM calls for excellence in people management. School leaders have to manage people in a way that will ensure the successful implementation of TQM. The human element is crucial in implementing TQM because it is through people that excellence comes to pass. This way of managing should include the valuing and respecting of people (see 2.2.2.2; 3.3.3.1). Communication between customers and suppliers comprises communicative interaction that allows people to understand each other's needs (see 2.8.1).

6.5.2.2.2 Key performance indicators

The qualitative data does not provide sufficient evidence on the use of key performance indicators.

6.5.2.2.3 Benchmarking

For a complete analysis on benchmarking see Par. 6.6.2.1.5.

6.5.2.2.4 Quality improvement teams

Teamwork takes on different forms in the respective schools. According to the principal of School B, teamwork starts with the management team of the school. The management team ensures effective communication with the educators by means of a weekly planning letter. In this letter, the week's activities are outlined indicating each staff members' involvement. This "makes them feel part of the team" (B1). Staff meetings at School E serve as a tool of communication and teamwork between the school's management, the educators and administrative staff (E1).

Educators in the different subjects work together in subject meetings. They share responsibilities like rotation with the setting of tests and educators responsible for a subject share their expertise with colleagues (A1, A2).

This co-operation of educators is also expressed within the different grade groups. In School D, the guardian of a specific grade sits together with the educators of

that grade during the daily meetings of the staff and the management team. This arrangement enables them to take care of matters related to learners of that grade, to make inputs on learners being discussed and to sensitise other educators to the needs of learners in that grade. The follow-up of learner needs could, therefore, be more agile and effective (D1, B2).

Committees are utilised in most schools to give structure to teamwork. There are different committees for academy, computer study, extramural, fund raising, physical resources, catering, hostels, etc. These committees are inclusive and involve educators, learners and parents.

In School F, the committee system is "structural" and "fixed" (F3) and forms the backbone of the school's management structure. Each committee is co-chaired by an educator and a parent. Learners are involved and, therefore, have direct access to the school's management. All role players can make inputs in the committees and decisions are made collectively. When committees have particular proposals they will submit them to the school's management, but only after thorough research has been conducted. A parent could make inputs about the academy to the committee and the chairperson would submit the input to the school's management. Committee members know, however, that their powers are restricted and that the school's management has the final say on policy matters (F2, F3). This system is closely related to quality improvement teams, which are formal, permanent organisational structures empowered to achieve the goals of the school (Murgatroyd & Morgan, 1993:142; Van Kradenburg, 1995:34; see 3.3.4.3). Educators and learners in School A work together in committees on matters such as punctuality and the after-school study programme for the learners (A2).

In School C, there is an atmosphere of working together in the different activities. The management team of the school contributes to this team spirit through the arrangement of team building sessions for the staff. This is done to strengthen the cohesion among the staff even further (C2).

Teamwork is a major component of the quality improvement process and part of the contemporary visionary and more reflective styles of management (3.3.4).

Strategy deployment suggests that the school needs to convert its strategic objectives into action plans (see 3.3.3.2). This holds that key performance indicators need to be devised in order to track progress with the action plans. Planning in the short and longer term requires that schools have to project their future key indicators. As part of this projection, schools have to compare their projected performance with the performance of comparable effective organisations.

The functioning of the school as a total system and not as separate components, is an important aspect of the strategy deployment of effective schools. It is the notion of constancy of purpose that gives direction to the school as a whole, therefore, every component of the school also needs to be fully committed to the vision. It means that the school has to function as a single unit, with one overriding vision that gives direction to achieve organisational aims. Therefore, the mission of each academic department and team should reflect the school's overall vision.

There is substantial evidence from the literature to support these responses. The aim of an organisation to function as a unit is to meet a common purpose. This means that all systems and processes are aimed at improving or optimising the organisation as a whole. When any part of the organisation, however, strays from the common purpose and promotes its own objectives or goals, then the system is sub-optimised (see 2.7.1; 2.8.3). It is, therefore, of critical importance that sub-systems (viz. teams) in the school create a synergy of working together to add value to thinking, services and achievements (see 3.3.4.3). The strength of TQM lies in the fact that "everyone in an organisation is included and everyone learns to speak a common language of quality improvement" (Carlson, 1994:19).

The principal, however, remains responsible and accountable and retains the right of veto with regard to the overall strategic direction of the school (see 3.3.4.5; 4.6.4).

Strategic deployment requires of the school management team that people be managed in such a way that the school's objectives are accomplished. People management is a crucial instrument to convert strategic objectives into action plans. People can be regarded as the school's most important resource that needs to be optimised. Schools, therefore, need to devise human resource plans which might include elements such as education, training and skills development, individual development plans, staff responsibility and decision making, cross-functional interactions throughout the school, partnerships with labour unions and with the business community and performance improvement initiatives (see 3.4.4.3; NIST, 2001).

6.5.3 Conclusion

The following aspects of strategic planning are based on TQM assumptions:

The development of strategic objectives:

- Identification of key participants to be involved in strategic planning (see 3.3.3.2; 6.5.1.1; 6.5.2.1.1);
- Setting high academic standards for all learners (see 2.2.3; 6.5.1.1; 6.5.2.1.2): guidance and support to learners and educators, motivation of learners, planning and preparation of lessons, and evaluation of academic progress;
- Learning-centred education (see 2.8.1; 4.6.4; 6.5.1.1; 6.5.2.1.3): recruitment of additional educators, additional support (lessons to grade 12 learners), expert coaches, and holistic approach to education;
- Future orientation (see 3.2.3; 3.3.3.2; 6.5.1.1; 6.5.2.1.4): strategic re-positioning in a new political context, market and customer demands are taken into consideration, and learners are equipped with skills in anticipation of societal demands;
- Constancy of purpose (Carlson, 1994:19; see 2.2.2.5; 2.4.1; 2.7.1; 2.8.3; 3.3.4.3; 6.5.1.1; 6.5.2.1.5);
- Continuous improvement (see 2.8.2; 6.5.1.1; 6.5.2.1.6): schools' operations are reviewed regularly, processes and systems are continuously adjusted, and the expertise of external agents is utilised, and
- Information (Hayward & Steyn, 2001:104; see 2.7.5; 6.5.1.1; 6.5.2.1.7).

The conversion of strategic objectives into action plans:

- Communication (see 3.2.5; 6.5.1.2; 6.5.2.2.1): daily communication with educators and learners, communication with parents on a regular basis;
- People management (see 2.2.2.2; 2.2.2.3; 2.2.4; 2.7.12; 3.3.3.1; 6.5.1.2; 6.5.2.2.1);
- Benchmarking (see 3.3.3.2; 6.5.1.2; 6.5.2.2.3), and
- Quality improvement teams (Murgatroyd & Morgan, 1993:142; Van Kradenburg, 1995:34; see 3.3.4 6.5.1.2; 6.5.2.2.4): teamwork starts with the management team, educators work together in subject and grade context, and committees form part of management and functional activities.

There are, however, aspects of strategy deployment that are eminent in the quantitative research but are not supported by the qualitative study. These aspects are: the devising of key performance indicators to track progress with the implementation of action plans, the optimisation of the school as a total system and human resource plans and the optimisation of people management.

6.6 LEARNER, STAKEHOLDER AND MARKET FOCUS

6.6.1 Quantitative data

The aims of the criteria on learner, stakeholder and market focus were to examine *to what extent* the senior school leaders (see Section D, items 32 – 46, Addendum C) (NIST, 2001):

- Determine the needs, expectations and preferences of learners, stakeholders and markets, and
- Build relationships with learners and stakeholders that lead to customer satisfaction and to excellence in educational services/programmes.

Stakeholders are considered to be role players or customers of the school such as learners, educators, parents and the community.

The responses are captured in Table 6.6.

Table 6.6 Learner, stakeholder and market focus – quantitative data

Item no	Item	Ranking	Mean score
D38	The building of relationships with customers is important to the school.	1	3,75
D46	The school's primary focus is on the learners' active learning skills.	2	3,73
D40	Complaints by customers are dealt with promptly.	3	3,70
D34	Procedures for handling inquiries and complaints are well established.	4	3,58
D32	The school is familiar with the needs and expectations of all its customers.	5	3,50
D45	Learners are engaged as full participants in the school's quality improvement processes.	6	3,43
D39	The school monitors the effectiveness of its relationships with key stakeholders.	7	3,38
D37	Future customer expectations are tied to the school's curriculum development.	8	3,33
D41	Employer satisfaction with the school's matriculates is monitored regularly.	9	3,30
D33	Stakeholders collaborate to improve on the quality of the school collectively.	10	3,23
D36	Information from surveys is taken into account to anticipate the future needs of learners.	10	3,23
D44	The school compares the satisfaction of its customers with that of other similar schools.	12	3,10
D42	Information is gathered systematically to monitor the improvement in customer satisfaction.	13	3,03
D35	The school conducts regular surveys to obtain feedback from learners and stakeholders.	14	2,95
D43	Special training in customer service is provided to all administrative staff of the school.	15	2,70

Table 6.6 reflects the responses of the principals to items D32 – D46. The principals indicate that the aims of learner, stakeholder and market focus are applied to a *full extent* in their respective schools, with the exception of items D35 and D43, which are applied to a *moderate extent* only.

