

JOHANN F. MULLER

TOTAL QUALITY MANAGEMENT AS A RESPONSE TO EDUCATIONAL CHANGES IN SCHOOL MANAGEMENT

by

Matodzi Henry Lukhwareni

submitted in partial fulfilment of the requirements for the degree of

PHILOSOPHIAE DOCTOR

in the

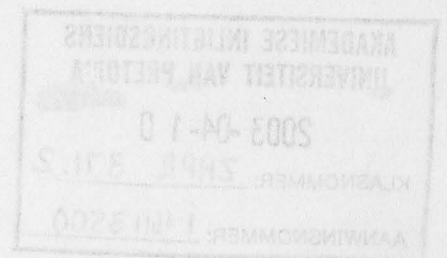
DEPARTMENT OF EDUCATION MANAGEMENT

FACULTY OF EDUCATION

UNIVERSITY OF PRETORIA

Supervisor: Prof Dr AJ van der Bank

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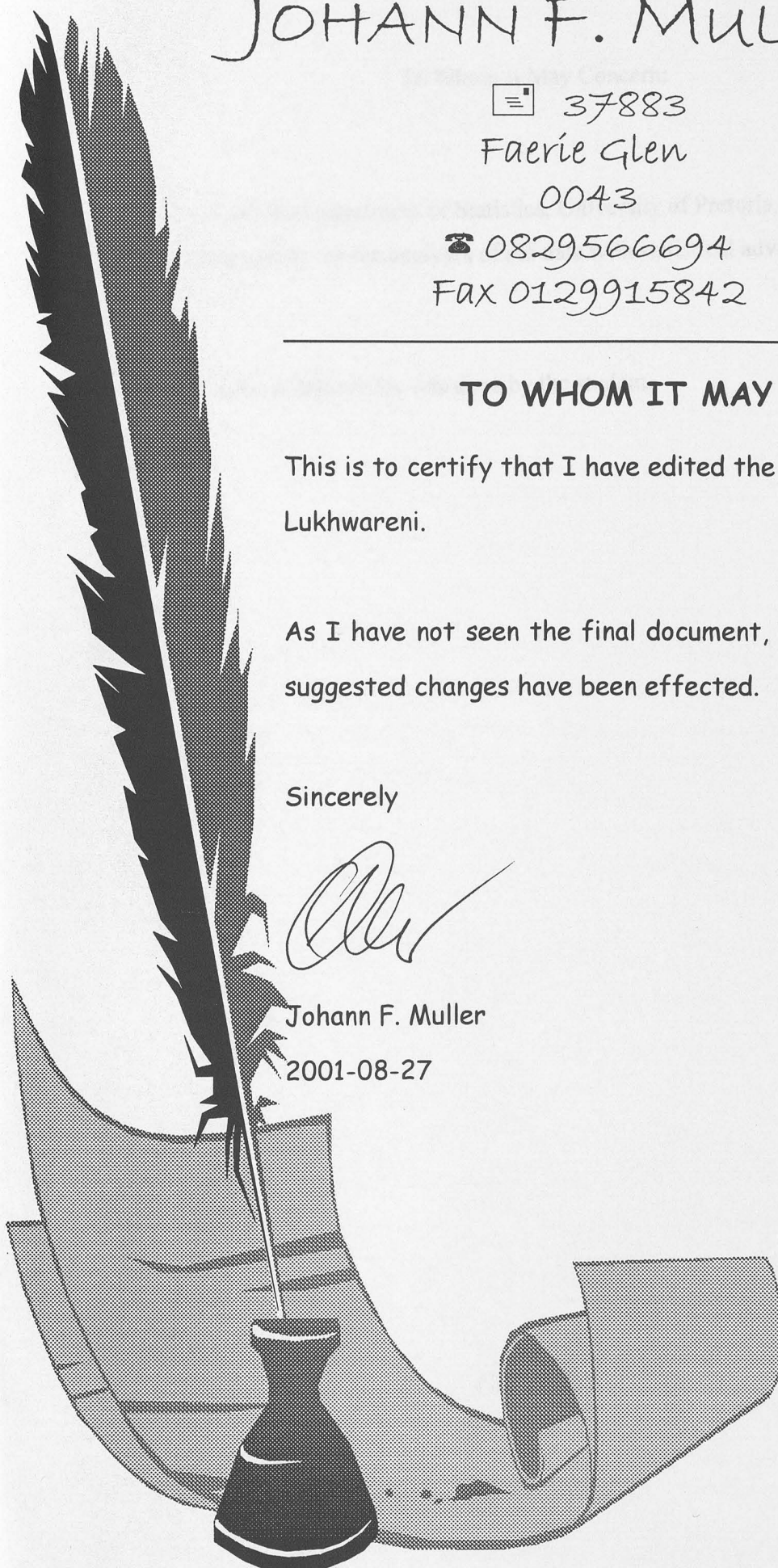
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The interpretation of the results was done by the student.

