THE RELATIONSHIP BETWEEN TOTAL QUALITY MANAGEMENT AND SCHOOL IMPROVEMENT

ANNEXURES

A: EDUCATORS' QUESTIONNAIRES

B: LEARNERS' QUESTIONNAIRES

C: PRINCIPALS' INTERVIEWS

D: CODES FOR EDUCATORS' QUESTIONNAIRES

E: CODES FOR LEARNER'S QUESTIONNAIRES

F: INTERVIEW CODES

ANNEXURE A	QUESTIONNAIRE FOR EDUCATORS

Please complete the following questionnaire as objectively as possible. The objective of the questionnaire is to conduct a survey on the situation of the culture of learning, teaching and services prevailing at your school. In addition, it is to explore the implications of Total Quality Management principles for schools. Your analytical and objective response will go a long way in contributing valuable solutions to the continuous improvement of the culture of leaning, teaching and services at schools.

Instructions for the Completion of the Questionnaires

1. Do not write your name.

2. Your co – operation in answering all questions honestly, objectively and to the best of your ability is greatly appreciated.

3. The questionnaire is anonymous and information will only be used for the development of strategies that could be employed for the implementation of Total Quality Management in schools

4. Mark with an "x" in the appropriate block to indicate your choice

5. The column on the right is for office use only

6. Thank for your co – operation

	For office use only
Respondent Number	V1 [ ][ ][ ] 1-3
Card Number	V2 [1] 4
SECTION A: BIOGRAPHICAL AND EDUCATIONAL DATA	
What is your gender? Male 1 Female 2	V3 [ ] 5
How many years of experience as an educator? [ ] Years	V4 [ ][ ] 6-7

What is your present position?　　　　　　　　　　　V5　[　　]　8

Deputy Principal	1
Head of Department	2
Educator	3

How many years of experience in the current post? [　]　　V6 [　　]　9-
10

What is your highest qualification? (Mark one only)　　V7 [　]　11

Up to 2 years education diploma	1
3 – 4 years diploma	2
B. degree (3 – 4 years)	3
B. degree and diploma	4
Honours degree	5
Master degree	6
Other qualification (Specify) ………………..	7

Do you have a management qualification?

Yes	1
No	2

V8 [　　]　12

If Yes, mention it:

FDE Educ. Management	1
B. Tech. Educ. Management	2
Other………………………….	3

V9 [　　]　13

What is your main area of specialisation? (Mark one only)　　V10 [　　]　14

Science	1
Mathematics	2
Commerce	3
Humanities	4
Technology	5

In which area is your school situated?　　　　　V11 [　]　15

In a township	1
In an informal settlement	2

SECTION B: **THE CULTURE OF LEARNING, TEACHING AND SERVICES**

Positive Culture of learning, teaching and services (Colts) is about commitments, dedication, willingness and determination of all role players of a school namely, principals, parents, learners, educators, School Governing Bodies and Department of Education to continuously improve the quality of management of learning of learners, teaching and the provision of services.

Mark with an X to indicate how you agree or disagree with the statements

below concerning positive Colts. **Use the ratings**: **1 Strongly disagree**

2 Disagree

3 Agree

4 Strongly agree

1	There are character traits of positive Colts at my school	1	2	3	4	V12		16

2. The following are character traits of the **principal** in my school regarding positive Colts.

	1	2	3	4			
Invites and motivates parents to attend school and academic meetings	1	2	3	4	V13		17
Encourages educators most of the time to teach	1	2	3	4	V14		18
Always punctual at school	1	2	3	4	V15		19
Communicates well with learners and educators	1	2	3	4	V16		20
Ensures stationery, books etc are available	1	2	3	4	V17		21
Involves educators in decision making	1	2	3	4	V18		22
Ensures and delegates for a safe and healthy environment like: • Cleanliness of the surroundings	1	2	3	4	V19		23
• Proper fencing around with gates that lock	1	2	3	4	V20		24
• Buildings are safe	1	2	3	4	V21		25
• There is clean water	1	2	3	4			
• Proper sewage system for toilets	1	2	3	4	V22		26
• Toilets are clean	1	2	3	4	V23		27
• Classrooms are well ventilated	1	2	3	4	V24		28
• There are proper light fittings	1	2	3	4	V25		29
Ensures there are learning and teaching resources like, laboratories etc. that are well equipped	1	2	3	4	V26		30
Deals with sexual and substance abuse like drugs	1	2	3	4	V27		31
					V28		32