The quantitative analysis, therefore, provides evidence that senior school managers do practice TQM related aspects of a learner, stakeholder and market focus. The following aspects of this focus correspond with the literature views on TQM:

6.6.1.1 Knowledge of learner, stakeholder and market needs and expectations (D34-D37, D40-D42, D44, D46)

- The school's primary focus is on active learning skills (D46; see 2.8.1; 4.6.4; 6.5.1.1; 6.5.2.1.2);
- Information is gathered to monitor customer needs and satisfaction (D32, D35, D36, D41, D42; Hayward & Steyn, 2001:104; see 2.7.5; 6.5.2.1.7);
- Complaint mechanisms are in place (D40, D34; see 3.4.4.3);
- Customer demands are reflected in the school's curriculum (D37; see 2.8.1; 3.3.3.3; 3.3.5), and
- The school compares the satisfaction of its customers with that of other similar schools (benchmarking) (D44; see 3.3.3.2; 6.5.1.2; 6.5.2.2.3).

It is significant to notice that the respondents agree only to a moderate extent that the school should conduct regular surveys to obtain feedback from learners and stakeholders (D35). This response might indicate that schools do not use surveys as such to obtain feedback from customers. It does, however, appear that the respondents make use of monitoring as an appropriate measurement tool. Principals assign a high rank to the monitoring of the effectiveness of schools' relationships with customers (D39), as well as to employer satisfaction with the schools' matriculants (D41). The respondents also rate the utilisation of customer survey results (D36) equally high. The conclusion can, therefore, be drawn that the respondents do not necessarily conduct surveys as a measurement tool, but are prepared to consider survey results if available, or at least have monitoring systems in place to obtain information on customer needs and expectations.

6.6.1.2 Learner and stakeholder relationships and satisfaction (D33, D38, D39, D43, D45)

- The building of relationships with customers is important (D38, D39, D43; see 2.2.2.2; 2.8.1; 3.3.5);
- Learners are engaged as full participants in quality improvement processes (D45; see 3.3.3.4; 4.9), and
- Stakeholders collaborate to improve on quality collectively (D33; see 2.6; 2.7.1; 4.5.4).

The response to D43 shows that principals regard special training in customer service for all administrative staff as important to a moderate extent only. It is an indication that the respondents do not perceive special training for the school's administrative staff to improve customer service as of high importance. This response to some extent reveals a weakness in schools' customer orientation. Schools should realise that their administrative staff has a crucial role to play in dealing with customers inside and outside of the school. They should, therefore, form part and parcel of the school's quality policy.

6.6.2 Qualitative data

The data in this section is used to describe how principals, educators, learners and parents focus on learners, stakeholders and markets to (see 5.3.2.4, item 4, Table 6.7):

- Determine the needs, expectations, and preferences of learners, stakeholders and markets, and
- Build relationships with learners and stakeholders that lead to customer satisfaction and to excellence in educational services.

The essence of the responses is captured in Table 6.7.

Table 6.7 Learner, stakeholder and market focus – qualitative data

Focus on active learning skills

- The research skills of learners are developed (A1).
- Learners are equipped with life skills (B2).
- Learners are equipped “as a whole”: norms and values, independent functioning (“to work on their own”), punctuality (C2).
- Learners are taught to function independently, debating and people skills (C3).
- Learners are taught the values and skills of care, assertiveness, punctuality, self-confidence, and responsibility. Differentiation enables learners to develop optimally (D1).
- Educators summarise contents of textbook, give extra lessons and work. Learners have to analyse questionnaires from old examination papers (D3).
- Hard work and perseverance are expected of learners. Learners are taught how to learn. The lessons of life are learnt and there is a spirit of “we have guts”. A couple of “unwritten rules” prevail: “if you want to achieve something you have to work hard for it”; “if you’re on top others will try to pull you down”; “once you have started you never give up” (E3).
- Learners are taught to discover and to develop an inquiring mind. They are taught tolerance for other views through independent thinking and the debating of facts (E4).
- The school focuses on “the total package you equip the child with”: factual knowledge and emotional intelligence, positive attitude. (F1).
- There is “less structure” in classrooms and “it’s more informal”. Learners are prepared “for real life outside” the school (F3).

Comparison with other organisations/schools (benchmarking)

- The school is compared with other similar schools (A1).
- A study was done on the management systems of other schools (B1).

Handling of grievances

- Learners are allowed to put their grievances directly to educators (A3).
- Parents can discuss grievances with grade and class representatives (B2).
- Learners “just go and tell” school leaders should they have grievances. Grade and class representatives are channels (B3).
- People who have difficulties with the school may take them to the SGB (C1).
- Parents are allowed to voice their problems directly to the principal (C4, F1).
- There is a suggestion box for learners. Channels exist in the different departments. Learners are free to go to the principal (D2).

- Grievances can be voiced to class representatives or put directly to the principal. The principal is patient and listens to learners. Matters are discussed during assembly (D3).
- Learner problems are addressed via the guardian system (F1).
- Complaint boxes are available for learners (F3).

Relationships with customers

- Learners, parents, universities are regarded as customers (A2).
- The parents are regarded as the school's customers (B1).
- Learners, parents and community are customers (B2).
- Parents and learners are regarded as customers (C2).
- "I don't think the school regards either us or our parents as customers". The school's relationship with learners is "more personal", not as "customers" (B3).
- The school is regarded as a business and learners as customers (B4).
- Primary schools and the broader community are regarded as customers. They are reached through marketing of the school and advertisements (C1).
- The business community and primary school are the customers (C3).
- The school is business orientated and the community is the customer. The goodwill of the business community is illustrated by its donations to the school (C4).
- Learners, staff members, parents and general workers are regarded as the customers (D1).
- There is a "customer-supplier relationship" at the school and the principal "believes in it". The learner is regarded as the educator's customer and the educator is the principal's customer "when he is with me". "I'm his (educator's) customer when I visit him in class". "The workers are my customers - I'm also their customer" (D1).
- Primary school learners, parents and current learners are customers (D2).
- The learners are the customers (D3).
- There is a good relationship with parents, but "I think there is room for improvement" (E1).
- Class and learner representatives are mediators between learners and educators. Learners have good relationships with each other and with educators (E3).
- Good communication is maintained with parents (E3).
- Learners are the customers "and through them the parents" (E3).
- Learners, parents and the private sector are the customers (F1).
- Learners and staff members are supportive and care for each other (F2)

Participation

- Parental involvement in school affairs is not very high (B1).
- Parents are not actively involved but “they are satisfied” (C1).
- The participation of parents is limited to a small portion who are actively involved (C4).
- “We have a strong financial committee comprising expert people from the community” (E4).
- All learners are involved in “mass participation” of school activities (F1).

Customer satisfaction

- The school is not perceived as a business with customers. The school, however, “satisfies the child’s needs” and “we do the best for the children” (A1).
- The principal conducts interviews with each grade 9 learner “to find out what their aspirations are and to see how to meet them” (A1).
- The achievements of alumni are received from universities (A2).
- The school “is like the business world where a business needs to satisfy its customers”. They respond positively with donations and sponsorships (B2).
- The community has high expectations. Principal is not sure what the level of parents’ satisfaction is and therefore has to rely on hearsay. Questionnaires are utilised to obtain feedback, “but it’s not adequate” (D1).
- “It’s not really a business” but effective structures are put into place to “attract new customers”. Surveys are conducted and current learners, parents and primary school learners give their views via questionnaires. Customer views are even assessed within sports teams (D2).
- The educators put the interests of the learners first and “they want the best for us”. Opportunities are created (“there is something for everybody”) and “everybody is taken into consideration”. Educators take care of learners’ personal problems, “care for you” and “put in extra effort for you” (D3).
- “My school makes me very happy - honestly, just to be here makes you feel you are welcome. There are so many opportunities you have to exploit. They give you the opportunity to take things up seriously” (D3).
- The “learners are the customers” and the parents expect the school “to deliver a service”. Learners are educated and “to a certain extent, there is a service orientation” (F3).
- The weekly meetings of the management team provide channels for feedback (E1).
- The school has “the most excellent” educators who “always put in extra effort” (E3).
- “Our customer service is very important”. It is the business of the school “to keep the family happy”. This doesn’t mean “you do everything they tell you” but refers to effective communication (F1).

Table 6.7 reflects the responses of principals, educators, learners and parents captured during individual and focus group interviews. The responses provide evidence on senior managers' learner, stakeholder and market focus. The structure and headings of the discussions below are based on the Baldrige Education Program (see 6.2 – qualitative data).

6.6.2.1 Knowledge of learner, stakeholder and market needs and expectations

6.6.2.1.1 Focus on active learning skills

The schools have different approaches to developing the active learning skills of learners. Learners are encouraged "to work on their own" (C2), conduct research (A1), develop an inquiring mind in order to discover things themselves and are taught to think and have an opinion of their own (E4). The teaching methodology is not aimed at spoon-feeding, but the nature of assignments to learners is "to teach you something" (C3). Learners are taught to draw schemes to help them with the learning process and to take part in debates in and outside the classroom. They are also given the opportunity to analyse examination papers to prepare them for the final examination. In School F, participation of learners is encouraged by "less structure" in the classrooms and, therefore, there is a more relaxed and informal atmosphere (F3).

The focus of education is on the learner "as a whole" (C2) and, therefore, attention is given to "the total package with which you equip the child" (F1). This means that learners are equipped with values and norms (C2), factual knowledge and emotional intelligence (F1). Schools also equip learners with life skills (B2) and people skills (C3). Learners are taught the skills of assertiveness, punctuality, self-confidence and responsibility (D1). Educators address these matters during religious education periods and at the assembly when speakers are invited.

Learners in School E are exposed to a hidden curriculum, which results in a spirit of "we have guts" (E3). The learners have developed their own "unwritten rules" such as "if you want to achieve something you have to work hard for it" and "once

you have started you don't give up" (E3). The learning skills are, therefore, instrumental to equip learners "for real life outside" (F3).