DECLARATION OF ORIGINALITY

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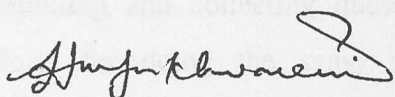
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Firstly, I thank my supervisor and promoter, for the indispensable advice, guidance, motivation and supervision which characterised immensely my progress throughout the study.

DECLARATION OF ORIGINALITY

I declare that the thesis for the degree of Philosophiae Doctor at the University of Pretoria hereby submitted by me, has not previously been submitted by me for a degree at this or at another university, and that it is my own work in design and execution, and that all material contained therein has been duly recognised.



Signed: MH Lukhwareni

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SUMMARY

Total Quality Management as a Response to Educational Changes in School Management

by

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Supervisor: Prof Dr AJ van der Bank

Department: Educational Management

Degree: Philosophiae Doctor

When criticism of the ability of schools to deliver quality education and quality results undermined faith in the existing schools, total quality management, also known as continuous improvement, became a powerful symbol of responding to the nation's educational and social predicament. The call for total quality management (TQM) as a response to educational changes is a way of asking that schools be rededicated to ideals to which people are deeply committed – quality education and quality performance. The aims of this study are to investigate whether the changes which were introduced in the South African education system since 1994 have in any way brought about any improvement in the quality of education offered and whether there are schools which offer quality education and are managed in the TQM-way. This study furthermore seeks to conduct an empirical study on TQM and change in schools and to develop a model and strategies to implement TQM in schools.

An in-depth literature study on TQM and educational change was conducted. Chapter 1 introduced the statement of the problem for this research project, the hypothesis, the aims, the methodologies and the programme of the research project. Chapter 2 deals fully with TQM, citing the points of view of various authors and researchers on this topic. Information relating to research conducted abroad was obtained, studied, applied and acknowledged. Chapter 3 deals extensively with change and the management thereof. The viewpoints of several authors were also sought and acknowledged. An empirical study was conducted, based on a structured questionnaire which was sent to randomly selected school management teams and educators of primary, intermediate and secondary schools. This process was described in

Chapter 4 and the statements in the questionnaire were based on the literature study and the researcher's experience as an educational manager. The completed questionnaires were returned and scoring and data analysis were done by means of the SAS-statistical package. The analysis and interpretation of data were also undertaken by the researcher.

From the findings it has emerged that the changes introduced since 1994 did indeed bring about some continuous improvements. The following are the most important findings:

- ◆ Schools which engage the TQM-approach, offer quality education and are effective or quality schools.
- ◆ Educational changes in South Africa are aimed at the continuous improvement of performance.
- ◆ The adoption of a TQM-strategy will transform schools into quality schools offering quality education.
- ◆ Some schools are developing into quality schools.

The findings of the empirical study are tabled in Chapter 4. A total quality management model was developed in Chapter 5. This model is aimed at helping schools overcome inefficiencies and ineffectiveness by engaging total quality management as their daily *modus operandi*.