3. The following are character traits of the **majority of educators** in my school regarding positive Colts.

Always punctual in classes	1	2	3	4	V29		33
Ensure discipline in class	1	2	3	4	V30		34
Good role models for learners	1	2	3	4	V31		35
Discuss and ensure that codes of conduct are fair, just and adhered to	1	2	3	4	V32		36
Create good and professional relationship with other role players like parents	1	2	3	4	V33		37
Involve learners in decision making in the class	1	2	3	4	V34		38
Use various materials and methods to make lessons interesting for learners	1	2	3	4	V35		39
Encourage learners to succeed and be responsible for their learning	1	2	3	4	V36		40
Communicate well with learners and parents	1	2	3	4	V37		41
Organise favourable environments for learners	1	2	3	4	V38		42
Encourage learners to work together in teams	1	2	3	4			
Involve learners in organising learning activities	1	2	3	4	V39		43
Solve conflict in class immediately	1	2	3	4	V40		44
Give home work regularly	1	2	3	4	V41		45
Mark tests, home work and give timeous feedback	1	2	3	4	V42		46
Involve parents in classroom activities	1	2	3	4	V43		47
Involve parents in dealing with disruptive behaviour	1	2	3	4	V44		48
Involve parents in the preparation of media	1	2	3	4	V45		49
Involve parents in the home work of their children	1	2	3	4	V46		50
Discuss learners performance with their parents	1	2	3	4	V47		51
Give extra – tuition for learners who are not coping	1	2	3	4	V48		52
					V49		53

4. The following are character traits of the **majority of learners** in my school regarding positive Colts.

Learners respect educators	1	2	3	4	V50		54
Always punctual for classes	1	2	3	4	V51		55
Express their opinions in a polite manner	1	2	3	4	V52		56
Listen to and are tolerant of other's opinions	1	2	3	4	V53		57
Respect other's safety	1	2	3	4	V54		58
Respect and look after school property by not damaging or stealing.	1	2	3	4	V55		59
Take part in ensuring clean and healthy environments by cleaning classes, toilets etc.	1	2	3	4	V56		60
Willing and dedicated to attend classes as required	1	2	3	4	V57		61
Know why they are learning	1	2	3	4	V58		62

Motivated to learn effectively	1	2	3	4	V59		63
Disciplined to learn effectively	1	2	3	4	V60		64
Do home-work regularly	1	2	3	4	V61		65
Assist to create order and harmony	1	2	3	4	V62		66
Have positive attitudes towards their school	1	2	3	4	V63		67

5. The following are character traits of the **majority of parents** in my school regarding positive Colts.

Regularly attend school and classroom meetings	1	2	3	4	V64		68
Support activities of the governing body like participating in the fund raisings, maintenance of school buildings etc.	1	2	3	4	V65		69
Ensure learners adhere to school rules, codes of conduct	1	2	3	4	V66		70
Assist in dealing with disruptive behaviour	1	2	3	4	V67		71
Assist to create harmony between learners and educators	1	2	3	4	V68		72
Assist in school activities like sports	1	2	3	4	V69		73
Take responsibility for the healthy and safe environments of the school	1	2	3	4	V70		74
There is evidence that they take charge of learning activities at home	1	2	3	4	V71		75
Assist when educator is absent	1	2	3	4	V72		76
Assist in educational outings and excursions	1	2	3	4	V73		77
Ensure that their children attend school	1	2	3	4	V74		78
Ask for their children's academic reports and feedback from the educators	1	2	3	4	V75		79
Assist in dealing with substance abuse and related activities such as vandalism, violence, substance abuse such as drugs, sexual harassment etc.	1	2	3	4	V76		80
Willing and dedicated to participate in the formulation of school policies, rules and procedures	1	2	3	4	V77		81

Use the ratings: 1. No effort at all
2. Little effort
3. A lot of effort
4. Do not know
6. Which efforts are your school making to improve Colts.

