

**EDUCATOR PERCEPTIONS OF THE  
IMPLEMENTATION OF INTEGRATED QUALITY  
MANAGEMENT SYSTEMS (IQMS) IN FURTHER  
EDUCATION AND TRAINING COLLEGES IN  
SOUTH AFRICA**

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**Dissertation submitted in full requirement of the  
requirements for the degree  
Masters in Education Management  
in the  
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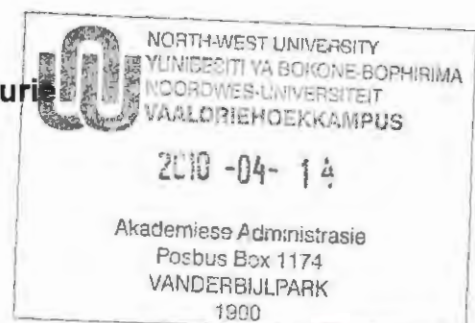
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## DECLARATION

I, Karnagie Pillay, declare that the research conducted on: Educator perceptions of the implementation of Integrated Quality Management Systems (IQMS) in Further Education and Training Colleges in South Africa, is my own work and that all the sources that I have used or quoted have been acknowledged and indicated by means of complete references.

Signed

 \_\_\_\_\_ Date 2010 - 03 - 25

## **DEDICATION**

For my grand - children Hezron, Caitlin, Mishael, Sarah, Meghan, Bella, Kayla and Caiden. May this study inspire and motivate you to live up to your full potential and never to give up.

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## **ABSTRACT**

The purpose of this study was to investigate educator perceptions of the implementation of Integrated Quality Management Systems (IQMS) in Further Education and Training (FET) Colleges in South Africa.

Quality in education is presently put more firmly on the agenda notwithstanding the fact that a vast range of literature is available to support the process of improving the quality in education. The department of education has made many attempts to introduce an effective appraisal system in support of quality education only to find that the previous appraisal systems were rejected by the educator force for the mere fact that it was perceived as a form of inspection and supervision rather than for development purposes.

This study also focuses on a review of the integrated quality management system (IQMS), of its purpose, guidelines and its subsequent implementation in FET colleges in South Africa in 2004. The primary focus of the discussion is on the processes, the methods, the guiding principles and the pitfalls of the implementation of quality management systems in educational organizations

To guide this discussion literature reviews on quality, quality education, quality management and quality management systems were undertaken.

The empirical study entailed gleaning information from a structured questionnaire which was distributed to a sample group of lecturers at Sedibeng College for FET in the Gauteng Province. The questions were structured in a manner to gain information about the understanding of the operational principles of quality management, the aims and guiding principles of IQMS, the importance of quality control and the external relationships of the college.

The major finding emanating from this study was that there was a need for intensive training in IQMS, thus a management's strategy for ensuring that IQMS is effectively implemented was proposed.

The overall recommendation arising from this study includes ensuring that management designs a quality manual to guide the process of quality assurance.

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## **CHAPTER ONE**

### **INTRODUCTION AND STATEMENT OF THE PROBLEM**

#### **1.1 INTRODUCTION**

Many countries are increasingly showing a keen interest in the performance of their education and training systems. This interest is not purely academic for it arises from the realization that a country's ability to compete in world markets is dependent on the quality of the human resource produced by the education and training system.

According to Ngwenya, (2004: 8) countries all over the world recognize the connection between educational quality and economic development and growth. This claim is also supported by Levin (1998: 131) who concurs that the "need for change in education is cast largely in economic terms particularly in relation to the preparation of a workforce and its competition with other countries."

Arising from the view that education is the key component of a country's ability to improve or often maintain its economic welfare, it is noted that there is an upsurge in the emphasis on standards, accountability and testing, which is a feature of reforms in many countries (Levin, 1998: 133).

Survival in the global market place demands that South Africa has a national Education and Training system that provides learning that is responsive to the ever changing influences of the external environment (SAQA, 2000: 3). In order to meet the challenges of enhancing and monitoring educator performance, improving quality standards and service delivery, the education policies in South Africa are burgeoning on themes such as Whole School Evaluation (WSE), Developmental Appraisal (DA), Performance Measurement (PM), Quality Management (QM) and Customer Driven Programmes. Research, however, reveals that the principle of accountability was not the focus of the previous DA system, and that the system was considered a complete failure (DoE, 2007: 1).

The paradigm shift from measuring quality to improving quality has led to the introduction and implementation of a quality management system, namely the Integrated Quality Management System (IQMS). This system came into being after an agreement was reached in the Educator Labour Relations Council (ELRC) Resolution 8 of 2003 to integrate the existing systems on quality management in education (ELRC: 2005: 4).

Interestingly enough, the Integrated Quality Management System that had set out to achieve accountability and professional development has focused mainly on accountability at the expense of "professional development," as highlighted in the Policy Framework for Teacher Education and Development (DoE: 2007).

In light of the above, this study aims to investigate educator perceptions of the implementation of the IQMS in FET Colleges. Furthermore this research may unearth findings that could lead to the development of appropriate guidelines for the effective implementation of IQMS in FET Colleges.

## **1.2 REVIEW OF LITERATURE**

As the focus of this study is on educator perceptions of the implementation of the IQMS in FET Colleges, it is necessary to provide a theoretical background on issues including quality, quality management and quality management systems. An overview of the legislature governing the introduction and implementation of the IQMS at Further Education and Training (FET) Colleges in South Africa will also be done.

### **1.2.1 Theoretical background**

#### **1.2.1.1 Quality**

According to Imai, (1986: 9) the word quality has been interpreted in many different ways and there is no agreement in literature on what actually constitutes quality. In its broadest sense quality entails anything that can be improved. Imai validates this claim by asserting that quality is associated not only with products (outcomes) and services but also with the way people

work, the way machines are operated, and the way systems and procedures are dealt with. It includes all aspects of human behavior.

Oakland (1993: 5) maintains that quality is used to signify excellence of a product or service. Quality means meeting customer requirements. This has been expressed in many ways by different authors:

- Fitness for purpose or use (Juran)
- Meeting the needs of the customer (present or future) (Deming)
- Conformance to requirements (Crosby)

It stands to reason then that "the responsibility of quality begins with the determination of the customers' quality requirements and continues until the service or product is accepted by a satisfied customer" (Oakland, 1993: 296). Plunket and Attner (1994: 83) support this view by stating that in today's economy, serving the customer is why businesses exist.

Taguchi (as quoted by Donnelly et al. 1995: 534) adds another dimension to the definitions of quality, namely closeness to an ideal state, which brings maximum well-being to the society.

#### **1.2.1.2 Quality management**

Quality management entails the acts of planning, organizing, influencing and controlling (Certo, 1994: 6). Oakland (1993:22) contends that quality management is an approach to improving the competitiveness, effectiveness and flexibility of a whole organisation. It is a way of ridding people's lives of wasted effort by bringing everyone into the process of improvement, so that results are achieved in less time.

The core of quality management is the customer – supplier relationship (Oakland, 1993:41). This definition is in keeping with the concept of Kaizen, a single most important concept in Japanese quality management, and the key to Japanese competitive success. The Kaizen concept stresses management's supportive and stimulative role for people's effort to improve

the processes. Kaizen is a customer driven strategy for continuous improvement. The most important difference between Japanese and Western management is the Japanese "Kaizen" and its process-orientated way of thinking versus the West's innovation and result orientated way of thinking (Imai, 1986: xxix).

The Kaizen philosophy recognizes the fact that every organisation has problems and as such problems are solved by establishing a culture in which everyone can freely admit such problems.

Cross functional problems are not seen in terms of conflict resolution as is the case in the West. The Kaizen strategy has enabled Japanese management to take a systematic and collaborative approach to cross functional problem solving. Herein lies the secret of Japanese management's competitive edge.

Quality management in Japanese Kaizen terms means that management must seek to satisfy the customer and serve customer needs if they are to stay in business. Improvement in quality, cost, and scheduling (meeting volume and delivery requirements) are essential. Thus Kaizen is a customer – driven strategy for improvement (Imai, 1986: xxxvii).

#### **1.2.1.3 Quality management systems**

According to ISO 9001 a quality management system (QMS) is the aggregate of the organizational activities, incentives, plans, policies, procedures, processes, resources, responsibilities and the infrastructure required in formulating a total quality management approach. It is a system that ensures consistency and improvement of working practices, which in turn should provide products and services that meet customer requirements

A quality management system enables management to:

- improve internal efficiency;
- reduce chronic waste;
- boost customer confidence;



- increase staff moral and productivity;
- recognize new ways to solve problems; and
- understanding customer's requirements with a view to achieving customer satisfaction.