The schools' primary focus should be on the learners' active learning skills (D46; see item C20). According to the Baldrige Program (see 3.4.4.3; NIST, 2001), learner needs should be interpreted in a holistic sense to include active learning skills such as knowledge, application of knowledge, problem-solving, learning skills, interpersonal skills, character development, critical thinking skills, conflict resolution and citizenship (see 2.5; 3.3.3.4; 4.2.4; 4.4.4).

6.6.2.1.2 Information on customer needs and satisfaction

The schools collect data on customer needs and satisfaction in the following ways:

- Personal talks with learners. The principal of School A conducts individual interviews annually with all grade 9 and grade 12 learners individually to determine their aspirations and how the school could address them (see Table 6.5:A1);
- Open-door policy creates an atmosphere in which learners feel free to communicate with people in authority (see Table 6.5:D3). Parents "tell us that they are satisfied" (B2);
- Feedback from universities on achievements of alumni (A2);
- School structures, viz. the SGB (C1), grade and class representatives (B2, B3, D3, E3), an extended leadership system (see Table 6.3:E1) and the guardian system through which people are encouraged to voice their needs (F1);
- Class debates (C3);
- Consultations with staff members and the SGB (see Table 6.5:E1; Table 6.3:C1, F1, F2), and
- Surveys, questionnaires (D1, D2, see Table 6.3:F3) and market research to "get knowledge on where you have to improve" (see Table 6.5:D2).

There is, however, still some uncertainty about the needs and expectation of parents. The attendance of parents' meetings leaves "room for improvement" (E1) and only a small percentage of parents are actively involved (C4). This lack of parental involvement could indicate that "they are satisfied" (C1) due to the effectiveness of the school. There is, however, a view among parents that the school's customer-orientation could be improved by a stronger market approach, for example, setting up of a marketing team and the more effective utilisation of electronic communication media like cellular telephones and the Internet (C2). Despite efforts made to obtain parents' views, in some cases the only knowledge is based on "hear-say" (D1).

The literature suggests that obtaining knowledge of customer needs is a major requirement of TQM. The identification of these needs depends on feedback from the customers. This feedback is a fundamental aspect of TQM as it enables the principal to understand what the customer needs and wants. It is only through knowledge of its customers' needs and expectations that the school can optimise everybody's potential. Various data collection techniques, including listening and learning strategies, can be employed to ascertain the needs and expectations of customers. Data collection and the measuring of customer satisfaction are at the heart of TQM and differentiate it from every other management theory (see 2.2.2.2; 2.8.1; NIST, 2001).

Learner needs should take into account information not only of the learners but also from families, employers and other education organisations. Senior school leaders should also determine and anticipate the changing needs and expectations of future learners. Information from surveys should be taken into account to anticipate the future needs of learners (see 6.5.2.1.7). Factors to be taken into account are demographic data and trends, changing requirements of graduates in the workplace or other education institutions, changing local, provincial, national and global requirements, and education alternatives for prospective learners. Senior school leaders should take into account the key factors that could affect these needs and expectations in order to support the schools' longer term planning and curriculum development (see 3.4.3).

There is a variety of listening and learning strategies that can be employed to gather information, viz. the building of relationships, focus groups, critical incidents such as complaints, interviewing and factor analysis (see 3.4.3; NIST, 2001).

6.6.2.1.3 Complaint mechanisms

The responding schools employ strategies to handle grievances, viz. critical incidents such as complaints. Complaints are dealt with by utilising existent representative structures such as grade and class representatives, learner representative councils (LRC), and governing bodies. Class representatives may take matters of concern to the LRC, who will take action and report back to the class representatives. Action steps may include talking to the learners at the assembly or to put the matter to the principal (D3). The LRC functions as mediator, which means that “the educators talk to us, we talk to the learners and the learners talk to us” (E3).

Principals and educators have “an openness” and, therefore, a learner can go directly to them (A3; see Table 6.3: A3). The view of a learner in School B is that the principal will take serious matters to the governing body and that parents might be consulted but not necessarily the learners. In School C, parents and learners may “go directly” to the principal and educators should they have a problem and “its not that you have to make an appointment” (C4). Learners may deposit their suggestions and complaints into complaint boxes (D2, F3) or put a case directly to the principal. The principal is patient and “listens to you” (D3). In School E the principal follows an open-door policy towards learners, staff members and parents and for practical reasons it's important to make appointments (E1).

Complaint management should include descriptions on how to ensure prompt and effective problem resolution. The principle of agility is very much applicable here. The Baldrige Program (3.4.4.3; NIST, 2001) describes agility as an increasingly important measure of a school's effectiveness. It requires a capacity for faster and more flexible response to the needs of learners and stakeholders. An explicit focus on and measurement of response times helps to drive the simplification of the organisational structure and work processes of the school. Time improvements often drive simultaneous improvements in organisation, quality and cost (3.4.2).

6.6.2.1.4 Curricular response to customer demands

See analysis of “Future orientation” (see 6.5.2.1.4).

6.6.2.1.5 Benchmarking

Senior managers in School B undertook a study visit to high achieving schools to learn from them in an effort to become “the strongest, the best” (see Table 6.5: B1). School A compares itself with other mercy schools within the Catholic congregation (A1). Benchmarking, as a strategy to gather information on customer needs and expectations is used to a limited extent. School A does not compare itself with surrounding schools, but with other similar schools within the congregation of Catholic Schools. The management team of School B undertook a study tour to high profile schools to familiarise themselves with other management practices (see discussion on future orientation in Par. 6.5.2.1.4).

There is evidence from the literature confirming the relevance of comparing a school’s performance with that of other organisations. Schools are not operating in isolation and, therefore, need to understand the global world’s demand for productivity, usefulness and competitiveness (see 3.2.7). Benchmarking is a process that could be utilised to identify the very best programmes, services or products that are delivered by other quality schools. These schools are studied in detail to determine the specific items and procedures they utilise. The own school’s performance is subsequently compared with that of the high performing schools (see 3.3.3.2). Schools could also compare themselves with effective organisations other than schools.

6.6.2.2 Learner and stakeholder relationships and satisfaction

6.6.2.2.1 Building relationships with customers

The focus of processes in schools is to ensure learner and stakeholder satisfaction with the aim of enhancing learning and the school’s ability to deliver its services, satisfy learners and stakeholders, develop new opportunities and foster continuing interactions and positive referrals (see 3.4.4; NIST, 2001).

The use of business terminology in education is not acceptable to all respondents: “I wouldn’t say it’s (the school) a business” (A1). The use of the term ‘customer’ is

criticised because the relationship between the school, parents and learners is perceived as "more personal" (B3). The literature suggests that a rational-mechanistic mind-set by which an industrial culture is exported to the school is to be questioned. Schools should rather be looked at as more flexible in using terminology which has a business connotation (see 2.9).

The principal of School D contends that "we have a customer-supplier relationship at the school" and "I do believe in it" (D1). This relationship means that the educators, parents and workers are regarded as customers of the principal, while the principal is also their customer. In the classroom, the learner is the educator's customer and the educator "is my customer when he is with me". "I'm his customer when I visit him in his class" (D1). This customer-supplier relationship is also discussed with the educators during staff meetings (see 2.8.1). In School F, "our customer service is very important" and learners, parents and the private sector are perceived as customers. It's the school's task "to keep the family happy" but "this doesn't mean you do everything they tell you" (F1).

Respondents singled out learners, parents, workers, primary schools and the business community as the school's customers. The focus of the schools is mainly on the satisfaction of the learners and parents "as you would satisfy a customer: we take care of their interests and we pull them in" (B2).

The view that everyone in an organisation is a both a customer and a supplier and the building of relationships between customers and suppliers is strongly supported by the literature. This relationship means a series of transactions between suppliers and customers and each transaction produces an output designed to meet customer needs (see 2.8.1).

Learners are considered the primary customers. The customers are "us - the learners" (D3). The reasons are "because they always put our interests first, care for you and put in extra effort for you" (D3, E3). The mission of School A is to develop the child as a whole, to treat them as if they were own children and to "satisfy the child's needs" (A1). Therefore, the principal conducts individual interviews annually with all grade 9 and grade 12 learners in the school to

determine their aspirations and how the school could address these (A1; see Table 6.5). Learners are offered opportunities to develop themselves “so that we have a better chance” (C3) and “there is something for everybody” to take part in and “everybody is taken into consideration”. Learners also acknowledge that educators “want the best for us”, “provide a service” to the learners (D3) and “to a certain extent, there is a service orientation” (F3). Literature supports the view that the learners are regarded as the primary customers or recipients of educational goods (see 2.8.1).

Schools build relationships with parents by involving them on parent committees, conducting interviews, with parent meetings and by informing them via regular newsletters. Parents are also represented on the schools’ governing bodies. Parents are supportive and have a positive attitude, which is reflected by a 90% plus payment rate of school fees (E1).

There is evidence that schools have close links with primary schools and business communities. School C makes substantial investments in promoting the school within the community and in primary schools (C1). Donations and sponsorships to the school illustrate the goodwill of the business sector (C3).

There is substantial evidence from the literature that supports the building of relationships with customers. The building of relationships with customers is perceived as a way of ensuring sustainable improvements in quality performance (see 2.2.2.2). It is regarded as essential for organisational improvement to build relationships with all customers inside and outside the school (see 2.8.1).

6.6.2.2.2 Learner engagement as participants in quality improvement

See analysis on “Quality improvement teams” (see 6.5.2.2.4) and “Information on customer needs and expectations” (see 6.6.2.1.2).

6.6.2.2.3 Stakeholder collaboration

See analysis on “Quality improvement teams” (see 6.5.2.2.4).

6.6.3 Conclusion

In the quantitative research, it was found that all aspects of a learner, stakeholder and market focus in schools comply with TQM requirements to a full extent, with the exception of items D35 and D43, which are applied to a moderate extent only.