Massive mobilisation for Colts campaigns like the case studies of *Yizo - Yizo*	1	2	3	4	V78		82

Involved with the implementation of the Batho – Pele principle for school transformation	1	2	3	4	V79		83
Involved with the implementation of the Batho – Pele principle for delivery of good service	1	2	3	4	V80		84
Ensuring secure and healthy environments	1	2	3	4	V81		85
Modelling successful schools as good examples	1	2	3	4	V82		86
Deal with uncertainties regarding redeployment of educators	1	2	3	4	V83		87
Deal with anger concerning rationalisation of educators	1	2	3	4	V84		88
Empower educators with skills to manage discipline without resorting to the stick	1	2	3	4	V85		89
Clearly define guidelines for professionalism	1	2	3	4	V86		90
Involved with the implementation plan for the Tirisano 2002 – 2004 concerning school effectiveness and educator professionalism	1	2	3	4	V87		91
Other examples of improving Colts are:							
•					V88		92/93
•					V89		94/95
•					V90		96/97

SECTION C: TOTAL QUALITY MANAGEMENT [TQM]

Use the following ratings for the questions 7 and 8:
1. Non Existent
2. Uncertain
3. Lesser extent
4. Greater Extent

7. To what extent are the following principles evident at your school?

Learners are the most important customers	1	2	3	4	V91		98
The principal establishes unity and consistent interactions among all the role players like parents, educators and learners	1	2	3	4	V92		99
The principal gives role players direction	1	2	3	4	V93		100
Role players participate in decision making	1	2	3	4	V94		101

Role players are involved in the school's processes to achieve the desired goals	1	2	3	4		V95		102
The principal effectively communicates and defines the integrated school's processes to achieve the goals	1	2	3	4		V96		103
Our school is always striving for continuous improvement	1	2	3	4		V97		104
There is mutual relationship among the role players and this benefits the school's increased morale	1	2	3	4		V98		105
Role players are empowered to take charge of their allocated tasks	1	2	3	4		V99		106
Role players work well in teams with one another	1	2	3	4		V100		107

8. To what extent are the following points adding value at your school?

The principal strives to be effectively consistent with his/her management function	1	2	3	4		V101		108
Adapting to new changes	1	2	3	4		V102		109
Services rendered are improved consistently	1	2	3	4		V103		110
There is effective training and development	1	2	3	4		V104		111
There is evidence of quality leadership	1	2	3	4		V105		112
There is no fear towards continuous change and transformation	1	2	3	4		V106		113
The principal strives to eliminate barriers for role players to work efficiently and effectively	1	2	3	4		V107		114

Use the ratings: 1. Strongly disagree
2 .Disagree
3. Agree
4. Strongly agree

9. To what extent do you agree or disagree with the following TQM principles in terms of continuous improvement of Colts at your school?

The principal's vision directs the set goals	1	2	3	4		V108		115
The vision guides school's strategies	1	2	3	4		V109		116

Role players are empowered to actively participate in decision making processes	1	2	3	4		V110		117
Effective and constant communication motivate role players	1	2	3	4		V111		118
Positive attitudes of all role players improve the culture and Colts	1	2	3	4		V112		119
Identified abilities from role players are complementary and add value towards continuous improvement of Colts	1	2	3	4		V113		120
Educators need to understand basic management principles to improve their teaching and management of learners	1	2	3	4		V114		121
Effective teams ensure commitment of role players	1	2	3	4		V115		122

10. To what extent do you agree or disagree that the following elements of quality of work life motivate educators at your school?

Safe and healthy environments	1	2	3	4		V116		123
Job security and continued growth	1	2	3	4		V117		124
Feeling belonging into the culture of the school	1	2	3	4		V118		125
Feeling responsible for own actions	1	2	3	4		V119		126
Climate of respect, cooperation and trust	1	2	3	4		V120		127
Recognition as contributor in decision processes	1	2	3	4		V121		128
Decent physical working conditions	1	2	3	4		V122		129
Being treated with respect and dignity	1	2	3	4		V123		130
Internal rewards	1	2	3	4		V124		131
External rewards	1	2	3	4		V125		132
Fair labour practice	1	2	3	4		V126		133
Satisfaction with work achievement	1	2	3	4		V127		134

11. The following statements are factors contributing towards resistance to change.

Role players not understanding change	1	2	3	4		V128		135
Lack of abilities to change	1	2	3	4		V129		136
Lack of communication and commitment	1	2	3	4		V130		137
Confidence in the status quo	1	2	3	4		V131		138