### **1.2.2 Legislation governing the introduction and implementation of the IQMS at Further Education and Training (FET) Colleges in South Africa**

The Green Paper on Further Education and Training defines quality management as the attainment of appropriate resource mixes, curricular and assessment practices, governance mechanisms, and educator and learner performance management. The White Paper on Education and Training (SA, 1995) urges that quality in education must be improved. The National Education Policy Act includes among its concerns the fact that redress must be achieved and that quality in education must be enhanced (SA, 1996a). In Section 20 of the South African School's Act (SASA) the emphasis is on the provisioning of quality education (SA, 1996b). The National Training Board (SA, 1994:6) also emphasizes human resources development through an integrated approach to education and training. Such an approach should meet the economic and social needs of the country as well as the developmental needs of the individual (SA, 1994: 6). With the aim of enhancing and monitoring the performance of the education system IQMS was introduced in 1998.

#### **1.2.2.1 The Integrated Quality Management System (IQMS)**

IQMS is defined as a management system that encourages the evolution of integrated, motivated and learning human activity in seeking continuous improvement and economic usage of selected and focused structures, integrated systems, technology, processes and resources required for the creation of transformation and service delivery in education (Castle, 1996: 11). IQMS is informed by schedule 1 of the South African Employment of Educators Act (76 /1998) and is supported by the Collective Agreement

Number 5 of 2005 which defines the Integrated Quality Management System for Public FET College based educators as a system that aims at enhancing and monitoring performance (ELRC, 2005:4), in order to provide good quality outcomes, thus increasing global competitiveness. IQMS represents the integration of the following existing systems for quality management in education.

#### **1.2.2.2 The Development Appraisal System (DAS)**

The Development Appraisal System (DAS) came into being on 28 July 1998 (Resolution 4 of 1998) but was only introduced in 2000. The purpose of the DAS is to appraise individual educators in a transparent manner with a view to determine areas of strength and weakness, and to draw up programs for individual development (ELRC, 2005: 4).

#### **1.2.2.3 The Performance Measurement (PM) System**

The Performance Measurement (PM) that was agreed to on 10 April 2003 (Resolution 1 of 2003) has the purpose of evaluating individual teachers for salary progression, grade progression, and affirmation of appointments, rewards and incentives. Performance measurement involves the annual process of assessing performance. It is part of a larger process of linking individual performance management and development to organizational goals and is aimed primarily at performance improvement through ongoing learning and development (ELRC, 2005: 4).

#### **1.2.2.4 The Whole School Evaluation (WSE) System**

The Whole School Evaluation (WSE) system came into being as a result of an agreement reached in the ELRC (Resolution, 8 of 2003) on 10 April. WSE involves both the internal and external evaluation processes of the school. It enables a school to provide an account of the schools current performance and the extent to which the school is able to meet National goals and the needs of the community. In short the purpose of Whole School Evaluation is to evaluate the overall effectiveness of the school including the support provided by the District Office, the school management, the infrastructure and

learning resources, as well as the quality of teaching and learning (ELRC, 2003: 3). The WSE is characterized by partnerships, collaboration, mentoring and guidance.

According to the Collective Agreement Number 5 (ELRC, 2005: 4), the above systems are to be implemented in an integrated way in order to ensure optimal effectiveness and co-ordination of the various systems.

### **1.2.3 The Purpose of IQMS**

The philosophy underpinning IQMS is based on the fundamental belief that a quality management system is used:

- to determine competence;
- to assess strengths and areas for development;
- to identify specific needs of educators for support and development;
- to provide support for continued growth;
- to promote accountability;
- to monitor an institution's overall effectiveness; and
- to evaluate educator's performance (ELRC, 2005: 4).

### **1.2.4 Importance of Quality Education**

The South African Further Education and Training Colleges (FET) also have to adapt to the challenging and ever changing environment, therefore quality in education is presently put more firmly on the agenda, notwithstanding the fact that it has become statutory to implement the Integrated Quality Management System (IQMS) as of 2004 at FET Colleges.

The implementation of the system itself (IQMS) raised huge concerns both by educators and the National Department of Education (NDoE), as numerous problems were encountered, so much so that the NDoE (2006: 3) had

admitted that: its rating instrument for the evaluation of the country's 360 000 educators had not worked well.

The minister of National Education, Pandor (2006: 3) in her statement to the press, is quoted as having said that the system needs an external panel to conduct the evaluation process. The Western Cape's Director of Quality Assurance, Rose (2006: 3) in her statement to the press, affirmed that there were glitches in the system since it was the first year (2005) that IQMS had been implemented at schools and FET Colleges.

A pilot study conducted by the researcher at the Sedibeng College for FET concerning educator perceptions of the implementation of IQMS revealed that lecturers are dissatisfied with implementing the system as they were not part of the dialogue in the drafting process of the system. 'Since we are the implementing agents of the system it is only fair that we (the educators) should have been involved in the drafting of the system (IQMS)', argued one lecturer.

The other concerns raised were that:

- appraisees appointed friends of theirs to be part of the Development Support Group (DSG) with a view that their evaluation scores will be inflated in order for them to receive their grade and pay progression;
- during the evaluation sessions the appraisers' classes were left unattended;
- lecturing programmes were disrupted in order to accommodate the evaluation process;
- Heads of Departments and Senior Lecturers could not cope with their own work loads since they belonged to more than one of the Development Support Groups (DSG's);
- many DSG members did not keep to the appointed time to appraise the appraisee, thus resulting in rushed efforts and unrealistic evaluations;



- in some instances a balanced view was impossible since many members in the DSG were not subject matter experts;
- many lecturers including the researcher who needed skills development in certain areas of their academic work, had not received training to improve the quality standards;
- in most instances the skills development facilitator organized training programmes that had no immediate bearing on the appraisees' development;
- some appraisees have not received any developmental training even though the formative and the summative assessments have been concluded within the two year time frame; and
- the whole exercise of conducting the formative and summative assessment was a wasted effort since it did not produce the desired result, except that lecturers will be in line for their pay or grade progression.

There is evidence that appraisal systems pose a practical challenge to academics who often design them and the managers and employees who implement them. During the past 25 years, more than 250 school improvement programmes have been implemented in the United States and very few, if any of these systems have been successful because effective reform requires the participation of all stakeholders (Arcaro, 1995: xi).

This claim is further reinforced by Motilal (1999: 154) who intimates that appraisal has been and will continue to be a contentious issue, and that neither the Developmental Appraisal System (DAS) or any other new system will solve the problem since the most important principle, namely involving the people who must implement the system, is not considered in the design processes. This also seems to be the case with IQMS which is designed by the ELRC and the National Department of Education with minimal input via teacher unions.

Arising from the above discussion the following questions are raised:

- What is the nature and driving philosophical underpinnings of IQMS?
- What are educator perceptions regarding the implementation of IQMS in FET Colleges in South Africa?
- Can guidelines be developed for the effective implementation of IQMS?

### **1.3 RESEARCH AIM AND OBJECTIVES**

#### **1.3.1 Aim**

The aim of this study is to investigate educator perceptions of the implementation of IQMS in FET Colleges in South Africa and to develop guidelines for implementing the system effectively.

#### **1.3.2 Objectives**

The aim of the study can be operationalised into the following research objectives:

- To determine the nature and driving philosophical underpinnings of IQMS
- To investigate educator perceptions regarding the implementation of IQMS in FET Colleges in South Africa
- To develop guidelines for the effective implementation of IQMS

### **1.4 RESEARCH DESIGN**

A review of the relevant literature and an empirical research will be done in the investigation.

#### **1.4.1 Literature Review**

Literature is all the information in printed or oral form that is available on the topic under investigation (Adams and Schvaneveldt, 1985: 51). De Vos, Strydom, Fouche, Poggenpoel, Shrunik and Shrunik (1998: 64) indicate that a literature study is aimed at contributing towards a clearer understanding of the nature, the meaning and the complexity of the research problem.

A literature study is therefore imperative as it enables the researcher to gain insight into the findings of previously conducted studies by researchers. This not only obviates the duplication of material but it also affords the researcher new and fresh insights into the problem presented with a view to formulating the best possible solution for the problem. It illustrates how the field has been previously studied and indicates any flaws / gaps / problems with previous studies. It also builds a knowledge base for future research.

A literature review gives an overview of the field of inquiry: what has already been said on the topic; who the key writers are; what the prevailing theories and hypotheses are; what questions are being asked; and what methodologies and methods are appropriate and useful (U C: 2006). Thus, a literature review provides a benchmark for comparing the results of the study with other findings and the available instrumentation that has proven validity and reliability.

Since previous studies indicate that IQMS is a fairly new phenomenon with limited literature and is still in its formative stages of development, notwithstanding the fact there are different understandings and interpretations of the nature, purpose, goals and best practices of Integrated Quality Management Systems, a literature study will be undertaken to unearth the main findings, trends, areas of debate, concerns and neglect.

A review of both primary and secondary literature sources will be conducted to gather information on the philosophical basis of quality management, integrated quality management, enabling aspects of adapting quality management and the implementation of quality management systems.

DIALOG and ERIC searches will be conducted to locate appropriate literature sources. Key words to be used in this research will include: , Quality Management; Quality Management Systems; Performance Management; Integrated Quality Systems; developmental appraisal, performance appraisal, performance measure, teacher evaluation.