It can be concluded that the following aspects of learner, stakeholder and market focus are based on TQM assumptions, which corresponds with the literature reviews and the quantitative and qualitative researches:

Knowledge of the needs, expectations and preferences of learners, stakeholders and markets

- Focus on active learning skills: independent working and critical thinking; learners are equipped with a variety of skills (see 2.5; 3.3.3.4; 3.4.4.3; 4.2.4; 4.4.4; 6.6.1.1; 6.6.2.1.1);
- Information gathering and monitoring of customer needs, expectations and satisfaction (Hayward & Steyn, 2001:104; see 2.2.2.2; 2.7.5; 2.8.1; 6.6.1.1; 6.6.2.1.2);
- Procedures for the handling of inquiries and complaints (see 3.4.2; 3.4.4.3; 6.6.1.1; 6.6.2.1.3);
- Customer demands are reflected in the school curriculum (see 2.8.1; 3.3.3.3; 3.3.5; 6.6.1.1; 6.6.2.1.4), and
- Benchmarking: study visit to other schools; comparison with similar schools (see 3.2.7; 3.3.3.2; 3.3.5; 6.6.1.1; 6.6.2.1.5).

Building of relationships with learners and stakeholders that lead to customer satisfaction.

- Building of customer relationships and satisfaction (see 2.2.2.2; 2.8.1; 3.4.4; 6.6.1.2; 6.6.2.2.1);
- Learner engagement as participants in quality improvement (see 3.3.3.4; 4.9; 6.6.1.2; 6.6.2.2.2), and
- Stakeholder collaboration to improve quality (see 2.6; 2.7.1; 4.5.4; 6.6.1.2; 6.6.2.2.3).

6.7 INFORMATION AND ANALYSIS

6.7.1 Quantitative data

This aims of the criteria on information and analysis were to examine *to what extent* the schools' senior managers select, manage and use data and information for performance measurement and analysis in support of organisational planning and performance improvement (see Section E, items 47 – 53, Addendum C) (NIST, 2001).

The responses are captured in Table 6.8.

Table 6.8 Information and analysis - quantitative data

Item no	Item	Ranking	Mean score
E48	Decision making throughout the school is based upon the analysis of collected information.	1	3,48
E51	Information analysis is used to improve the school's quality performance.	1	3,48
E47	Information is used in monitoring the school's daily operations.	3	3,43
E50	Information is communicated in a systematic manner throughout the school.	3	3,43
E49	Information is analysed to support the strategic direction of the school.	5	3,36
E52	Adequate procedures are in place to collect data about the school's performance.	6	3,28
E53	The school's quality processes are compared to those in other exemplary schools.	7	3,20

Table 6.8 reflects the responses of the principals to items E47 – E53. The mean scores of all items are above 80%, which means that the aims of information and analysis are applied to a *full extent* in the respective schools. The quantitative research, therefore, provides evidence that senior school leaders do make use of information and analysis. Information management and analysis correspond with the literature views on TQM:

- Information is managed to improve quality (see 2.2.2.2; 2.2.3; 2.4.2; 2.5; 2.7.5; 2.8.1; 2.8.1; 3.4).

Although the respondents agree to a full extent that the use of data and information is important to school leaders, it is remarkable that this is the only section where the respondents ranked all items below the mean score of 3.50. This slightly lower ranking is possibly an indication that the respondents associate the use of data and information with using quantitative or hard data, as collected through different statistical techniques. It appears from the responses to item D35 (see Table 6.6) that the principals agree to a moderate extent only that surveys should be conducted. The responses to items E47 to E53 then might indicate that principals do not necessarily opt for using hard data. These responses can be an indication that some effective schools might prefer to rely rather on qualitative or soft data such as the experience of educators, observation, shadowing, etc.

6.7.2 Qualitative data

The data in this section is used to describe how principals, educators, learners and parents view the role of school managers to select, manage and use data and information for performance measurement and analysis in support of organisational planning and performance improvement (see 5.3.2.4, item 5; Table 6.9).

The essence of the responses is captured in Table 6.9.

Table 6.9 Information and analysis – qualitative data

- Information is gathered from parents meetings and interviews (A3).
- Daily meetings with staff are held (B1).
- People's views are assessed informally but no formal instruments to measure people's perceptions are used (B2).
- Regular management and staff meetings are held to communicate information (B2).
- Verbal feedback is received from parents (B4).
- Monitoring is not easy because of very little reflection. Feedback is received from universities. The principal meets fortnightly with LRC leaders "to listen to them and to find out what their needs are". Regular meetings are also held with staff and learners (C1).
- The principal's view is that if other people's opinions would be obtained, unfair requests would be received and too many views given (C2).
- Staff meetings are held where "we compile lists of aspects that can still be improved" (C2).
- There are no surveys about how people think. Learners are not allowed to conduct interviews with learners or use questionnaires for the school's newspaper. Discussions are held during religious education periods (C3).
- Questionnaires are sent out to obtain the views of stakeholders. Feedback comes from parents and learners, but "you still have to rely on hear-say" (D1).
- Questionnaires are distributed to parents and primary school learners. Analyses are made of the strengths and weaknesses of the school (D2).
- The extended leadership system provides for regular feedback from learners (E1).
- The principal takes into account the views of learners (E3).
- When major issues are decided upon, the inputs of learners and parents are requested. Information is obtained from learners during guardian periods and by utilising the suggestion box (F1).
- Learners and parents completed a questionnaire on a particular matter (F3).

Table 6.9 reflects the responses of principals, educators, learners and parents captured during individual and focus group interviews. The responses provide evidence on the role of information and analysis in schools.

The most common method of data collection is through regular meetings of management teams, staff and parent meetings. Staff meetings are held where "we compile lists of aspects that can still be improved", discuss matters, seek solutions for problems and give ideas (C2). The views of parents are also captured via

interviews (A3, C3) and two-way communication is sustained between the principal and parents via a weekly newsletter (see Table 6.5: C1). Principals meet informally with learner leaders "to listen to them and to find out what their needs are" (C1, E1). Data is also gathered from learners during meetings of grade groups via an extended leadership system (E1), learner representatives (see Table 6.7: D3), discussions during religious education (C3) and via the use of suggestion boxes (F1).

Surveys are conducted using questionnaires to gather data as part of strategic planning (D1, D2) and to consult role players on particular issues (F1). The managers of School B undertook a study tour to high profile schools to familiarise themselves with their management systems (B1). The management of School A drew comparisons between their school's performance and that of other schools within the Catholic congregation (see Table 6.7: A1).

It is suggested in the literature that measuring be regarded as a fundamental aspect of TQM (see 2.2.2.2; 2.2.3; 2.4.2; 2.5; 2.7.5; 2.8.1; 2.8.2; 3.4). Measuring is based on the collection and analysis of data and information to obtain feedback on the needs and expectations of customers and on organisational outcomes over time. Schools should, therefore, begin by establishing baseline data from which to measure their annual improvements. This baseline data must be established for quality indicators, for example, learners' test and examination results, school attendance figures, parental involvement, follow-up information on learners' after school successes and rate of staff turnover. Measuring customer satisfaction is, in fact, at the heart of TQM. Obtaining feedback and acting upon it is what differentiates TQM from every other management theory (see 2.8.1).

The measures schools take in gaining adequate feedback from customers still appear to have shortcomings. It is, for instance, difficult to measure what educational value the school has added to learners once they have left the school (C1). Despite the use of questionnaires to determine learners' and parents' views, the principal of School D still has to rely on "hear-say" to understand how people think (D1).

An anomaly is observed in the way the management of School C deals with data gathering. The principal's approach is obviously to obtain the views of role players selectively to prevent "unfair requests" and "too many views" (C2). Learner journalists of the school's newspaper are subsequently also not allowed to conduct interviews with other scholars or to make use of questionnaires to obtain their opinions. Surveys are not being conducted "because the learners will make a joke of it" (C3).

This anomaly might be linked to the critical stance of the literature when it comes to the use of statistical techniques in schools (see 2.9). It is suggested that statistical techniques in schools may be inappropriate or culturally removed from the accepted intuitive and professional judgement of educators. It is also suggested that statistical techniques in schools should be used sparingly, in a focused way and with the intention that they enable understanding and facilitate the systematic examination of the consequences of change. Measurement should, therefore, serve the task of quality improvement. However, this anomaly could also be ascribed to a substantive amount of intolerance and bias exercised by the principal and by the lack of a participatory culture within the school.

6.7.3 Conclusion

It may be concluded that the following aspects of information management are based on TQM assumptions, which correspond with the literature reviews and the qualitative and quantitative data:

- Measuring customer satisfaction is a fundamental aspect of quality improvement (see 2.2.2.2; 2.8.1; 6.7.1; 6.7.2);
- Data collection and analysis forms part of measuring (see 2.8.2; 2.4.2; 2.7.5; 6.7.1; 6.7.2);
- Decision-making is based upon the analysis of collected data (see 3.3.3.2; 3.4.2.2; 6.7.1; 6.7.2), and
- Information is used to monitor the school's operational activities (see 3.3.3.5; 3.4; 6.7.1).

6.8 SYSTEMS AND STAFF FOCUS

6.8.1 Quantitative data

The criteria on a systems and staff focus examine *to what extent* senior school managers (see Section F, items 54 – 65, Addendum C) (NIST, 2001):

- Utilise work systems to motivate and enable staff to develop and utilise their full potential in alignment with the school's overall objectives and action plans;
- Provide education and training support to staff with the aim of building knowledge, skills and capabilities, and contributing to high performance, and
- Maintain a work environment and staff support climate that contributes to the well-being, satisfaction and motivation of systems and staff, while recognising their diverse needs.