12. How can your school overcome resistance to change?

Educate role players to understand the need for change	1	2	3	4	V132		139
Establish effective communication	1	2	3	4	V133		140
Eliminate fear for change through participation of all role players	1	2	3	4	V134		141
Supply resources that are needed	1	2	3	4	V135		142
Show management commitment	1	2	3	4	V136		143
Negotiate with role players including unions	1	2	3	4	V137		144
Involve role players in decision making	1	2	3	4	V138		145
Through change of school culture	1	2	3	4	V139		146
Through compulsion	1	2	3	4	V140		147
Through persuasion	1	2	3	4	V141		148

13. The following are the indicators how TQM can be implemented at your school.

Translate vision into action	1	2	3	4	V142		149
Guide actions and the processes	1	2	3	4	V143		150
Build ownership through processes	1	2	3	4	V144		151
There is a need for culture change	1	2	3	4	V145		152
Guide and adopt school philosophy	1	2	3	4	V146		153
Establish school's co – operative image	1	2	3	4	V147		154
Promote the school's pride and passion	1	2	3	4	V148		155
Promote recognition for all role players	1	2	3	4	V149		156
Detail the need for school's uniqueness	1	2	3	4	V150		157
TQM to be integral of the planning processes	1	2	3	4	V151		158
The drive for quality culture need to lead towards improved Colts	1	2	3	4	V152		159
Establish good relationships among role players	1	2	3	4	V153		160
Promote work ethics, high morale and popularise the TQM model as a framework for the promotion of quality culture change	1	2	3	4	V154		161

ANNEXURE B

QUESTIONNAIRE FOR LEARNERS

Please complete the following questionnaire as objectively as possible. The objective of the questionnaire is to conduct a survey on the situation of the culture of learning, teaching and services prevailing at your school. In addition, it is to explore the implications of Total Quality Management principles for schools. Your analytical and objective response will go a long way in contributing valuable solutions to the culture of leaning, teaching and services (Colts) at schools.

Instructions for the completion of the Questionnaires

1   Do not write your name.

2   Your co – operation in answering all questions honestly, objectively and to the best of your ability is greatly appreciated.

3   The questionnaire is anonymous and information will only be used for the development of strategies that could be employed for the implementation of Total Quality Management in schools

4   Mark with an "x" in the appropriate block to indicate your choice

5   The column on the right is for office use only

6.   Thank for your co – operation

	For office use only	
Respondent number	V1 [ ][ ][ ]	1-3
Card Number	V2 [1]	4

SECTION A: BIOGRAPHIC DATA

2. What is your gender?	Female	1	Male	2	V3 [ ]	5

3. How old are you? ☐ Years   V4 ☐ 6 - 7

4. What is your main field of study? (mark only one of the following).   V5 ☐ 8

Science	1
Mathematics	2
Commerce	3
Humanity	4
Technology	5
Other area (Specify)…………………..	6

5. What was your aggregate at the end of Grade 10?   V6 ☐ 9

33% - 40%	1
41% - 45%	2
46% - 49%	3
50% - 69%	4
70% - 74%	5
75% +	6

6. How long have you been in Grade 11?   V7 ☐ 10

First time	1
Second time	2
Third time	3
More than three times	4

7. Have you dropped out of school at any stage?   V8 ☐ 11

Yes	1	No	2

8. If yes, what was the cause?   Choose one only   V9 ☐ 12

My teacher/s	1
My parents	2
My friends	3
Myself	4
Others (Specify)……………………...	5

9. Motivate why you dropped out of school

_____

_____

V10		13

V11		14

10. In which geographical area is your school situated

V12		15

In a township	1
In an informal settlement	2

11. Who is taking care of you most of the time?

V13		16

My mother	1
My father	2
My parents	3
My grand mother	4
Other name ………………………………..	5

SECTION B: THE CULTURE OF LEARNING, TEACHING AND SERVICES

Positive Culture of learning, teaching and services (Colts) is about the commitments, dedication, willingness and determination of all role players of a school namely, learners, educators, principals, School Governing Bodies, parents and Department of Education to continuously improve the quality of management of learning , teaching and the provision of services.