### **1.4.2 Empirical Research**

The researcher will incorporate the quantitative research methods for this study.

The quantitative approach, also referred to as rationalistic, is based on methodical procedures since it concentrates on issues that will elicit objective answers which avoid subjectivity and bias. Data is in the form of numbers and the research design is fixed (UNISA, 2002:13).

Mouton and Marais (as in De Vos et al.1998: 357) contend that the quantitative method of research is highly formalized and explicitly controlled. The quantitative approach of enquiry elicits a high measure of reliability and validity. The instrument of measurement for this research will be a structured questionnaire as it will increase the authenticity and credibility of the outcomes.

### **1.4.3 Population and Sample**

A population is the totality of persons, events, organisation units, case records, or other sampling units, with which the research problem is, concerned (UNISA, 2002: 31). A target population refers to all the individuals in the universe with the same characteristics as the sample we would like to apply conclusions from the study.

The target population for this research will consist of 1280 lecturers (N=1280) from the 8 FET Colleges in the Gauteng Province of Education. These FET Colleges operate on 32 different campuses (DoE: 2008).

The term sample implies the existence of a population or universe of which the sample is the smaller section. Universe refers to all potential subjects that possess the attributes in which the researcher is interested. The sample is the element of the population included in the study.

A sample is studied in an effort to understand the population from which it was drawn (Unisa: 2002: 31). Sampling is therefore the process of selecting observations, drawing conclusions, applying results and comparing one



investigation with another. As suggested by De Vos, *et al.* (1998: 191) sampling will be used in this research for feasibility reasons.

The random method of sampling will be adopted for this research as it allows the researcher to make relatively few observations and generalize from these observations to a much wider population. Random selection is a precise, scientific procedure; there is nothing haphazard about it. The respondents chosen would be from a population who has particular characteristics which would enable detailed exploration of the research objectives.

Kerihnger (as quoted by De Vos *et al.*, 1998: 191) succinctly states that random sampling is that method of drawing a sample of a population so that each member has an equal chance of being selected.

Seaberg (as quoted by De Vos *et al.*, 1998:191) advocates that in most cases a 10% sample should be sufficient. The researcher includes a larger number in this research sample (n=150) to increase the validity of the research.

The sample population for this research will be derived from the Sedibeng FET College, which comprises of 4 campuses namely, the Vanderbijlpark Campus, the Sebokeng Campus, the Heidelberg Campus and the Vereeniging Campus. The respondents will be randomly selected from the staff of the Sedibeng FET College which is comprised of campus managers, heads of departments, senior lecturers and lecturers. (n=150).

#### **1.4.4 Measuring Instrument**

Data will be collected by means of a structured questionnaire.

##### **1.4.4.1 Questionnaire**

A questionnaire is a research instrument in which respondents provide written responses to questions or mark items that indicate their responses. (Ary, Jacobs, Razavieh and Sorensen, 2006: 637).

Questionnaires may include 'open questions' or 'closed questions' or alternatively the questionnaire may have statements to which the respondents

are requested to respond. The basic objective of a questionnaire is to obtain facts and opinions from people who are informed on a particular issue (UNISA, 2002: 37).

Though the initial structuring of the questionnaire is time consuming, it is inexpensive and does not require as much effort from the respondents as in the case of verbal or telephonic surveys.

This method allows the respondents to complete the questionnaire in their own time, thus there is more time for reflection and the researcher does not have to invest much time to generate answers from the respondents. The questionnaire method also assures the respondents' anonymity since some would not like to commit their views through positive identification (Unisa, 2002: 37).

Lanthier (2002) advocates that there are two elements of a questionnaire that are not so much disadvantages but that can be potential problem areas. The way in which a questionnaire is worded can influence how people answer the questions and getting a sample from the population can be difficult.

Questionnaires can only be used if respondents can read and if they are knowledgeable on the issues addressed in the questionnaires (Unisa, 2002: 38). Babbie (as quoted by McMillan & Shumacher, 1997: 263-254) suggests the following guidelines for writing effective questions and statements:

- Items should be clear
- Double barrelled questions should be avoided
- Respondent should be competent to answer
- Questions should be relevant
- Simple items are best
- Negatively stated items should be avoided
- Biased items or terms should be avoided

A questionnaire will be structured for this research to obtain information regarding educator perceptions of the Implementation of IQMS at FET Colleges in South Africa.

The questionnaires will either be hand delivered, emailed or posted. The respondents will be randomly selected from the staff of the Sedibeng College for FET., which is comprised of campus managers, heads of departments, senior lecturers and lecturers. (n=150). The total sample (n = 150) will receive questionnaire.

In terms of collection of the questionnaires, the respondents (the mailed and emailed participants) will be requested to complete and return the questionnaires within forty eight hours upon receipt. An appointment will be made for collecting the questionnaires that are hand delivered.

### **1.5 PILOT SURVEY**

A pilot survey is a precursor to a full scale study used to check if all operational parameters are in check. The purpose of the pilot study is to give direction to the main investigation (De Vos *et al.*, 1998: 188). Piloting the questionnaire ensures that any errors can be rectified immediately.

The researcher would also be able to note how long it takes to complete the questionnaire. The time should not be more than twenty minutes (UNISA, 2002: 39). Haysmen (as quoted by De Vos *et al.*, 1998:179) concedes that any deficiencies in the measurement procedure are revealed through a pilot survey.

The questionnaire will be pretested with the Campus Head, 1 HOD, 2 Senior Lecturers and 4 Level 1 Educators from the Vanderbijlpark Campus (n=7) , an ideal size as postulated by De Vos *et al.* (1998: 317). These participants will not be part of the research.

The Vanderbijlpark FET Campus is a feasible social setting to conduct this pilot study, as the researcher would have easy accessibility to the collection of data, since the researcher is a lecturer at this Campus.

## **1.6 STATISTICAL TECHNIQUES**

The collected data (quantitative) will be analysed and interpreted through employing the SAS- programme with the assistance of the statistical consultancy services of the North-West University (Vaal Triangle Campus). The statistical consultancy services will also be approached for assistance in validating the interpretation of data.

## **1.7 ETHICAL CONSIDERATIONS**

All relevant parties will be contacted by following the correct and proper procedures in conducting this research. The reason for this research will be communicated to all involved in this process as purported by McMillan and Schumacher (1997: 182).

Permission will be obtained from the Department of Education as well as the respective Campus Heads, HOD's, lecturers and educators. Participants will be ensured that all information will be dealt with in a confidential manner.

The researcher will, prior to the commencement of this study, submit an application to the North West University's Ethical committee. The research will only be conducted after the researcher received approval from the Ethical committee.

## **1.8 CHAPTER DIVISION**

**Chapter 1:** Orientation

**Chapter 2:** Literature review

**Chapter 3:** Research design

**Chapter 4:** Interpretation of data

**Chapter 5:** Summary, recommendations and conclusions

## **1.9 CONTRIBUTION OF THE STUDY**

The value and purpose of quality management systems together with the views of authors and researchers will be explored within the context of this study and as such it is envisaged that the findings will add value to the implementation of IQMS at FET Colleges as set out in the agreement reached in the ELRC (Resolution 8 of 2003) on the integration of existing programmes on quality management in education (ELRC, 2005: 4)

If education managers want to sustain a culture of effective teaching and learning and have a staff 'who are capable of doing extraordinary things' then they have to make sure that they are highly motivated and that there is a high staff morale (Smith, 1995:147).

This study flows into the ideology that a system well planned, timed and paced will enable managers to achieve their organisational goals effectively.

The recommendations and suggestions from this study will add value to the implementation of IQMS at FET Colleges as envisaged in the FET act.

It is therefore against this backdrop that the researcher has undertaken to research this topic and in so doing add value to the successful implementation of IQMS at FET Colleges.



## **CHAPTER TWO**

### **THEORETICAL FRAMEWORK**

#### **2.1 INTRODUCTION**

This chapter provides a theoretical framework for the research. Literature on quality management systems will be outsourced from books, journals, official documents, printed media, conference papers, dissertations and theses. The views of different authors on quality, quality education, quality management and quality management systems with reference to its definition, purpose, advantages and disadvantages will be reviewed.

This chapter will also focus on a review of the Integrated Quality Management System (IQMS), of its purpose, guidelines and its subsequent implementation in FET Colleges in South Africa.

The primary focus of the discussion will be on the processes, the methods, the guiding principles and the pitfalls of the implementation of quality management systems in educational organisations.

In the next section the concepts quality, quality management, quality education, quality management systems and Integrated Quality Management Systems (IQMS) will be discussed.