The responses are captured in Table 6.10

Table 6.10 Systems and staff focus – quantitative data

Item no	Item	Ranking	Mean score
F63	The school provides a safe and healthy workplace to its staff.	1	3,80
F59	Staff is recruited on the basis of particular skills needed.	2	3,63
F60	Staff is trained with the aim to serve the school's overall objectives.	3	3,58
F54	The school pursues high-performance work systems.	4	3,50
F56	The school gives recognition for high performance work.	5	3,48
F64	The well-being, satisfaction and motivation of all staff is evaluated regularly.	5	3,48
F65	The school provides opportunities for personal learning to all staff members	7	3,33
F61	Staff members are involved in the design of their training.	8	3,20
F55	Individualised professional plans are used for staff development and training.	9	3,08
F62	The effectiveness of staff training is evaluated regularly.	10	3,05
F58	The school plans for career progression of all staff.	11	2,85
F57	Quality improvement teams are used regularly to solve problems.	12	2,75

Table 6.10 reflects the responses of the principals to items F54 – F65. The principals indicate that the aims of a systems and staff focus are applied to a *full extent* in their respective schools, with the exception of F58 and F57, which are applied to a *moderate extent* only. The quantitative data, therefore, proves that senior school managers do practice TQM related aspects of school systems and staff. The following aspects correspond with the literature views on TQM:

6.8.1.1 Work systems (Items F54, F57, F59)

- The school pursues high performing work systems (F54; see 3.4.4.3);
- Staff members are recruited on basis of required skills (F59; see 2.2.2.3), and
- Quality improvement teams are used to solve problems (F57; see 2.2.2.3; 3.3.4.3).

Quality improvement teams are important instruments for the optimisation of schools. The responses to item F57, however, indicate that the use of quality improvement teams to solve problems is applied only to a moderate extent. It means that the respondents downplayed this aspect of work systems to some extent. This response reveals also a discrepancy with the response to item C30. The response to C30 indicates that people in schools do in fact work together in quality improvement teams (see Table 6.4).

The discrepancy between the responses to items C30 and F57 could be ascribed to differences in the formulation of the two items. In item C30, the verb is "involved in", while the verb in item C57 is "to solve problems". The respective verbs describe different features of quality improvement teams. While the respondents fully agree that people at their schools are involved in quality improvement teams, they only moderately agree that these people are responsible for solving problems. It is, therefore, evident that the respondents are not fully convinced that the function of problem solving is to be assigned to teams. The conclusion could be drawn that the function of problem solving is still a centralised function and school leaders regard it as the domain of the schools' management team. From this conclusion, the question may arise whether the leaders of the responding schools really perceive structured quality improvement teams as an integral part of their schools' quality improvement processes.

In the literature, the practice of quality improvement teams is projected as a key aspect of TQM. Teams are viewed as formal, permanent structures that are empowered to achieve the school's goals. Teamwork implies decision making and problem solving at the lowest possible level. Educators are the closest to the learners and, therefore, best positioned to make decisions and to solve problems on that level (see 2.2.2.3 and 3.3.4.3).

It is crucial that the school as a system should also function as a unity to meet a common purpose. The optimisation of the school will ensure that systems are functioning well, and this will avoid the practice of blaming people for the failure of the system (see 2.8.3). The optimisation of systems is fundamental to the TQM approach and to effective schools. In the literature, there is a strong emphasis on

systems thinking, which is based on the notion of organisations as systems and sub-systems which function as a unified whole. The emphasis is on the interface between the various elements of the organisation as much as on the elements themselves (see 2.2.2.5).

6.8.1.2 Education, training and development of staff (Items F55, F60, F61, F62, F65)

- The school provides opportunities for personal learning to all staff members (F65; see 2.6.6; 2.6.13);
- Staff members are involved in the design of their training (F61; see 3.3.3.4);
- Individualised professional plans are used for staff development (F55; see 3.4);
- The effectiveness of staff training is evaluated (F62; see 3.4; 3.4.5.4), and
- Staff members are trained to serve the school's overall objectives (F60; see 3.3.3.4).

6.8.1.3 Staff well-being and satisfaction (Items F56; F58, F63, F64)

- The school provides a safe work environment to the staff (F63);
- High performance work is recognised (F56; see 2.2.3; 3.3.3.4; 2.4.4);
- Evaluation of staff satisfaction and motivation (F64; 2.8.1; NIST, 2001), and
- The school plans for career progression of all staff (F58; see 2.7.13; 3.4.4).

It is noticeable that the principals agree to a moderate extent only to item F58. Item F58 focuses on succession planning and career progression as part of the school's work systems to motivate and enable staff to develop and utilise their full potential. The responses of the principals indicate that they agree with this supposition to a moderate extent only. Although the respondents rated the pursuing of high performing work systems (item F54) very highly, they downplay this aspect of work systems to a certain extent. A possible explanation of this response is to accept that schools do not perceive succession planning and career progression as a responsibility of school leaders. The respondents could argue that one's career path is a matter of personal choice and responsibility.

Item F58 deals with the effective succession planning for the school's management team and the career progression of all staff. Attention to succession

planning, recruitment strategies and hiring profiles is needed to ensure that skilled and knowledgeable staff will be available at all times. The availability of staff members who are appropriately equipped is a requirement of high-performance work. Schools should also include and capitalise on diversity within their staff establishments as part of their succession planning (see 3.4.4; NIST, 2001).

6.8.2 Qualitative data

The data in this section is used to describe how principals, educators, learners and parents view the role of senior school managers to (5.3.2.4, item 6; Table 6.11):

- Utilise work systems to motivate and enable staff to develop and utilise their full potential in alignment with the school's overall objectives and action plans;
- Provide education and training support to staff, with the aim of building knowledge, skills and capabilities and contributing to high performance managers, and
- Maintain a work environment and staff support climate that contribute to the well-being, satisfaction, and motivation of systems and staff, while recognising their diverse needs.

The essence of the responses is captured in Table 6.11.

Table 6.11 Systems and staff focus– qualitative data

<p>Work systems</p> <ul style="list-style-type: none"> • Subject responsibilities and skills are shared (A1). • Work is delegated and educators work independently. Educators share skills (A2). • Educators present extra lessons during afternoons and school holidays (A3, F3). • Additional educators recruited: strive towards effective education and excellence (B1). • Sponsorships are provided for prospective educators to study (B1). • Classroom management is the prerogative of the educator. Effective teaching is emphasised (B1). • The principal and heads of department delegate work. A weekly circular informs staff members of activities. Subject meetings are held once per quarter (B2). • Educators work towards high academic achievements (B4). • Systems are shaped to ensure “zero defect”, even if it has financial implications. All outgoing mail is scrutinised for spelling and typing errors. “We absolutely insist” on correctness (C1). • A system of internal promotions for educators was introduced due to limited progression

opportunities in formal structures and “to retain quality people”. When an educator is promoted to the post of head of department (HOD), the governing body remunerates that person for the difference between the salary of an educator (post level 1) and a HOD (post level 2). The status of the promoted HOD is recognised throughout the school (C1).

- Educators take responsibility for their classrooms (C2).
- Academy is “extremely important”: one deputy principal takes care specifically of academic matters (D1).
- Educators are grouped per learner grade during staff meetings (D1).
- Duties are fairly distributed among educators by the weighting of activities. The principal “allows us a free hand in many things – own initiative that stimulates absolute creativity” (D2).
- Systems are designed to be pro-active: detention classes, reporting of absentees, educators agreed with parents to be available for extra assistance to learners, exam timetable issued in advance, work distribution (E1).
- Staff recruitment: there is a big choice in the recruitment of educators “because people want to teach here” (E1).
- High quality educators “who teach well” are recruited (E3).
- The school attracts high quality and well-trained educators, academic time is utilised optimally (E4).
- Special procedures are followed to induct grade 8 learners (E3).
- Educators have identified the most effective teaching methods (E3).
- A fair work distribution for the staff takes into account individual differences (F2, F3).
- Newly appointed staff members are placed under a subject head for induction (F2).

Staff training and development

- Educators attend workshops and marking sessions of the Independent Examination Board (IEB) (A1).
- Educators are responsible for their own development as far as further studies are concerned. The principal encourages them to improve their qualifications (A1).
- Assistance is provided to low performing schools re teaching skills, learning resources and management styles (A2).
- The principal provides moral support and encourages educators to study further. Staff members meet once per year for spiritual support (A2).
- Opportunities and time for personal development are limited. Further study doesn’t provide salary benefits (B2).
- Skilled persons introduce staff development in the form of training sessions. Principal have talks with educators. Educators were trained in OBE. Educators are made aware that their work is a calling (C1).
- Staff development starts with the management team: heads of department cascade particular

matters to the staff. Very little subject support is received from the Department of Education (D1).

- Educators are well trained, a substantial number holding honours or masters degrees, and are "masters of their subjects" (D2).
- Educators continuously attend courses and seminars to upgrade their knowledge (D3).
- Educators are inspiring and mentally well equipped. They attend enrichment courses. Educators are mentally very well equipped. They believe in their own qualities, have a passion for their work and a positive attitude. "They inspire you" (E3).
- The attendance of training courses is compulsory for educators. Knowledge gained from courses is shared with other staff members via subject meetings. The standard of official courses is problematic due to a lack of differentiation (F1).