Mark with an X to indicate how you agree or disagree with statement

concerning positive Colts. Use the ratings: 1.Strongly disagree

2.Disagree

3.Agree

4.Strongly agree

For office use

1	There are character traits of positive Colts at my school	1	2	3	4		V14		17

2. The following are character traits of the **principal** regarding positive Colts in my school.

Invites and motivates parents to attend school and classroom meetings.	1	2	3	4	V15		18
Encourages learners to learn	1	2	3	4	V16		19
Always punctual at school	1	2	3	4	V17		20
Communicates well with learners	1	2	3	4	V18		21
Ensures stationery, books etc are available	1	2	3	4	V19		22
Involves learners in decision making	1	2	3	4	V20		23
Ensures there are learning resources like media centres, laboratories that are well equipped?	1	2	3	4	V21		24
Deals with abuse such as sexual, alcohol etc.	1	2	3	4	V22		25
Communicates well with our parents	1	2	3	4	V23		26

3. The following are character traits of the **majority of educators** at my school regarding positive Colts.

Always punctual in classes	1	2	3	4	V24		27
Ensure discipline in class	1	2	3	4	V25		28
Discuss class rules with learners	1	2	3	4	V26		29
Good role models for learners	1	2	3	4	V27		30
Involve learners in decision making	1	2	3	4	V28		31
Use various ways and means to make lessons interesting	1	2	3	4	V29		32
Encourage learners to succeed and be responsible	1	2	3	4	V30		33
Communicate well with learners	1	2	3	4	V31		34
Create favourable environments for learners learning	1	2	3	4	V32		35
Encourage learners to work together in teams	1	2	3	4	V33		36
Involve learners in organising learning activities	1	2	3	4	V34		37
Solve conflict in class immediately for learners	1	2	3	4	V35		38
Give home work regularly	1	2	3	4	V36		39
Mark tests, assignments, etc within expected time	1	2	3	4	V37		40
Give feedback on home work, tests etc. on time	1	2	3	4	V38		41
Involve parents in classroom activities	1	2	3	4	V39		42
Involve parents in dealing with disruptive behaviour	1	2	3	4	V40		43
Involve parents in the preparation of the teaching media	1	2	3	4	V41		44
Involve parents in the home work of their children	1	2	3	4	V42		45
Discuss learners performance with their parents	1	2	3	4	V43		46
Create positive relationships with and among learners	1	2	3	4	V44		47
Motivate learners to learn effectively	1	2	3	4	V45		48

4. The following are character traits of the **majority of learners** at my school regarding positive Colts.

Learners respect educators	1	2	3	4	V46		49
Always punctual for classes	1	2	3	4	V47		50
Express their opinions in a polite manner	1	2	3	4	V48		51
Listen to and tolerant of other's opinions	1	2	3	4	V49		52
Respect of other's safety	1	2	3	4	V50		53
Respect and look after school property by not damaging or stealing.	1	2	3	4	V51		54
Take part in ensuring clean and healthy environments by cleaning classes, toilets, grounds etc.	1	2	3	4	V52		55
Willing and dedicated to attend classes as required.	1	2	3	4	V53		56
Know why they learning	1	2	3	4	V54		57
Motivated to learn effectively	1	2	3	4	V55		58
Disciplined to learn effectively	1	2	3	4	V56		59
Assist to maintain order and harmony	1	2	3	4	V57		60
Assist that learning and teaching are free from disruption	1	2	3	4	V58		61
Have positive attitudes for school	1	2	3	4	V59		62
Do home work as required by educators	1	2	3	4	V60		63

5. The following are character traits of the **majority of parents** regarding positive Colts.

Regularly attend school and classroom meetings	1	2	3	4	V61		64
Support activities of the governing body like participating in the fund raisings, maintaining school buildings etc.	1	2	3	4	V62		65
Ensure learners adhere to school rules	1	2	3	4	V63		66
Assist in dealing with disruptive behaviour	1	2	3	4	V64		67
Assist to create harmony between learners and educators	1	2	3	4	V65		68
Assist in school activities like sports	1	2	3	4	V66		69
Take responsibility for the healthy and safe environments of the school	1	2	3	4	V67		70
Take responsibility for correct behaviour of the learners	1	2	3	4	V68		71
Take charge of learning activities at home	1	2	3	4	V69		72
Assist when educator is absent	1	2	3	4	V70		73