#### **2.2 QUALITY**

##### **2.2.1 Introduction**

Quality is on everyone's lips. In the UK there is the Citizen's Charter, the Business Excellence Model and the Investors in People document, while the United States has the Malcolm Bridge Award and the Japanese have the Deming Prize. The European Foundation for Quality Management has developed a successful European Quality Award, while internationally there is the important International Standard ISO 9000 series. These are just some of the more influential quality awards and standards that have been introduced in recent years to promote quality and excellence in a wide range of industries

and services. The new consciousness of quality has also reached education and educational organisations are being required to develop approaches to quality and to demonstrate publicly that they too can deliver a consistent quality service (Sallis, 2002: 2).

### **2.2.2 Defining the concept 'quality'**

The concept of quality is perplexing to define and often difficult to measure.

Sallis (2002: 1) claims that quality is at the top of the agendas of most organisations and improving quality is probably the most important task facing many organisations.

There are many competing views of quality. Some see quality as implicit and indefinable -'you know it when you see it. Others take what might be termed a 'measurement view' of quality, namely, it is a satisfactory conformance to some predefined standard. Still others claim that quality is simply a matter of reputation (Murgatroyd and Morgan, 1992: 45).

Dawson (2000: 271) is also of the opinion that whilst it is true to claim that every one has some internal concept of quality, what exactly constitutes quality is a subject of some debate.

Thus the researcher notes that authors on quality are in agreement that the concept quality has been interpreted in many ways and that there is no agreement on what actually constitutes quality. In its broadest sense, quality represents anything that can be improved.

Imai (1986: 9) validates this claim by asserting that quality is associated not only with products (outcomes) and services but also with the way systems and procedures are dealt with. In short he maintains that quality includes all aspects of human behavior. He argues that it is more useful to talk about 'Kaizen', a Japanese concept that means ongoing improvement involving everyone in the process, than about quality or productivity although he admits that quality and quality control have played a vital role in the development of quality in Japan. The Japanese consultant, Taguchi, as quoted by Donnelly,

Gibson and Ivancevich (1995: 535) defines quality in terms of closeness to an ideal state, which brings maximum well being to the society that consumes it.

Arcaro (1995: 5) adds breadth to this view, contending that quality is a predictable degree of variation for adopted standards and dependability at low cost. Thus according to Arcaro quality is customer driven and market focused. This view is also supported by Oakland (1993: 5) who asserts that quality is used to signify excellence of a product or service. Quality then means meeting customer requirements.

Oakland (1993: 296) observes that cognizance must be taken of the fact that the 'responsibility for quality begins with the determination of the customer's quality requirements and continues until the service or product is accepted by a satisfied customer'. Plunket and Attner (1994:83) also support the claim made by Oakland, namely, that the definition of quality is a satisfied customer.

Donnelly, Gibson and Ivancevich (1995: 534) agree that the customer is the key perceiver of quality and are of the view that quality is the 'totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs.

Marsh (as in Davies and Ellison 1997: 21) claims that total quality is a philosophy with tools and processes for practical implementations aimed at achieving a culture of continuous improvement driven by all employees of an organisation in order to delight and satisfy customers.

This is a distinctive characteristic of total quality, namely that the organisation not only exists to satisfy the customers' needs but also accepts a responsibility to extend and enhance their expectations.

Murgatroyd (1991: 14) believes that there are essentially three definitions of quality namely:

**Definition Q1:** Quality is defined in terms of some absolute standards and evaluations are based on the application of these standards to the situations



experienced across a variety of organisations, irrespective of their strategy or differentiated services (established standards definition)

**Definition Q2:** Quality is defined in terms of the objectives set for a particular programme or process in a specific location at a specific time (specific standards definition)

**Definition Q3:** Quality is defined as 'fitness for use' as attested by end-users on the basis of their direct experience (fitness for use or market driven definition)

Davies and Ellison (1997: 128) offer the following key concepts that help to make total quality distinctive, namely:

Fitness for purpose: this is a distinctive definition of quality, where the purpose is that defined by the customer, and when fitness is the extent to which the product or service meets the purpose.

Continuous improvement: this means that institutionalisation of permanent commitment to find ways of enhancing every product or service, often through reference to customer feedback but also by 'delighting the customer', in other words, finding a new and better way of presenting a product or service.

Eliminate variation: this entails managing processes to ensure that outcomes conform or exceed to agreed specifications; the guarantee that a customer can have confidence in the consistency of what is offered.

Ruben (1995: 10) claims that the terminology of the core concepts of quality varies somewhat from setting to setting, author to author and program to program. He points out that the following are the six values that transcend the various approaches:

### **Service orientation**

A service orientation directs attention to the needs, expectations, and satisfaction levels of the groups served by the organisation. Within the quality framework these groups are variously termed 'customers', 'constituencies',

'stakeholders', 'role-players', 'consumers', 'public', 'clients', 'audiences', 'beneficiaries', or 'users'. The focus on services to customers is based on recognition that it is ultimately the customer's judgment of the quality of a product or service that is necessary to continuing viability of the organisation'. The quality approach maintains that survival and competitiveness require both external and internal focus, one that directs attention to needs and expectations of internal and external constituencies. The quality perspective suggests that practically, as well as theoretically, the definition of quality is dictated by the behaviours of consumers in a competitive marketplace. Most basically, the concept of service orientation suggests that it is essential to:

- identify constituencies for which the organisation provides products or services;
- determine and anticipate their needs and expectations; and satisfy, ideally exceed, those needs and expectations.

As a consequence of constituencies having different needs and expectations, a fundamental activity for any college/university engaged in quality initiatives is to identify, prioritise and ultimately appropriately balance the agendas of these multiple stakeholders.

Stewart and Walsh (in Dawson, 2000: 274) suggest that quality in the context of a service has three dimensions namely, core service – the extent to which the service affords a relationship between the provider and the user; service relationship – the extent to which the service affords a relationship between the provider and the service surroundings. The extent to which the customer experiences the service in the presence of employees of the organisation and service surroundings - the extent to which the surroundings enhance the relationship between the two parties.

## **Leadership**

Ruben (1995:10-21) advocates that a fundamental tenet of the quality approach is that leaders are most effective when they are personally involved in creating, communicating, explaining, reinforcing and exemplifying the

organisation's mission, vision, values and service orientation. These directions must be clear, visible and well integrated into management systems. At the same time leaders should serve as role models through their active leadership in public and professional activities. Ideally senior leader's involvement will include a visible commitment to employee's growth, development, and satisfaction and should encourage participation and collaboration among personnel. Through ongoing personal involvement in activities such as planning, communication, reviews of performance and recognition of individual and the organisations achievements, senior leaders serve as role models, reinforcing the organisation's mission, vision and values, thus encouraging improved leadership at all levels.

### **Information**

The basic concept underlying this value is that organisational well-being and a service orientation are possible only with effective systems for information acquisition, analysis and use. This includes identifying, studying and comparing one's own activities to those of 'benchmark' organisations – organisations that represent a standard of excellence and a focal point for performance comparison and improvement.

Data may be collected from external sources such as key constituent groups, other organisations, and suppliers and internally, from employees and through organisational self study. Specific kinds of information to be collected and used would be the following:

- How do key external consumer groups evaluate products and/or services?
- What criteria consumers use in assessing products / services?
- What is the relative importance of these criteria?
- Who are the key competitors?
- How do products, services, management approaches and operational performance compare to those of competitors?

- How do employees evaluate the organisation, its performance, management, quality of work, products, services and/or processes?
- How do suppliers and gatekeepers in key stakeholders groups evaluate the organisation and its product/services?

For colleges or universities, information sources include external constituencies, peer, competitor, and benchmark institutions, vendors, and high schools, junior colleges, and other 'student sending units.' Internal information sources include administration, faculty and staff, and self – studies of academic, support, and operational units and processes. Other internal information sources might include measures of student recruitment, retention, achievement, and placement. For suppliers, the objective is to identify and assess consumer and supplier perceptions and expectations. In the case of higher education suppliers are also consumers in that they may be employers, alumni, parents, donors, and/or taxpayers (Ruben, 1995: 10-21).

### **Collaboration**

Organisations are viewed as complex systems with numerous internal and external constituencies that interact and depend upon one another. These themes of cross-functional and cross-divisional collaboration, coordination, and team work are seen as means for addressing the consumer expectations, aligning individuals and functional units with the organisation's mission and improving the organisation's quality overall (Ruben, 1995: 10-21).

### **Communication**

Communication is a means through which information is gathered and disseminated to and from consumers and the mechanism through which work processes and collaboration occurs. It is also a process through which relationships are formed and developed, relationships that are essential to the creation of a culture and spirit of team work that is necessary to support and maintain a service orientation, collaboration and overall organisational quality.



## **Continuous improvement**

Continuous improvement implies a commitment by everyone within the organisation to a recursive process consisting of planning and testing improvements, and evaluating outcomes, learning from failures, implementing and sustaining successes and planning and testing improvements (Ruben, 1995: 10-21).

The views of most authors regarding quality overlap with that of Ruben (1995). Nonetheless, this affirmation of similar views held on quality can only add value to an organisation if these ideologies are understood and implemented.