Staff well-being and satisfaction

- Educators have a large degree of freedom in classroom management: principal does not interfere (A1).
- Recognition of staff is "not money-wise". The staff as a whole is recognised ("praise the educators a lot") for good results and hard work. "I'm afraid to give certificates and I've always been afraid of singling out people because in actual fact they work as a team. If one in the team doesn't pull his or her weight, it's for the team to pull him or her along, and if they win in the end it's the whole group" (A1).
- All educators "right from grade 7" are recognised for good academic results in grade 12 because the results wouldn't be possible "without the educators in the other grades" (A2).
- The conduct of the principal instils an atmosphere of trust in which people care for one another (A2).
- Educators are dedicated and learners pay due respect to them. Close co-operation between learners and educators (A3).
- The management team communicates effectively with the staff (B1).
- Achievements of educators are announced and published in the local press. "We mention all good performances" (B1)
- The introduction of financial incentives has been considered, but not yet implemented because it's a very sensitive issue" (B1).
- Perseverance and the prospect of good learner achievement motivate educators. This attitude also rubs off on the learners (B2).
- The principal expresses verbal appreciation for the continuous efforts of educators (B2).
- Special attention to academic achievement of learners (B3).
- Achievements of educators and learners are recognised during award functions (B3, C2).
- The principal gives verbal recognition to educators, "we have a kind of a family bonding among us". No financial incentives are given, but all educators receive bonuses from the governing body at the end of each year, "this is only a stipend to say thank you". Educators are offered

opportunities to prove themselves (C1).

- People are motivated by the enthusiasm of the principal, acceptance and teamwork within the staff, own achievements and verbal recognition. "Because one feels that your colleagues have accepted you ... one walks that extra mile (C2, C3)
- Educators receive bonuses at the end of the year (C4, D2).
- "You have to say thank you and create relationships". The educators need this because "the pressure is high and the spirit declines" (D1).
- Healthy competition is maintained among educators. Educators have the will to achieve (D1).
- "Unfortunately money does play a role. You do not motivate a person anymore by means of words, saying nice things and by thanking them". Educators are entitled to receive day fees and compensation for fuel expenses for their involvement in extramural activities. At the end of the year, an honorarium is paid to the staff.
- Verbal recognition is given and educators "are assigned responsibilities for a specific aspect, you feel co-responsible" (D2).
- The principal would encourage educators to apply for promotion posts if he considers them as mature (D2).
- The principal and educators motivate learners through their consistent work, appreciation and opportunities. The educators "are here because they love people" and "they do their best to keep us happy". An atmosphere is created in which "you want to work" (D3).
- Educators are highly qualified with a very high task orientation. A high level of responsibility is maintained (E1).
- "It's an art to get the best out of your staff" in a situation "where they are exposed to much pressure". Educators are equipped to cope with work pressure through mental support (information brochure/booklet) and participation (F1).
- Verbal recognition is given and appreciation by the principal and learners. The principal "would thank you for what you did and he would extend appreciation to individuals" (F2).
- Educators don't receive financial incentives or awards but are motivated by "the fact that you as an educator know that people put trust in you". "You shouldn't disappoint educators with whom you're working together, and also not the parents" (F2).
- The principal plays an important role in recognising learners and educators (F3)

Table 6.11 reflects the responses of principals, educators, learners and parents captured during individual and focus group interviews. The responses provide information on how senior managers focus on systems and staff.

6.8.2.1 Work systems

6.8.2.1.1 Work systems for high performance

The focus of the responding schools is on learner academic achievement (B4, D1). Methods employed to achieve this goal are the optimal utilisation of tuition time (E4), the appointment of additional educators, the presentation of additional lessons to learners (E1) and a fair work distribution for educators (D2, F2, F3). The responsibility to give direction to a school's academic performance is assigned to a senior member of the management team, viz. a deputy principal (D1). It is expected of educators to share their academic skills with each other and even with "trapped" (low performing) schools (A1, A2).

The requirements of high performing work systems are to organise and manage work and jobs so that those staff members utilise their full potential. Work and job factors include cross training, job rotation, use of teams (including self-directed teams) and changes in classroom design. It also requires a staff performance management system, which provides for procedures on compensation, recognition, motivation, communication and recruitment. High performance work systems in schools are characterised by a focus on learner achievement, flexibility, innovation, knowledge and skill sharing, alignment with organisational objectives and the ability to respond to changing educational service needs and requirements of the learners, stakeholders and markets. (see 3.4.4.3; NIST, 2002).

Administrative systems in School C are designed to "work on zero-defect", irrespective of the cost implications. All outgoing mail is scrutinised and "we absolutely insist" on correctness (C1). This notion of zero-defect has its origin with Philip Crosby who preached the idea of "quality first", which provides for an absolute preventative organisational structure with zero-defect as the performance standard (see 2.3.2.4). The literature reports that in one case study school this performance standard has been misinterpreted to suggest that the school strives to produce zero defect people. This concept is further viewed as problematic in that once zero defect has been reached, by implication there is no longer any need to strive for improvement. Zero defect should, therefore, first and foremost be viewed as an attitude. Furthermore, continuous improvement is viewed as a more

dynamic concept in applying quality management in schools (see 4.6). Work systems are to be optimised instead to bring about quality improvement (see 6.8.1.1).

6.8.2.1.2 Recruitment of skilled staff

The recruitment of educators is driven by the quest for effective education and excellence (B1). Educators are recruited by virtue of their training, experience (B3; D2), task orientation, responsibility (E1), dedication (A3), mental equipment, the ability to “teach well” (E3) and trust in them (F2). Applicants for vacant posts at School E are of a high quality “because the people want to teach here” (E1). It is required of educators to be “masters of their subjects” (D2; see 6.8.1.1; Table 6.10: F59). Functions are delegated to educators and they are allowed freedom to manage their classrooms autonomously (A1, A2, B1, B2, C2, D1). Educators are allowed “a free hand in many things” and “own initiative, which brings forward absolute creativity” (D2). Therefore, they succeed to employ didactics that have been proved to be effective (E3).

In a TQM context, it is required that staff should have particular skills and the ability to function autonomously. Staff members should have the ability to act on own initiative and to be creative in order to bring about work improvement. Their skills should include the ability to solve problems, which is required to satisfy the school’s customers (see 2.2.2.3).

6.8.2.1.3 Quality improvement teams

See analysis of quality improvement teams as part of strategic planning (see 6.5.1.2; 6.5.2.2.4) and work systems (see 6.8.1.1).

6.8.2.2 Education, training and development of staff

6.8.2.2.1 Opportunities for personal learning

The data does not provide clear evidence on opportunities for personal learning to staff members in the responding schools.

Staff members need knowledge and skills to meet their personal and professional objectives and the school’s need for leadership development. These needs might include gaining knowledge about assessment practices, learning styles, working

effectively with learners from other cultures, gaining skills in communication, sharing knowledge, interpreting and using data, using new technology, process analysis and evaluating and understanding learner behaviour and character development. Education and training is an integral part of the TQM approach. There is overwhelming support in the literature for training in all forms such as induction of new staff members, in-service training, the acquisition of new skills, techniques and knowledge, self-improvement, etc. (see 2.7.6; 2.7.13).

6.8.2.2.2 Involvement in design of training

The data does not provide clear evidence on staff involvement in the design of their training.

The involvement of staff and their supervisors in the design of their training, including needs identification, is recognised as important in the literature. This involves job analysis to understand the types and levels of skills required and the timeliness of training. Schools need to have staff and skills development programmes that are jointly developed (see 3.3.3.4).

6.8.2.2.3 Individualised professional plans

The data does not provide clear evidence on the use of individualised professional plans for staff development and training.

Individualised professional plans are important for staff development and training. To develop these plans, it might be necessary to assess staff members and to make use of staff self-assessment. Education and training might include in-service training, which could be classroom, computer-based or distance learning. Training includes the use of developmental assignments such as internships or shadowing within or outside the school to enhance staff career opportunities and employability (see 3.4; NIST, 2001).

6.8.2.2.4 Evaluation of training

Education and training is primarily regarded as the educator's own responsibility. The educators are responsible for acquiring and improving their own professional qualifications (A1, A2). Training is, however, continuously provided to educators in the form of departmental workshops, particularly to prepare them for the teaching

of OBE. The departmental training and subject support, however, is experienced as either inadequate (D1) or below standard due to a lack of differentiation (F1). The educators of School A (A1) also attend workshops and marking sessions of the Independent Examination Board (IEB). Schools undertake staff development themselves. Skilled persons are employed to introduce training sessions for educators (C1). Staff development is also effected via management and subject meetings (D1), the attendance of enrichment courses and seminars (D3, E3) and the induction of newly appointed educators under the supervision of a senior educator (F2).

The training and development of staff is fundamental to a TQM strategy in schools. This comprises the induction of new staff (see 2.7.6) and the continuous upgrading of educators' knowledge, skills and performance (see 2.7.6; 2.7.13; 3.3.3.3).

Effective performance management includes the evaluation of education and training. Such evaluation might take into account the principal's evaluation, staff self-evaluation and peer evaluation of the value received through education and training relative to identified needs. Evaluation might also address factors such as the effectiveness of education and training delivery, its impact on the individual and the school's performance and costs of delivery alternatives (see 3.4; NIST, 2001).

In South Africa the national policy on whole school evaluation (see 3.4.5.4) also perceives education and training as critical to school improvement.

6.8.2.2.5 Accomplishment of overall objectives

The data does not provide clear evidence on the role of staff training in promoting the schools' overall objectives.

Staff and skills development programmes should reflect the schools' strategic objectives and should focus on what it is that the staff need in terms of skills and ideas to achieve the school's vision over a 3 to 5 year period (see 3.3.3.4).

6.8.2.3 Staff well-being and satisfaction

6.8.2.3.1 A safe and healthy work environment for staff

The responding schools maintain a work environment and staff support climate that contributes to staff motivation. Educators support each other (A1, F2) and "because you feel your colleagues accepted you" they are prepared to walk the extra mile (C2). Because the educators are very people orientated, they create an environment in which effective learning takes place (D3). School managers are sensitive to stress related behaviour of educators (D1, F1), therefore, they contribute to the relaxation of pressure through the creation of good relationships (D1), moral support (A2), staff participation and mental support (F1).