Take responsibility for the educational outings and excursions	1	2	3	4	V71		74
Ensure that their children attend classes	1	2	3	4	V72		75
Ask for academic reports and feedback of the tests and home done by their children	1	2	3	4	V73		76
Inform the school about problems concerning their children	1	2	3	4	V74		77
Willing and dedicated to participate in the formulations of policies, rules and procedures of the school.	1	2	3	4	V75		78

Use the ratings: 1. No effort at all
2. Little effort
3. A lot of effort
4. Do not know

6. What efforts is your school bringing in concerning the improvements of Colts

Massive mobilisation to improve learning	1	2	3	4	V76		79
Ensuring secure and healthy environments	1	2	3	4	V77		80
Deal with substance abuse like drugs and alcohol	1	2	3	4	V78		81
Deal with problems concerning alternatives concerning corporal punishment	1	2	3	4	V79		82
Empower educators with skills to prevent discipline without resorting to the stick	1	2	3	4	V80		83

SECTION C: TOTAL QUALITY MANAGEMENT [TQM]

Use the ratings: 1. Non Existent
2. Uncertain
3. Lesser Extent
4. Greater Extent

7.To what extent are the following principles evident at your school?

The principal establishes unity among all the role players like parents, learners, educators	1	2	3	4	V81		84
Principal gives role players direction	1	2	3	4	V82		85
Our school is always striving for continuous improvement	1	2	3	4	V83		86

There is mutual relationship among the role players and this benefit the school's increased morale	1	2	3	4	V84		87

8. To what extent are the following points adding value at your school?

Principal strives to be effectively consistent with his/her management as a leader of a school	1	2	3	4	V85		88
School adapt to new changes	1	2	3	4	V86		89
Services rendered are improved consistently	1	2	3	4	V87		90
Learner representatives are trained for good leadership	1	2	3	4	V88		91
There is quality leadership from the principal	1	2	3	4	V89		92
There is no fear towards continuous change and transformation	1	2	3	4	V90		93

Use the following ratings below: 1. Strongly disagree
2. Disagree
3. Agree
4. Strongly agree

9.To what extent do you agree or disagree with the following principles in terms of continuous improvement of Colts?

The principal is leading the school well	1	2	3	4	V91		94
There are guiding policies for all role players	1	2	3	4	V92		95
Learners are given responsibilities	1	2	3	4	V93		96
Effective and constant communication from the principal to learners motivate learners	1	2	3	4	V94		97
Right and positive attitudes improve learning	1	2	3	4	V95		98
Learner's representatives need to understand the basic management to improve their leadership	1	2	3	4	V96		99

10. To what extent do you agree or disagree that the following elements of quality life are motivating at your school for learners?

Safe and healthy environments	1	2	3	4	V97		100
Feeling belonging into the school	1	2	3	4	V98		101
Feeling responsible for own actions	1	2	3	4	V99		102
Recognised in decision making	1	2	3	4	V100		103
Feeling satisfied with the learning and the results	1	2	3	4	V101		104
Decent physical working conditions	1	2	3	4	V102		105
Treated with respect and dignity	1	2	3	4	V103		106

ANNEXURE

SEMI-STRUCTERED INTERVIEW FOR PRINCIPALS

Please respond to the following questions as objectively as possible. The objective of the interview is to conduct a survey on the situation of the culture of learning, teaching and services prevailing at your school. In addition, it is to explore the implications of Total Quality Management principles for schools. Your analytical and objective response will go a long way in contributing valuable solutions to the culture of leaning, teaching and services (Colts) at schools.

SECTION A: BIOGRAPHICAL DATA AND EXPERIENCE

1. How long have you been an educator?

    _____

2. How long have you been in this school?

    _____

3. How long have you been a principal?

    _____

4. How long have you been the principal in this school?

    _____

5. What is your highest qualification?
    _____

6. Do you have a management qualification?
    _____

7. If Yes, which one?
    _____

SECTION B: QUESTIONS ON THE PREVAILING OF THE CULTURE OF LEARNING, TEACHING AND SERVICES (Colts) IN YOUR SCHOOL

8. What do you understand by the Culture of Learning, Teaching and Services?
    _____
    _____
    _____
    _____

9. Which character traits of positive Colts prevail at your school?
    _____
    _____
    _____

10. What do you do to promote, inspire and support positive Colts in your school?

_____
_____
_____
_____
_____
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_____
_____

11. How do your educators inspire, promote and support positive Colts in your school?

_____
_____
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_____
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_____