Juran, Crosby and Deming who are regarded as the 'gurus' on quality, define quality as follows (as quoted by Oakland, 1993: 446):

### **Fitness for purpose – Juran**

Juran defines quality as 'fitness for purpose', thus the ability of a product or service to satisfy a customer's real needs. By focusing on real needs, Juran believes that managers and workers can concentrate their efforts where it really matters. If customers' needs are not the starting point, using the tools of quality may result in products and services that no one wants (Stoner, Freeman and Gilbert, 1995:226). Dawson (2000: 273) claims that all definitions of quality would include fitness for purpose and fitness for purpose must accommodate user requirements and cost. Similarly, although Juran merely focuses on fitness for purpose, it could be seen that it also implies predictability and uniformity of standards, since a product or service can hardly be seen to be fit for its purpose if its fitness for this purpose is unpredictable.

Thus the improvement of quality is a never ending process, and as such Juran (as quoted by Oakland, 1993: 444-445) suggests the following steps to quality improvement, namely:

- Build awareness of the need and opportunity for improvement

- Set goals for improvement
- Organise to reach the goals (establish a quality council, identify problems, select projects, appoint teams, designate facilitators)
- Provide training
- Carry out projects to solve problems
- Give recognition
- Communicate results
- Keep score
- Maintain momentum by making annual improvement part of the regular systems and processes of the company

Deming (as quoted by Oakland, 1993: 446) points to a predictable degree of conformance and dependability at low cost suited to the market. This principle is in line with Schermerhorn's (2005:13) claim that customers primarily want three things in the goods and services they buy, namely:

- High quality
- Low price
- On time delivery

Schermerhorn further states that offering customers anything less is unacceptable. According to Schermerhorn (2005:94) the principles of quality that Deming taught the Japanese were straight forward and worked. These principles are:

- tally defects;
- analyse and trace them to the source; and
- make corrections and keep a record of what happens afterwards.

More over Deming believed that a manager's job is to seek out and correct the causes of failure, rather than merely identifying failures after they occur. The emphasis therefore moves to identifying and correcting errors at the source where the work is performed. Thus building in quality from the start is imperative (Stoner, Freeman and Gilbert, 1995: 216).

The behavior of managers and employees must change so that organisations can become low cost, high quality, highly productive suppliers of goods and services and places of work that honor and support the contributions of all organisational members.

According to Deming the view of an unwavering focus on an organisation's mission of continuously and forever improving the quality of goods and services, combined with statistical quality control and achieving 'joy of work' is necessary for competitive survival (Stoner, Freeman and Gilbert, 1995: 215).

Cosby (as in Oakland 1995: 443-444) suggests that quality has four absolutes namely:

- Definition – conformance to requirements.
- System – prevention.
- Performance Standard - Zero defects
- Measurement – price of non conformance

Furthermore Crosby suggests the following 14 steps to quality improvement:

- Make it clear that management is committed to quality
- Form quality improvement teams with representatives from each department
- Determine where current and potential quality problems lie
- Evaluate the cost of quality and explain its use as a management tool
- Raise the quality awareness and personal concern of all employees

- Take action to correct problems identified through previous steps
- Establish a committee for the zero defects programme
- Train supervisors to actually carry their role in the quality improvement programme
- Hold a 'zero defects day' to let all employees realise that there has been a change
- Encourage individuals to establish improvement goals for themselves and their groups
- Encourage employees to communicate to management the obstacles they face in attaining their improvement goals
- Recognise and appreciate those who participate
- Establish quality councils to communicate on a regular basis
- Do it all over again to emphasise that the quality improvement programme never ends

Although the work of Deming and Juran was important in systematising ideas about quality, many Japanese leaders also played key roles. According to Stoner, Freeman and Gilbert (1995: 214), Kaoru Ishikawa is recognised for contributing to the emergence of quality circles where workers meet to discuss suggestions for improvements. He also placed emphasis on focusing the total quality efforts on customers and went so far as to suggest that the output of one department be given to another department as if they were customers. Such an approach fostered more intense competition and an attitude of service from one department to another, rather than a bureaucratic attitude of making one department look good at the expense of others.

Whitehall (1991: 239) claims that the major benefits of quality circles are:

- improved communication;



- greater job satisfaction; and
- improved morale.

Whitehall (1991:231) advocates that all of these are human relations centered and that quality circles go far beyond the improvement of product engineering to equally important enhancement of 'human engineering' which he states is the whole point of quality circles.

Sallis (2002: 48) compliments the above statement by adding that the aim of quality circles is to contribute to the improvement and development of the organisation and to build a happy workforce. Quality circles then are about using human capabilities to the full.

Typically, members of quality circles master statistical quality control and related methods and utilize them to achieve significant results in quality improvement, cost reduction, productivity and safety. Members of quality circles are taught the seven tools of quality control, namely:

- Pareto charts are used for the analysis of problems in terms of principle components causes
- Cause and effect diagrams are useful for problem finding analysis
- Stratification is an excellent tool for the blueprinting of operations
- Check sheets are ideal for the development of activity
- Histograms provide visual images of activity
- Scatter diagrams are used to represent and compare two sets of data
- Control charts and diagrams are the visual tools which show data for conformance and durability

All members of the quality circle engage in self- and team development and receive no direct financial reward for any improvements they make (Sallis, 2002: 48).

The International Standards Organisation (ISO9000) defines quality as the degree to which a set of inherent characteristics fulfill requirements. The standard defines requirement as a need or expectation. The most progressive view of quality is that it is defined entirely by the customer or end user and is based upon the person's evaluation of his or her entire customer experience.

From the various definitions of quality that were discussed, it is apparent that quality ensures zero defects, fitness for purpose, conformance to requirements and is customer driven (Oakland, 1993: 9).

Schermerhorn (2005: 94) also acknowledges that the search for quality is closely tied to the emphasis on continuous improvement – always looking for new ways to improve current performance. It follows the notion that one can never be satisfied, something always can and should be improved on. He asserts that continuous improvement must be a way of life. Clearly the precise dimension of quality depends on the nature of the organisation within which it operates. Industrial based products will contain substantial technological characteristics, whereas service organisations such as educational institutions, will focus more on user requirements and consumer support.

## **2.3 QUALITY EDUCATION**

### **2.3.1 Introduction**

Education must be viewed as an integrated system within a society rather than as a separate organisation that is a supplier to society. To achieve a quality educational environment, all stakeholders of education must be committed to the transformation process. Presently, society is demanding that the quality of education is improved.

### **2.3.2 Definition**

A conventional definition of quality in education would include everyday issues such as literacy, numeracy, life skills as well as the curriculum and the examination systems and school administration to name but a few. However, Kgamphe (2003: 2) urges that a definition of quality in education should also

embrace sustainable human development together with peace and security of the individual and family at societal and global levels to make education relevant to the world we live in.

### **2.3.3 Purpose of quality education**

Quality education allows each individual the opportunity to develop his / her full potential to learn to seek, build and use knowledge, to address problems on a scale from the immediate, to global and beyond.

According to Kgamphe (2003) quality education:

- provides the tools to transform societies;
- allows each learner to build her/his own knowledge combining indigenous and 'external' knowledge to form new knowledge on a daily basis;
- ensures ability to put what is learned into practice especially in respect of livelihoods;
- allows for learning to live together – equity in contributing to self and community development;
- allows skills for peaceful negotiations, acceptance and respect for diversity, problem solving, etc.;
- allows each individual the opportunity to develop her/his full potential in order to learn and use knowledge to address problems on a scale from minute to global and beyond;
- allows recognition that individuals working separately and together can change the world;
- allows for learning throughout life;
- reflects the dynamic nature of culture and languages;

- relates to the value of an individual in a larger context and the importance of living in a way that promotes equality in the present and fosters sustainable future;
- relates to knowledge building, its skillful application by unique individuals who function both independently and in relation to other; and
- attends to learning to know, learning to do and learning to be (to live together and with others).

Edgar (1992: 16-17) claims that quality education takes a view of human learning that sees learners not as passive receivers of teachers' messages but rather of the learner engaged with the world and not just with teacher talk. He contends that quality education caters for diversity – it recognises that every learner is an individual with specific needs and as such should be treated fairly and with respect; and that true quality education is achieved only by sensitivity to the interplay between the processes by which learners acquire knowledge; the structure of knowledge within the subject being taught; and the context in which the teaching is done.

Arcaro (1995: 1) believes that the quality of education will improve when administrators, educators, staff and school board members develop new attitudes that focus on leadership, team work, co-operation, accountability and recognition. He also states that quality is based on the concept that every process can be improved, that no process is perfect and that the criteria for a total quality school are labeled the 'pillars of quality' for education, namely:

- Customer focus.
- Total involvement.
- Measurements.
- Commitment.
- Continuous improvement.



The above criteria are essential ingredients for every successful quality initiative.

The pillars of quality are universal and can be applied in every organisation. In education it can be applied from classroom activities to building maintenance and can provide staff with the focus and direction that is necessary for any quality initiative.