Schools provide a safe and healthful work environment and a staff support climate that contribute to the well-being, satisfaction and motivation of their staff. Factors that affect staff well-being, satisfaction and motivation are to be determined in schools. School leaders should also ask how their schools' services, benefits and policies affect staff well-being and satisfaction.

6.8.2.3.2 Recognition and reward of staff

One factor that affects staff well-being is the giving of recognition to staff members for high performance work. Educator motivation and satisfaction depends on recognition. The recognition is primarily aimed at intrinsic motivation. School managers "mention all good performances" (B1) of educators, "praise the educators a lot" (A1), and thank educators personally (F2) and immediately (D2). Educator achievements are also reported in local newspapers (B1).

The literature suggests that academic achievements of learners as well as educators should be honoured publicly through high visibility in the school and in the media (see 2.2.3). In the literature recognition and reward is described as a valuable tool for improving employee morale, self-interest and interest in TQM (see 3.3.3.4).

In some of the schools there is, however, reluctance to single educators out for awards (F2) or certificates (A1). The reason behind this is "because in actual fact they work as a team" (A1) and educators support each other mutually (F2). When

recognition is given for excellent grade 12 results, tribute is not paid to grade 12 educators only, but to all educators “right from grade 7”, because those results wouldn’t be possible “without the educators in the other grades” (A2). Because School C is regarded as “one big family working together” (C4), recognition to educators takes place in an atmosphere “of a family bonding” (C1).

This corresponds with the view that recognition not be given to those who come up with “successful solutions” only, but to recognise participation in the process. The recognition of participation in the process is likely to optimise the contribution of staff members to the organisation as a whole (see 2.5).

The source of staff motivation is also to be found in the work itself. Opportunities and responsibilities are assigned to young educators to prove themselves (C1) and work is delegated (A1). School leaders put confidence in educators and subsequently they are eager to be worthy of it (F2). The performances of their learners also serve as a motivator to educators (B2).

Intrinsic motivation is based on the conviction that people have a desire to do good work. The implication is that senior school leaders need to know their staff members and to treat them in a way that would give them the greatest work satisfaction. School leaders should be aware of individual differences among their staff members and use those differences to optimise individual performance (see 2.4.4; 2.7.12). Support is also drawn from the literature to the effect that staff motivation, particularly intrinsic motivation, is one of the basic theoretical foundations of TQM (see 2.4.4). The provision of a healthy work environment also implies staff satisfaction, an orientation that derives from serving the customer (see 2.2.3).

Extrinsic motivation also forms part of educator motivation. In some schools the recognition is “not money-wise” (A1, F2), but in other schools there are forms of incentives and remuneration to educators. Financial compensation has become increasingly important because “you do not motivate a person any longer by means of words” and by “saying nice things” (D1). In School B an incentive system was developed, but has not yet been implemented because it’s “a very sensitive issue” (B1). Educators of School D are paid day fees when they accompany

learners to participate in extramural activities and fuel expenses are remunerated (D1). The compensation of educators is also in the form of a honorarium or bonus at the end of each year "to say thank you" (C1).

6.8.2.3.3 Evaluation of staff satisfaction and motivation

The data does not provide clear evidence on how staff motivation and satisfaction is evaluated on a regular base.

Measures such as formal and informal surveys can be used, as well as some other indicators, which include absenteeism, turnover and grievances. The evaluation findings should then be related to key organisational performance results to identify key priorities for the school (see 2.8.1; NIST, 2001).

6.8.2.3.4 Career progression of staff

Principals contribute to the career progression and succession planning of educators. Educators are professionally guided and assigned responsibilities to prepare them for promotion (D2). A system of internal promotions has been implemented in School C to expand promotional opportunities for educators. The school management "created" additional promotional posts because the school's post establishment restricts promotional posts and "to retain quality people" (C1). Those additional posts, however, are not substantial promotional posts, but substantial educator posts, which have been upgraded internally. This upgrading simply means that the "promoted" educator's salary is being topped up to that of a head of department or deputy principal. The promoted educators are assigned functions identical to that of official promotional posts and are recognised as such within the school. It is, however, an internal arrangement with no official endorsement.

In the literature, it is also stressed that school leaders have to plan for skills and knowledge diversity among their staff members (see 2.7.13). To ensure that quality performance is sustained and improved within the school, school leaders have to plan for the succession and career progression of all staff.

6.8.3 Conclusion

It may be concluded that the following aspects of a systems and staff focus are based on TQM assumptions, which correspond with the literature and quantitative and/or qualitative data:

Utilisation of work systems

- Work systems are optimised to ensure high performance (see 2.2.2.5; 2.8.3; 3.4.4.3; 6.8.1.1; 6.8.2.1.1);
- Educators are recruited on the basis of needed skills (see 2.2.2.3; 6.8.1.1; 6.8.2.1.2), and
- Quality improvement teams are used to solve problems (see 2.2.2.3; 3.3.4.3; 6.4; 6.8.1.1).

Education, training and development of staff

- Schools provide opportunities for personal learning for all staff members (see 2.7.6; 2.7.13; 6.8.1.2);
- Staff members are involved in the design of their training (see 3.3.3.4; 6.8.1.2);
- Individualised professional plans are used for staff development and training (see 2.4.1; 6.8.1.2);
- The effectiveness of staff training is evaluated regularly (see 2.8.1; 3.4.5.4; 6.8.1.2; 6.8.2.2.4), and
- Staff is trained to serve the schools' overall objectives (see 3.3.3.4; 6.8.1.2).

Staff well-being and satisfaction

- Schools provide a safe and healthy workplace to staff (see 6.8.2.3; 6.8.1.3);
- Motivation, recognition and reward (see 2.2.3; 3.3.3.4; 2.4.4; 2.5; 6.8.2.3.2);
- The well-being, satisfaction and motivation of all staff is evaluated regularly (see 2.2.3; 6.8.1.3), and
- Schools plan for career progression of all staff (see 6.8.1.3; 6.8.2.3.4).

6.9 PROCESS MANAGEMENT

6.9.1 Quantitative data

This section examines to what extent senior school managers implement efficient and effective process management in schools in respect of (see Section G, items 66 – 76, Addendum C) (NIST, 2001):

- Education design and instructional approaches, with the aim of improving the school's educational effectiveness, and
- Learner services and processes that support the school's daily operations and the staff in delivering services.

This section encompasses all key processes and all work units of the school (NIST, 2001).

The responses are captured in Table 6.12.

Table 6.12 Process management – quantitative data

Item no	Item	Ranking	Mean score
G72	The key services to learners are those considered most important to learner academic success.	1	3,63
G70	The learning process is measured on a continual basis by means of portfolios and projects.	2	3,60
G71	Teaching methods are improved to ensure effective learning.	2	3,60
G66	The curriculum focuses on active learning e.g. problem solving, critical thinking.	4	3,51
G75	The school evaluates its own educational programmes to determine their effectiveness.	5	3,40
G69	Procedures have been designed to reduce learner dropout rates.	6	3,38
G76	The school assists learners in assessing their own learning performances.	6	3,38
G68	New technology has been incorporated to improve communication and information sharing.	8	3,35
G73	Feedback from customers is used to improve services to learners.	8	3,35
G74	Networking with other educational institutions is encouraged.	10	3,33
G67	The curriculum is tailored to meet the individual needs of learners.	11	3,23

Table 6.12 reflects the responses of the principals to items G66 – G76. The mean score of all items are above 80%, which means that the aims of process management are applied to a *full extent* in the respective schools.

6.9.1.1 Education design and instructional approaches (G66, G67, G69 - G71, G74, G76)

- The individual needs of learners are provided for in the curriculum (G67, G69; see 2.8.3);
- The curriculum focuses on active learning (G66; see 3.4; NIST, 2001:48);
- The learning process is evaluated continuously (G70; see 3.4; 3.4.4.5; 3.4.4.6);
- Teaching methods are improved to ensure effective learning (G71; see 2.8.3);

- Learners are guided by self-assessment of learning (G76; see 4.4; 4.5), and
- Networking with other educational institutions (G74; see 3.4; NIST, 2001:50).

6.9.1.2 Learner services and support processes (G68, G72, G73, G75)

- Learner services are aimed at academic success (G72; see 2.2.3; 4.7);
- New technology is used to improve communication and information sharing (G68; see 3.4; NIST, 2001:49);
- The school evaluates its own educational programmes (G75; see 3.4; NIST, 2001), and
- Customer feedback is used to improve learner services (G73; see 2.8.1; 3.3.3.3).

6.9.2 Qualitative data

The data in this section is used to describe how principals, educators, learners and parents view the role of senior school managers in (see 5.3.2.4, item 7, Table 6.13):

- Education design and instructional approaches, with the aim of improving the school's educational effectiveness, and
- Learner services and processes that support the school's daily operations and the staff in delivering services.

The essence of the responses is captured in Table 6.13.

Table 6.13 Process management– qualitative data

Education design and instructional approaches

- A certain instructional standard is required of educators before they are allowed to teach grade 12 learners (A1, B1).
- Professional support is given to educators at low performing schools (A2).
- Learners are taught active learning skills (B3).
- Educators are well-skilled and prepare themselves very well for lessons (E3).
- The tuition time-table is composed to serve the best interest of the learners (F2).
- It is expected of learners to work hard (“that little extra”) (E3).
- Learners are educated to set clear objectives for themselves (A3, E3).
- Learners are evaluated through regular tests and examinations (B3, C1; C2).
- The main focus of instruction is to prepare learners appropriately for tertiary study (E1).
- Education is also aimed at producing well-balanced learners (E1).
- Instructional processes are aimed at excellent grade 12 results (C1, C3).