12. What do learners do to promote and support positive Colts?

_____
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_____
_____
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_____

13. How do parents inspire, support and promote positive Colts at your school?

_____
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_____
_____

14. Which efforts is your school making to continuously improve Colts?

_____
_____
_____
_____
_____
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_____

15. What are the issues that influence Colts negatively at your school?

_____
_____
_____
_____
_____
_____

SECTION C: TOTAL QUALITY MANAGEMENT

16. To what extent in percentages are the following principles evident in your school?

Learners are the most important customers		
The principal establishes unity and consistent interactions among all the role players like parents, educators and learners		
The principal gives role players direction		
Role players participate in decision making		
Role players are involved in the school's processes to achieve the desired goals		
The principal effectively communicates and defines the integrated school's processes to achieve the goals		
Our school is always striving for continuous improvement		
There is mutual relationship among the role players and this benefits the school's increased morale		
Role players are empowered to take charge of their allocated tasks		
Role players work well in teams with one another		
Other principles evident at your school are:		

17. To what extent in percentages are the following points adding value in your school?

The principal strives to be effectively consistent with his/her management function		
Adapting to new changes		
Services rendered are improved consistently		
There is effective training and development		
There is evidence of quality leadership		
There is no fear towards continuous change and transformation		
The principal strives to eliminate barriers for role players to work efficiently and effectively		
Other issues adding value are:		

18. To what extent in percentages do you agree with the following TQM principles in terms of continuous improvement of Colts.

The principal's vision directs the set goals		
The vision guides school's strategies		
Role players are empowered to actively participate in decision making processes		
Effective and constant communication motivate role players		
Positive attitudes of all role players improve the culture and Colts		
Identified abilities from role players are complementary and add value towards continuous improvement of Colts		
Educators need to understand basic management principles to improve their teaching and management of learners		
Effective teams ensure commitment of role players		
Other principles for continuous improvement of Colts are:		

19. To what extent in percentages do you agree that the following elements of quality of work life motivate educators at your school?

Safe and healthy environments		
Job security and continued growth		
Feeling belonging into the culture of the school		
Feeling responsible for own actions		
Climate of respect, cooperation and trust		
Recognition as contributor in decision processes		
Decent physical working conditions		
Fair labour practice like treated with respect and dignity		
Satisfaction with work achievement		
Other elements are:		

20. Which factors cause resistance to change in your school?

_____
_____
_____
_____

21. How does your school overcome resistance to change?

_____
_____
_____

22. To what extent do you agree that the following are indicators how TQM can be implemented at your school.

Translating vision into action		
Guiding actions and the processes towards the vision and mission		
Building ownership through participative processes		
Implementing strategies for culture change		
Guiding and adopting school philosophy		
Establishing school's co – operative image		
Inspiring, promoting and supporting the school's pride and passion		
Inspiring, promoting and supporting the recognition for all role players		
Defining and detailing objective needs for school's uniqueness		
TQM principles integral of managing school's change processes		
Driving quality culture change towards continuous improved Colts		
Establishing good relationships and team work among role players		
Inspiring, promoting and supporting work ethics and high morale		
Adopting and adapting the TQM model as framework for school		
Other indicators are:		

Benchmarking: Means continuous and systematic processes for evaluating best results already achieved by another school. Included are the services and processes of other schools that are recognised as representing best practices.

23. How can your school – in percentage - mutually benefit from benchmarking processes the best practices of achieving best results through comparing your school with others and also with positive model schools?

By accelerating the pace of culture change		
By saving time for the processes of culture change		
Through saving energies needed for change processes		
By changing culture quickly for the continuous improvement of Colts		
Through setting goals that have been achieved by model schools		
Culture change can be achieved by emulating positive model schools		
By looking at other schools with similar problems and surpassing them		
By striving for continuous improvement like those model schools		
By improving Colts through identifying and emulating best practices from model schools and surpassing them.		
Other benefits are:		