KEY WORDS

Total Quality Management (TQM)

School management team

Educational change

Customer

Continuous improvement

Quality assurance

Quality tools and techniques

Total quality

School improvement

Quality gurus

OPSOMMING

Algehele Kwaliteitsbestuur as 'n reaksie op onderwysverandering in skoolbestuur

deur

Matodzi Henry Lukhwareni

Promotor: Prof Dr AJ van der Bank

Departement: Onderwysbestuur

Graad: Philosophiae Doctor

As gevolg van kritiek oor die vermoë van skole om kwaliteit onderwys en uitslae van hoogstaande gehalte te lewer, is geloof in skole nadelig beïnvloed, en het algehele kwaliteitsbestuur (ook bekend as voortdurende verbetering) 'n kragtige simbool geword van die reaksie op die opvoedkundige en sosiale dilemma van die nasie. Die oproep tot algehele kwaliteitsbestuur (AKB) as 'n reaksie op onderwysveranderinge is 'n manier waarop skole versoek word om hulself opnuut toe te wy aan daardie waardes waartoe mense verbind is – kwaliteitsonderwys en kwaliteitsprestasie. Die doelstellings van hierdie studie is om ondersoek in te stel of die veranderinge wat in die Suid-Afrikaanse onderwysstelsel geïmplementeer is sedert 1994, enigsins veranderinge teweeg gebring het in die lewering van kwaliteitsonderwys; of daar skole is wat kwaliteitsonderwys lewer en volgens AKB-beginsels bestuur word. Hierdie studie poog voorts om 'n empiriese studie ten opsigte van AKB uit te voer en om 'n modus en strategie te ontwikkel om AKB in skole te implementeer.

'n Diepgaande literatuurstudie met betrekking tot AKB en onderwysverandering is onderneem. Hoofstuk 1 bespreek die probleemstelling van hierdie ondersoek, die hipotese, die doelstellings, die metodologie en die navorsing in geheel. Hoofstuk 2 bespreek AKB en haal die menings van verskeie outeurs en navorsers oor hierdie onderwerp aan. Inligting met betrekking tot navorsing wat reeds oorsee gedoen is, is bekom, bestudeer, toegepas en erken. Hoofstuk 3 bespreek verandering en die bestuur daarvan. Standpunte van verskeie outeurs is ook geraadpleeg en erken. 'n Empiriese studie is uitgevoer wat gebaseer is op 'n gestruktureerde vraelys. Die vraelys is gestuur aan bestuurspanne van geselekteerde primêre,

intermediêre en sekondêre skole. Hierdie proses is in Hoofstuk 4 beskryf en die stellings in die vraelys is gebaseer op die literatuurstudie en die navorser se ervaring as 'n onderwysbestuurder. Die voltooide vraelyste is terugontvang en *scoring* en data-ontleding is gedoen deur middel van die SAS-statistiese pakket. Die data-ontleding en –interpretasie is ook deur die navorser onderneem.

Uit die bevindings blyk dit dat die veranderings wat sedert 1994 ingestel is, inderdaad 'n aantal voortdurende verbeterings teweegbring. Die volgende is die belangrikste bevindings:

- ◆ Skole wat die AKB-benadering volg, lewer kwaliteitsonderwys en is doeltreffende of kwaliteitskole.
- ◆ Onderwysveranderinge in Suid-Afrika is daarop gemik om prestasie voortdurend te verbeter.
- ◆ Die aanvaarding van 'n AKB-strategie sal skole transformeer in kwaliteitskole wat kwaliteitsonderwys aanbied.
- ◆ Daar is skole wat besig is om in kwaliteitskole te ontwikkel.

Die bevindings van die empiriese studie word in Hoofstuk 4 weergegee. 'n Algehele kwaliteitsbestuursmodel is in Hoofstuk 5 ontwikkel. Hierdie model is daarop gemik om skole te help om tekortkominge en ondoeltreffendheid te oorkom deur algehele kwaliteitsbestuur as hul daaglikse *modus operandi* te aanvaar.

SLEUTELWOORDE

Algehele Kwaliteitsbestuur (AKB)

Skoolbestuurspan

Onderwysveranderinge (Onderwysverbeteringe)

Verbruiker (Kliënt)

Voortdurende verbetering

Kwaliteitsversekering

Kwaliteitsgereedskap en -tegnieke

Algehele kwaliteit

Skoolverbetering

Kwaliteit gurus/kenners

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