Learner services and support processes

- The use of the library is central to the development of practical skills (A1).
- Academic achievements are realised through effective teaching, well-trained, skilled educators (B1).
- Educators present extra lessons to learners as preparation for examinations (A3, B3, C1, C2, C3, D1, D3).
- Instruction is supported by technological aids (A1, B3, C1, D3, E1, E3, F1).
- Sufficient instructional aids are of critical importance for quality education (E1).

Table 6.13 reflects the responses of principals, educators, learners and parents captured during individual and focus group interviews. The responses provide information on how senior managers manage processes in schools.

6.9.2.1 Education design and instructional processes

6.9.2.1.1 Curriculum provision for individual needs of learners

See analysis (see 6.5.2.1.3)

Focusing on processes means the optimisation of each individual’s potential (see 2.8.3).

6.9.2.1.2 Focus on active learning

See analysis (see 6.6.2.1.1)

This requires understanding those differences and strategies to capitalise on strengths and overcome obstacles in styles and rates of learning. Instructional techniques for active learning provide an opportunity for learners to analyse, synthesise and evaluate information as part of the learning process (see 3.4; NIST, 2001:48).

6.9.2.1.3 Continuous evaluation of the learning process

Continual assessment comprises regular control of learners' homework (D3), regular tests and examinations (B3, C2) which are aimed "to prepare the learners absolutely" for examinations (C1).

Formative assessment refers to frequent or ongoing evaluation during learning experiences that gives an early indication of what learners are learning, as well as their strengths and weaknesses (see 3.4; NIST, 2001). Formative assessment often provides information with which to make real-time improvements in teaching methods, techniques and approaches. Approaches to formative assessment may include projects, portfolios, journals, observations of the learning process and learning outcomes, discussion groups, self-assessment and examinations (see 3.4; NIST, 2001).

6.9.2.1.4 Improvement of teaching methods

The instructional systems of schools focus mainly on the preparation of learners for the examinations, therefore, additional educators are recruited and extra lessons are presented (D1, C1, C2). Educators are, therefore, required to be well trained and skilled (B1) and to have sufficient teaching experience before they are allowed to teach grade 12 learners (A1, B1). These educators have developed the most effective teaching methods and their teaching skills are rated as "very excellent" (E3).

In School B, learners are actively involved in the learning of Biology, which means that "spoon-feeding" is discouraged (B3). The use of the school library, science experiments and the utilisation of technological aids (computer literacy, the Internet) contribute to developing learners' practical learning skills.

The implementation of Curriculum 2005 is regarded as a major challenge for school managers and educators (C1), while parents are concerned that disparity in educator-learner ratio might hamper the effectiveness of the system (C4). Curriculum 2005, with its emphasis on learning processes and outcomes requires a new instructional approach in schools. This system is in an experimental phase in secondary schools and has been implemented in grade 8 and grade 9 only.

Process management also focuses on instructional approaches and the organising of activities and experiences so that effective learning takes place. In classroom practice, this means that the process of teaching should be emphasised more than the achievements in examinations (see 2.8.3).

6.9.2.1.5 Self-assessment by learners

There is no clear indication that the respondent schools have implemented self-assessment by learners as part of their assessment policies. This lack of response should, however, be viewed against the fact that the new education system for outcomes based education (OBE), which provides for self-assessment, has not yet been fully implemented in secondary schools*.

In a case study school, learners take a high degree of responsibility for managing and assessing their own learning. The educator serves as a facilitator to assist learners with projects, which is the means by which learners develop and demonstrate competency. Educators help learners to determine what competencies are needed, how they will be assessed, and how to work through and evaluate agreed-upon project components (see 4.4).

Schools should design instructional processes to ensure that learners become self-directed in order to achieve cognitive aims and acquire process skills such as decision making, problem solving and critical thinking (see 4.5).

* The critical outcomes are intended to enable school-goers to identify and solve problems by using creative and critical thinking (Draft Revised National Curriculum, 30 July 2001).

6.9.2.1.6 Networking with educational institutions

School A is involved in reaching out to low performing schools to assist in terms of teaching methods, learning resources and management practice (A2). The literature stresses the importance of networking and partnerships between schools and external agents in the business and manufacturing fields to get their support and assistance. Partnerships with business enterprises are also valued because these enterprises could be of assistance with quality assurance ratings of vocational subjects at schools (see 4.3).

This includes networking with other educational institutions as well as the sharing of successful strategies across the organisation (NIST, 2001: 50).

6.9.2.2 Learner services and support processes

6.9.2.2.1 Academic success of learners

The key services to learners are those considered most important to learner matriculation and success (see 6.9.1.2). This means that the schools recognise their responsibility to provide quality learner services. These services might include services related to counselling, advising, tutoring, libraries and information technology, learner recruitment, placement, food services, security, health services, transportation, etc.

The schools' educational programmes were designed to ensure that the potential of each learner is optimised (E4), therefore, "everything is done to serve the best interest of the child" (F2).

The focus and core business of the school is the academy and learners are prepared for university study, but also to accommodate learners who are not interested in going to university. It is the aim to produce a balanced person (E1). Learners are optimally prepared for examinations with the aim to achieve a 100% pass rate in the external grade 12-examination (C1). The number of A symbols acquired by the learners in those examinations is an important barometer of the school's academic success (C3).

In the literature, there is support for the notion that it is schools' core business to ensure learners' academic success. A strong sense of academic mission and engagement is being presented as a central feature of effective schools (see 2.2.3). The new school structure provides for a system of sub-schooling (functional teams) with decentralised management functions. These teams are responsible for the rendering of services such as counselling, guidance and mentoring to learners (see 4.6.4).

6.9.2.2.2 New technology

The key services provided to the learners and support processes are services related to libraries (A1), computer and Internet technology (A1, B3, C1, D3, E1, E3, F1), additional lessons (A3, B3, C2, D3, E4), learner recruitment (see Table 6.5: C1) and effective financial management (see Table 6.5, C1, D2). Learner services and support processes at schools are aimed at the optimisation of learner potential and the multiple abilities of learners (see 2.8.2; 4.4.4).

Computer and other technological aids are applied to support current teaching methods (A1). School E does not compromise on "those things the educators need to teach effectively" (E1). Schools have computer centres (B3, C1, D3) and the Internet is also utilised by learners to access knowledge beyond the traditional textbook (E1) "to keep us informed" in order "to be the best" (E3).

The provision of learner services includes the incorporation of new technology, i.e. electronic technology for communicating with learners. New technology is being used to ensure access to and sharing of information (see 3.4; NIST, 2001:49).

6.9.2.2.3 Self-assessment of educational programmes

The data does not provide clear evidence on how self-assessment is exercised in the responding schools.

Schools need to evaluate the effectiveness of their key support processes. The processes that might be used are process analysis and research, benchmarking, the use of alternative technology and the use of information from customers of the process. These approaches offer a wide range of possibilities to schools, including

complete redesign (“re-engineering”) of processes (see 3.4; NIST, 2001; Pun, 2002).

6.9.2.2.4 Customer feedback

See analysis (see 6.6.2.1.2)

6.9.3 Conclusion

The following aspects of process management are based on TQM assumptions:

Education design and instructional processes

- The curriculum provides for the individual needs of learners (see 2.8.3; 6.9.1.1; 6.9.2.1.1);
- The curriculum focuses on active learning (see 3.4; 6.9.1.1; 6.9.2.1.2; NIST, 2001:48);
- Continuous evaluation of the learning process (see 2.8.3; 3.4; 3.4.4.5; 3.4.4.6; 6.9.1.1; 6.9.2.1.3; NIST, 2001);
- Self-assessment of learning (see 4.3.4; 4.4.4; 6.9.1.1; 6.9.2.1.4);
- Improvement of teaching methods (see 2.8.3; 6.9.1.1; 6.9.2.1.5), and
- Networking (see 4.2.4; 6.9.1.1; 6.9.2.1.6; NIST, 2001:50).

Learner services and support processes

- Academic success of learners (see 2.2.3; 4.6.4; 6.9.1.2; 6.9.2.2.1);
- New technology (see 3.4; 6.9.1.2; 6.9.2.2.2; NIST, 2001:49);
- Self-assessment of educational programmes (see 3.4.4; 3.4.6; 6.9.1.2.); and
- Customer feedback (see 2.8.1; 3.3.3.3; 6.9.1.2; 6.9.2.2.4).

6.10 SUMMARY

In the quantitative research, the School Effectiveness Assessment Questionnaire was used to gather data from the principals of secondary schools. This data was processed statistically and the processed results were analysed to determine to what extent the school management teams of effective schools apply elements of TQM in their schools. The processed results were categorised in table format, descending from high to low according to the sections of the Baldrige Program.

All responses were discussed generally, with a distinction between responses that exceed a mean score of 3.00 and responses with a mean score lower than 3.00. The responses indicate that the aims of the different categories are applied in effective schools from a moderate to a full extent.

In the qualitative study, individual and focus groups interviews were conducted with principals, educators, learners and parents in six sample schools. The interview results were analysed and discussed to determine which elements of TQM are applied in effective schools.

The analysis of both the quantitative and qualitative research is structured according to the following categories: biographical information, leadership, strategic planning, learner, stakeholder and market focus, information and analysis, systems and staff focus and process management.

The information from the empirical research in Chapter 6, as amended by TQM elements from the literature study (see 2.10, 3.5 and 4.9), was used in developing a management strategy for schools in Chapter 7.