| ANNEXURE D | CODES FOR EDUCATORS |

QUESTION 6: Responses

The involvement of Non Governmental Organisation as role players	1
Establishment of projects and competitions	2
Improvement of salaries and benefits	3
Voluntary working from the parents and communities	4
Educator parents indabas (seminars and working sessions)	5
Improved leadership of principals	6
Clear and fair codes for learners and educators	7
Proper dressing codes for learners and educators	8
Poverty alleviation for learners	9
Constant payment of school fees	10
Promotion of Letsema (cultural activities)	11
Effective communication among role players	12
Consistency in corporative decision making	13
Elimination of favouritism and nepotism	14
Introduction of guidance and counselling	15
Organisation of extra classes and matric projects	16
Improving library and laboratories	17
Role modelling of schools with best practices	18

| **ANNEXURE E** | **CODES FOR LEARNERS** |

QUESTION 9: Responses

Pregnancy	1
Death in the family	2
Relocation	3
Divorce/Family problems	4
Delinquency	5
Peer pressure	6
Ill health	7
Abuse	8
Lack of financial support	9

CONSENSUS WITH INDEPENDENT ENCODER | ANNEXURE F |

THE RELATIONSHIP BETWEEN TOTAL QUALITY MANAGEMENT AND SCHOOL IMPROVEMENT

SEMI-STRUCTURED INTERVIEW CODES FOR PRINCIPALS

1. Theme: The understanding of the concept Colts

Standard definition of the concept Colts have to be available to measure opinions and understanding of this concept against that definition. From the definition, a deduction should be made if the concept is well understood or not

2. Theme: Positive character traits of Colts
Sub – themes:

- Teamwork, communication and total commitment in teaching and learning processes

*. Constant planning during meetings

*. Organising favourable learning environments

- Offering extra – classes, guidance and counselling of learners

*. Motivation, co – operation and good conduct

*. Correcting deviations and being proactive

- Regular class attendance and punctuality

*. Following time frames set as per objectives

*. Learners in class and educators attending to them

3. Theme: Roles in promoting, inspiring an supporting Colts
3.1 Sub – themes: Principal's role

*.Role modelling

*.Setting of objectives and assisting in their achievements

*.Creating a safe and healthy environment conducive to learning

*.Professional development

*.Encourage active participation for all

*.Effective planning

*. Solicit and organise financial assistance

*.Encourage codes of conduct

*.Punctuality

3.2 Sub – theme: Educator's role

*.Role modelling

*.Commitment

*.Motivation of learners

*.Recognition of learners incentives

*.Setting rules

*.Organise extra – classes

*.Punctuality

3.3 Sub – theme: Learner's role

*.Punctuality

*.Codes of conduct

*.Co – operation in classes

*.Visitation to and from other schools

3.4 Sub – theme: Parent's role

*.Participation in school activities

*.Volunteering in schools functions

*.Financial commitment

*.Addressing issues of school governance

NB. Note negative aspects and bring them out when interpreting and discussing findings

4. Theme: Efforts for continuous improvement of Colts

Sub – themes:

- Involvement in school activities

*.Competitions like Maths Olympiads, public speaking and debates

*. Projects like adopt a class for team – building purposes

- Workshops

*. Parenting and school functions

*. Team – building

*. Skills development

- Conceptualisation of Colts

*. Enlisting services of external expertise

*. Supporting achievement of leaner activities

*. Plans to anticipate problems

Note: See asterisks for possible quotations and highlights for negative findings which need to come out strongly in discussion of results.

5. Theme: Negative issues influencing Colts

Sub – themes:

- Late coming and absenteeism

*. Learners and educators

*. Failure on the side of parents to attend meetings

- Lack of commitment

*. Truancy

*. Failure to do homework

*. Laziness

*. Lack of interest in learner's work by parents

- Lack of team – work

*. SMTs and SGBs

*. Illiteracy of parents

*. Unhealthy competitions among educators

  Note: Statistical information/data to cite when discussing findings

6. Theme: Factors causing resistance to change

Sub – themes:

- Fear

*. Uncertainty about change

*. Implementation of new curriculum/OBET

*. Insecurity about change

- Perceptions about change

*. Wrong perceptions

*. Possible redeployment and retrenchments

- Lack of adequate information

*. Lack of understanding the change

*. New policies not well interpreted

- Loss of status and privileges

*. Defiance of educators who worked too long at a particular school

*. Protecting comfort zones

- Defiance

*. Aggression

*. Negative attitudes

7. Overcoming resistance to change

Sub – themes:

- Information sharing

*. Meetings

*. Communication

*. Negotiations

- Workshops

- External services for change

- Enforcing change gradually