Kgamphe (2003: 2) broadly outlines four areas of quality in education, namely:

- Education for sustainable development
- Education for peace and human rights
- Revision of curricular and learning materials
- Teacher education.

Arcaro (1995:5) supports Deming's key principles of quality education, as defined under the heading the 'Essence of Quality in Education', namely:

- Creating a constancy of purpose to improve student and service quality with the aim of becoming competitive with world – class schools
- Adopting a total quality philosophy whereby every member of the education system must learn new skills to so as to operate more efficiently and productively
- Reducing the need for inspection by providing a learning environment that results in quality student performance
- Working with parents to improve the quality of students entering the system
- Improving quality and productivity and reducing costs describe the process to be improved; identify the customer /supplier chain; identify areas for improvement and implement the changes; assess and measure the

results, and document and standardise the process; start the cycle again to achieve an even higher standard

- Training people to improve their work processes
- Developing a vision and mission statement to give direction to the organisation
- Creating an environment where everyone speaks freely. Adversarial relationships are outmoded and counter productive
- Eliminating the barriers for success. Encouraging collaboration, win-win resolution, and shared problem solving, sharing information and welcoming change.
- Creating a quality culture in which quality becomes everyone's business
- Helping students to realise their potential and goals
- Improving processes and finding solutions
- Committing to the culture of 'doing it right the first time'

Quality provides a framework for continuous improvement in the classroom, for respect coupled with high expectations for all students and for techniques to achieve these goals. Each student is acknowledged as an important individual who has social, emotional and intellectual needs. Quality gives students an opportunity to share responsibility for their learning though the teacher does not abdicate his or her role, but shares joint responsibility (Arcaro, 1995: 45 - 48).

Some of Deming's key principles for quality education are:

- School board members and administrators must make the pursuit of quality an educational goal
- Emphasis should be on preventing students from failing instead of detecting failure after it happened



- The use of statistical control methods if rigorously applied can help to improve administrative and student outcomes

Doherty (1994: 88) offers a more focused exposition of the end result of quality education by claiming that the objective of every school or university should be to provide, for each student, opportunities to develop in four categories namely:

- Knowledge, which enables one to understand
- Know-how, which enables one to do
- Character, which enables one to co-operate, to persevere and to become a respected and trusted member of society
- Wisdom, which enables one to set priorities

These four components are also referred to as the contents of education. The theory of management for education should also consider the system, environment, style and processes required to deliver the contents since the theory varies from school to school and community to community. The theory addresses how the contents are determined (Doherty, 1994: 88).

#### **2.3.4 A quality institution**

Quality education cannot be separated from a quality school since both need to exist interchangeably for effective teaching and learning to take place. As exemplified by (Sallis, 2002: 71) the following is an example of a quality institution as opposed to an ordinary institution:

<b>Quality institution</b>	<b>Ordinary Institution</b>
Customer focused	Focused mainly on internal needs
Has a strategy for quality	Lacks a strategic quality vision
Treats complaints as opportunities to learn	Treats complaints as a nuisance

<b>Quality institution</b>	<b>Ordinary Institution</b>
Defines the quality characteristics of all the areas of the organisation	Is vague about quality standards
Has a quality policy and plan	Has no quality policy and plan
Senior management leads the quality process	The management role is seen as one of control
The improvement process involves everyone	Only the management team is involved
A quality facilitator leads the improvement process	There is no quality facilitator
People create quality - creativity is encouraged	Procedures and rules are more important
Focus on preventing problems	Focus mainly on detecting problems
Invests in people	Is not systematic in its approach to staff development
Is clear about rules and responsibilities	Is vague about rules and responsibilities
Has clear evaluation strategies	Has no systematic evaluation strategies
Sees quality as a means to improve customer satisfaction	Sees quality as a means to cut costs
Plans long term	Plans short term
Quality is seen as part of a culture	Quality is seen as another troublesome initiative
Develops quality in line with its own strategic imperative	Examines quality to meet the demands of external agencies
Has a distinctive mission	Has no distinctive mission
Treats colleagues as customers and is people orientated	Has a hierarchical task orientated culture

Horne and Brown (1997: 3-10) maintain that school improvement is about change. If school improvement is to be effective, it is essential that all stages of the process are well planned and well managed. It is a given that

individuals resist change and that change can be threatening. However, everyone is more likely to accept change if they are able to recognise what is wrong with the status quo. In order to raise standards and to improve learning it is essential to set targets for improvement.

Arcaro (1995: 7) succinctly states that transformation towards a total quality school begins with the adoption of a shared dedication to quality by the school board, administrators, staff, students, parents and the community. He too, as with other authors posits that the quality process begins with the development of a quality vision and mission for the district and for each school and department within the school.

He further states that the quality vision focuses on meeting the needs of the customer, providing for total community involvement, developing systems to measure added value, support systems through which the staff and students need to manage change and continuous improvement and always striving to make the products of education better.

However, in order to improve the quality of education and the institution, much will depend on the quality of management. Literature reveals that there is a growing interest in the application of quality management to the education sector.

## **2.4 QUALITY MANAGEMENT**

### **2.4.1 Introduction**

The 21<sup>st</sup> century has brought with it a new workplace, one in which everyone must adapt to a rapidly changing society with constantly shifting demands and opportunities. Employers share an important commitment - they value people. They offer a supportive work environment that allows people's talents to be fully utilised while providing them with both valued rewards and respect for a work-life balance.

In short the best employers are not only good at attracting and retaining talented employees but they also excel at creating a high performance context in which everyone's abilities are highly valued (Schermerhorn, 2005: 4).

The legislative framework (Act No. 16 of 2000) within which the South African FET Colleges operate requires that colleges implement a Quality Management System (QMS). However, this framework does not specify more than the fact that the quality management systems must be functional, monitored and maintained to ensure high quality service delivery.

#### **2.4.2 Definition**

Quality management involves looking ahead, deciding what needs to be accomplished, and then helping people to take action today in order to meet the challenges of the future (Schermerhorn, 2004: 67).

#### **2.4.3 A quality management process**

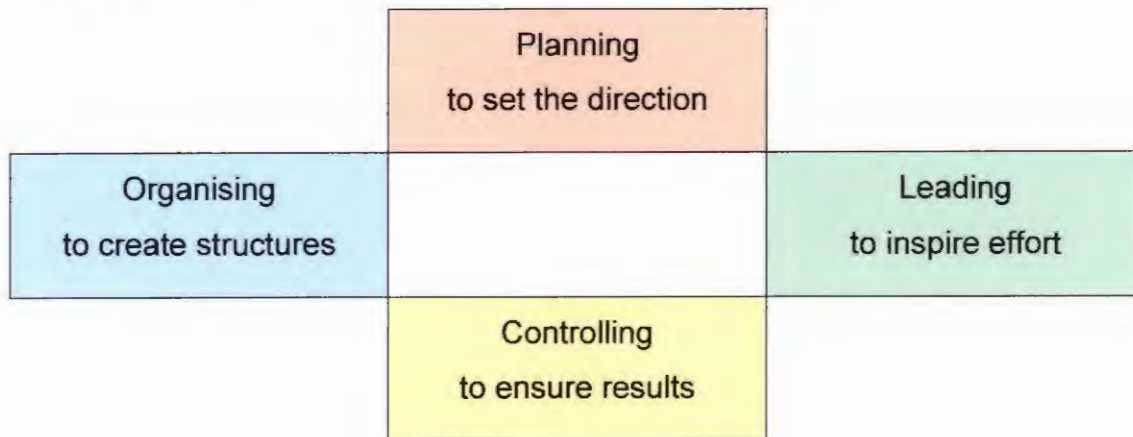
Quality management therefore encompasses a comprehensive approach to improving the competitiveness, effectiveness and flexibility of planning, organising, controlling and leading. Each activity depends largely on each individual at each level. Quality management ensures that management adopts a strategic overview of quality and focuses on prevention, not detection of problems. This statement is in line with Certo (1994: 6) who also advocates that the management process consists of the four functions of planning, organising, influencing and controlling.

##### **2.4.3.1 The planning process**

Planning is a process of deciding exactly what one wants to accomplish and how best to go about it. Figure 2.1 shows that planning creates a firm foundation for the entire management process. Planning helps organisations to become better and better at what they are doing and to stay action orientated.



**Figure 2.1: The role of planning in the management process**



Plunket and Attner (1994: 98 – 99) also emphasise that the guiding principle of quality management is planning, because:

- it sets the stage for acquiring the resources and focusing the energy of the entire organisation;
- it provides direction and a common sense of purpose;
- it helps to determine operations and how operations will affect the organisation before resources are committed; a manager understands planning before organising, staffing, directing or controlling;
- it generates objectives and lays the foundation for organising resources and activities;
- it influences whether the organisation maintains the status quo, expands or contracts the operations and these decisions in turn affect the human resources;
- it provides the guidelines for directing employees for determining what is communicated to them;
- it establishes the foundation for controlling because in specifying what is to be accomplished, it suggests standards for measuring progress;
- it allows managers the opportunity to adjust their organisation to the environment instead of reaching to it; and

- it starts with identifying a target outcome and then creating the means to achieve it.

#### **2.4.3.2 The organising process**

The organising process entails allocating and arranging resources to accomplish essential tasks. It involves both dividing the tasks to be performed and co-ordinating results to achieve a common goal.

#### **2.4.3.3 The leading process**

The leading process entails guiding the efforts of human resources to ensure high levels of task accomplishment. It is a process of arousing enthusiasm and directing efforts towards organisational goals. Through leading, managers build commitments, encourage activities that support goals and influence others to do their best work on the organisation's behalf.

#### **2.4.3.4 The controlling process**

The controlling process is about monitoring task accomplishment and taking corrective action. It is through controlling managers maintain active contact with people in the course of their work, gather and interpret reports on performance and use this information to plan constructive action and change (Schermerhorn, 2004:11-14). Crosby (in Schermerhorn, 2005:94) offers four absolutes for total quality control, namely:

- quality means conformance to standards – workers must know what performance standards they are expected to meet;
- quality comes from defect prevention, not defect correction – leadership, training, and discipline must prevent defects in the first place;
- quality as a performance standard must mean defect-free work – the only acceptable quality standard is perfect work; and
- quality saves money – doing things right the first time saves the cost of correcting poor work.



#### **2.4.4 Process improvement**

Oakland (1993:41) maintains that process improvement often requires a mindset to breakdown existing barriers, advocating that the correct mindset may be achieved by looking at the sort of barriers that exist in key areas, so much so that staff will need to be trained on how to:

- reallocate their time and energy to be able to study their processes in teams;
- search for problems and correcting the cause and not the symptoms; and
- promote the right first-time approach to work situations.

If things are done correctly the first time round, the usual problems that create the need for inspection for failure will disappear. Thus, quality management is a way of ridding people's lives of wasted effort by bringing everyone into the process of improvement, so that results can be achieved in less time (Oakland, 1993: 23).

Davies and Ellison (1997: 127) advocate that there are two approaches to quality management, which are supportive of attempts to ensure consistency namely:

- Investors in people (IIP) and
- BSEN ISO 9000.

IIP distils best practices into a series of principles to which organisations can demonstrate their adherence and so receive external accreditation, notably their involvement in organisational planning and training and development necessary in order to allow them to contribute effectively to organisational objectives. IIP is seen as a major contributory factor in achieving organisational objectives; so much so that all quality gurus agree that most problems, inefficiencies and system weaknesses can be laid at the door of management, according to Doherty (1994: 21) as much as 80%, since he

believes that the only people vested with power to improve processes and so improve quality are the managers themselves.

In terms of educational institutions, Arcaro (1995: 1) maintains that the quality of education will improve when administrators, teachers, staff and school board members develop new attitudes that focus on leadership, team work, co-operation, accountability and recognition. He firmly believes that all stakeholders must be committed to the transformation process.

Superior care of customers and constant innovation are built on the existence of committed people which emanates from a solid foundation of listening, trust and respect. This foundation facilitates the establishment of a winning team of people committed to the achievement of the organisational goals and objectives for quality.

Sallis (2002: 17) comprehensively adds that quality management is about creating a quality culture where the aim of every member of staff is to delight their customers, and where the structure of their organisation allows them to do so. It is about providing the customer with what they want, when they want it and how they want it. In quality management the customer is sovereign and it involves moving with changing expectations and fashions to design products and services that meet and exceed their expectations. Only by delighting the customer will they return and tell their friends about the superior product/service received (this is sometimes called the sell by definition of quality).

Pike and Barnes (1994: 24) also are of the opinion that quality management can be defined as a philosophy and a set of guiding principles that intend to meet and exceed the needs and expectations of various internal and external customers' expectations through integrated systems of tools, techniques and training. Secondly quality management focuses on the acceptance and pursuit of continuous improvement as the only useful standard or goal of attaining high quality in all processes, resulting in high quality products and services, thus reducing scrap and rework (Williams, 1994: 5).

Oakland (1993: 23) asserts that quality management is an approach to improving the competitiveness, effectiveness and flexibility of a whole organisation. He adds that quality management is essentially a way of planning, organising, leading, controlling and understanding each activity at each level. The impact of quality management on an organisation is to ensure that management adopts a strategic overview of quality. The approach must focus on developing a problem-prevention mentality. It often requires a mindset change to break down existing barriers.

Thus Oakland's (1993: 41) claim that the core of quality management is the customer-supplier relationship where the process must be managed, overlaps with the Deming philosophy, namely that the continuous improvement of all processes. It is not important to identify at one moment the best process someone else has developed; rather the organisation and its management should learn to develop the habit of continuous improvement.

Certo (1994: 6) posits that in a quality management programme, managers are responsible for combining and using organisational resources to ensure that their organisations achieve their purpose. Essentially, then, the role of the management is to guide the organisation towards goal accomplishment.

Arcaro (1995: 125) is of the opinion that quality management is founded upon the principles of collecting and using data to define and analyse a problem. Decisions are based on the data. This view supported by Doherty (1994: 89) who asserts that quality management is more concerned about:

- fixing the system than fix the blame;
- defining achievement by reference to the purpose of education and not standardised tests;
- improving processes instead of working on outputs;
- involving all role players in the improvement process not just the faculty;
- making every person in the system understand how the system works, what it is supposed to do and how well it is doing; and

- educating every person to participate in the improvement process, thus everyone becomes involved.

Too often conventional approaches to management are concerned with identifying people who are responsible for supervision and a form of an inspection system which concentrates on examining or detecting faults of the end results of a product or service.

However, the current trend in quality management programmes is to pay close attention to the process which produces the goods or services rather than detecting faults. As such Doherty (1994: 89) asserts that the most important principle of quality management is that 'if you want to improve a product or service, pay close attention to the process which produces the goods or services.'

It stands to reason then that the measurement of the end product or service provides at best lagging indicators and that they are too late to provide anything but regrets. Should it not be that measuring the characteristics of the process provides leading indicators upon which action can be taken to ensure the desired results?

According to Arcaro (1995: 5) the focal point of Juran's quality management philosophy is the organisation's belief in the productivity of the individual. Quality is ensured by making sure that each individual has the building blocks necessary to do his or her job properly. With proper tools workers will produce products or services that consistently meet customer expectations of quality.

Schermerhorn (2005: 13) notes that this unrelenting demand for quality products and quality services has led to organisations undergoing dramatic changes today. Among the many trends in the new workplace the following organisational transitions occur:

- Belief in human capital: Demands of the new economy place premiums of high-involvement and participatory work settings that rally the knowledge, experience, and commitment of all members.

- Demise of 'Command and Control': Traditional hierarchical structures with 'do as I say' bosses are proving too slow, conservative, and costly to do well in today's competitive environments.
- Emphasis on teamwork: Today's organisations are less vertical and more horizontal in focus; they are increasingly driven by team work that pools talents for creative problem solving.
- Pre-eminence of Technology: New opportunities appear with each new development in computer and information technology; they continuously change the way organisations operate and how people work.
- Embrace networking: Organisations network for intense real-time communication and coordination, internally among partners and externally with contractors, suppliers and customers.
- New workforce expectations: A new generation of workers brings to the workplace less tolerance for hierarchy, more informality and more attention to performance merit than to status and seniority.
- Concern for workforce balance: As society increases in complexity, workers are forcing organisations to pay more attention to balance in the often-conflicting demands of work and personal affairs.
- Focus on speed: Everything moves fast today; in business those who produce services to markets first, have an advantage and in any organisation work is expected to be well done and timely.

Similar views are shared in ISO9000 which mentions that quality management is centered on quality, based on the participation of all members and aiming at long term success through customer satisfaction and benefits to all members of the organisation and to society.

The two terms commonly used in management are effectiveness and efficiency. Performance effectiveness is an output measure of task or goal accomplishment. Performance efficiency is a measure of the resource costs

associated with goal accomplishment (Schermerhorn, 2005: 12-13). Stoner, Freeman and Gilbert (1995: 9) posit that quality management is about:

- efficiency - doing things right; and
- effectiveness - doing the right things.

Stoner, Freeman and Gilbert (1995: 10) also add that before management can focus on doing things efficiently, management needs to be sure that they have found the right things to do.

With companies focusing acutely on the principles of quality management as an enabling factor in their organisation, the need for recognition resulted in the emergence of the Malcolm Bridge National Quality Award. It is an annual award recognising U.S. companies that excel in quality management and quality achievement which have now expanded to include a category for education.

According to Arcaro (1995: 15 - 20) the Malcolm Bridge National Quality Award criteria are built on the following core values and concepts:

- **Customer – driven quality**

Customer driven quality is a strategic concept in education, based on the belief that the quality of education will improve if students assume more responsibility for the value of education. Customer driven quality is directed towards student achievement. It demands constant sensitivity to emerging student requirements and measurement of the factors that drive student satisfaction. It also demands awareness of the latest developments in education and a rapid response to student requirements. In addition, the school or district's approach to recovering from poor student performance is crucial to improving both the quality and the relationship with students, parents and the community.



- **Leadership**

School board members, administrators and teachers must create clear visible quality values within the education system. Reinforcement of values and expectations requires everyone's personal commitment and involvement. School board members and administrators with participation from teachers must create strategies, systems, and methods for achieving educational excellence which guide all activities and decisions of the school and encourage participation and creativity by all staff and students. Through their regular personal involvement in visible activities, such as planning, review of educational quality performance standards and recognising staff for quality achievements, school board members serve as role models who reinforce the values and encourage leadership at all levels

- **Continuous improvement**

Continuous improvement must take place in all parts of the education system. The following are some of the types of improvement:

- Enhance the value of education to students through the development of new educational systems
- Reduce inconsistencies that place the credibility of the educational process in question
- Improve responsiveness to student requirements
- Improve productivity and effectiveness in the use of all resources

To meet these objectives, the process of continuous improvement must contain regular cycles of planning, execution and evaluation.

- **Total participation**

Reward and recognition systems must reinforce full participation in quality objectives. Factors bearing upon the safety, health, well-being and morale of staff and students must be part of the continuous improvement

objectives and activities of the educational organisation. Students must be educated and trained in quality skills related to performing their work and understanding problem-solving tools and techniques.

- **Community responsibility**

Quality objectives should reflect areas of community citizenship and responsibility. These include ethics in education, support for public health and safety, support for environmental safety and sharing quality related information with business, schools, and government agencies, the state and community. Educational quality plans should include responsiveness to community needs and processes in order to develop and maintain public trust.

- **Fast response**

Educational processes must be designed to meet both quality and response goals. Major improvements in response time may require that educational processes and paths be simplified and shortened. This requires that all designs, objectives and team activities include measurement and responsiveness. Improvement in response time often drives simultaneous improvements in quality and productivity.

- **Design quality and prevention**

Educational quality programs should place a strong emphasis on problem prevention achieved through building quality into every educational process. Excellent design quality will lead to reduction in down stream waste, problems and associated costs. Design quality includes the creation of fault – tolerant processes and procedures which take into consideration the customers' changing requirements. Consistent with the theme of designing quality and prevention, continuous improvement and corrective action need to emphasise interventions upstream at the earliest stages in the cycle (Arcaro, 1995: 15 - 20).

- **Long range outlook**

Achieving quality requires a future orientation and long-term commitment to staff, students, citizens and suppliers. Strategies, plans, and resource allocations need to reflect these commitments and address the training of staff and student development, supplier development, technology evolution and other factors that have a bearing on quality. A key aspect of the long term commitment is regular review and assessment of progress relative to long term plans.

- **Management by fact**

Meeting the quality and performance goals of the school and the district requires that process management must be based upon reliable information, data and analysis. The types of data needed for quality assessment and quality improvement include the following:

- Student performance
- Staff attitudes
- Educational programme performance
- Operations
- Benchmarking
- Supplier performance
- Cost and financial analysis

A major consideration relating to the use of data and analysis to improve educational performance involves the use of performance indicators. Performance indicators are measurable characteristics of educational processes and procedures used to deliver services to students. These indicators are also used to track performance and to evaluate progress in achieving continuous improvement.

- **Partner development**

Schools should seek to build internal and external partnerships that serve mutual and larger community interests that address the means of regular communication, the approaches to evaluating progress, the means for modifying objectives and the methods to accommodate changing conditions.

Sallis (2002:17) asserts that in planning for quality management, it should be noted that the perceptions and expectations of the customers are short term and fickle and as such organisations have to find ways of keeping close to their customers to be able to respond to their changing tastes, needs and wants. The above statement overlaps with Dotchin and Oakland (1992: 141) (as quoted by Doherty 1994: 111) who assert that any model of quality management can usually be expected to involve the following:

- Recognising the customers and discovering their needs
- Setting standards which are consistent with customer requirements
- Controlling processes and improving their capacity
- Establishing systems for quality
- Management's responsibility for setting standards for quality
- Policy providing motivation through leadership
- Equipping people to achieve quality
- Empowering people at all levels of the organisation to act for quality

At an educational level, quality management would therefore be the responsibility of all role-players, from the national and provincial levels through to regional, sub- regional, local and institutional management and governance structures, to educators and learners. It is their collective responsibility to ensure mobility, promote national goals and objectives and provide good quality outcomes (DoE, 1996: 10). The Green Paper on Education also

emphasises that quality management is the responsibility of all role players, from the national and provincial levels through regional, sub regional local and institutional management and governance. As such, quality management is concerned with the attainment of appropriate resource mixes, curricular and assessment practices, governance mechanisms and management, educator and learner performance (DoE, 1996: 5).

Thus, under quality management there is much less of a focus on the curriculum, rather the question is how change should be adapted to, and possibly influence the future. The vision of the organisation should not only anticipate the future but should also aim to meet the future in the best possible way (Doherty, 1994:90). The keystone of quality management therefore is the concept of customer and supplier working together for their mutual advantage.

Schermerhorn (2004: 126) points out that the concept of the 'upside down pyramid' is an example of the new mindset in management. He states that by placing customers on top (served by workers in the middle), who are in turn supported by managers at the bottom, refocuses attention on the market place and customer needs.

Among these trends is a common theme, namely making adjustments needed to streamline for cost efficiency and to allow increased worker participation in all aspects of operations. Thus everyone in the upside down pyramid becomes a value added worker, someone who does things that create the best eventual value for serving the customers.

Schermerhorn (2004: 130) outlines the following as the new developments in organisations:

- New structures are more horizontal and less vertical in nature. These structures are strong on employee involvement and flexibility.
- There is a growing use of team structures that create horizontal organisations, using cross-functional teams and task forces to improve lateral relations and problem solving at all times



- More organisations are adopting network structures that use information technology to cluster systems of contradicted services and strategic alliances around a 'core' business or organisational centre.
- Boundary less organisations, combine shifting arrangements of team and network structures to eliminate internal and external boundaries.
- Advances in information technology are making it possible to operate in a decentralised manner while still maintaining centralised control.
- Reduction in the size of staff is common in organisations seeking greater efficiency and productivity.
- The emphasis of many organisations is on effective delegation and empowerment.
- The implications of this new perspective are dramatic for day to day work in all settings.

We are entering a time where managers are known more for 'helping' and 'supporting' than for 'directing' and 'order giving'. Even in this age of high technology people and their talents are critical building blocks of organisational success. Jobs in the new workplace place more emphasis on team work and people moving from project to project as their skills and expertise are applicable. Increasingly even the title of 'manager' is often replaced in organisational charts as 'co-ordinator', 'coach' or 'team leader' (Schermerhorn, 2004: 130). Thus the pressure on all role players of an organisation to continually improve and evaluate every process, to 'continually apply new knowledge to solve problems and to take on new opportunities' on the basis of the outcomes of evaluations, increases.

Murgatroyd (1992: 14) asserts that once a school has issued a service guarantee to all its students (whether conditional or unconditional in nature) then it has to assure them of service and quality at all times, not just periodically. He maintains that in terms of quality service, schools needs to examine and assess the following:

- **Their reliability** – the extent to which they are consistent and dependable in terms of performance and the extent to which it honors its service guarantees
- **Their competence** – the extent to which the school and its staff have shown themselves to be strategically competent in terms of the required knowledge and skills for the chosen strategy
- **Their responsiveness** – the ability of the school and its staff to provide services to students and other stake holders in a timely and appropriate fashion and to do so with courtesy
- **Their accessibility** – the extent to which school personnel is approachable and the ease of contact
- **Their communicativeness** - the extent to which students and other key stake-holders are both kept informed and involved in the affairs of the school
- **Their credibility** – the extent to which the strategies and objectives pursued by the school are believable and honesty is pursued by trustworthy professionals
- **Their security** – the extent to which the students and others with a stake holding in a school are emotionally and physically free from danger or unwanted risks
- **Their conformance** – the extent to which the school conforms to required national and local standards for education, health, safety and protection
- **Their performance** – the extent to which the objectives of the school and those of the students are met
- **Their durability** – the extent to which performance, conformance and all of the other features mentioned here are sustained over time

- **Their perceived quality** – the extent to which students and stakeholders regard the school as having quality features
- **Their value for money** – the extent to which performance of the school is achieved in a price-sensitive and cost-efficient way

These pre-requisites for quality management have added impetus to educational organisations and have led to the requirement for the development and implementation of a quality management system which can enable the objectives as set out in the quality policy, to be accomplished (Oakland, 1993: 101).

## **2.5 QUALITY MANAGEMENT SYSTEMS (QMS)**

### **2.5.1 Introduction**

Modern approaches to quality have moved away from external inspection systems towards internal quality management systems that are developed and owned by the supplier.

In the education and training sphere the move towards a quality management system approach is being driven by customers demanding a higher level of quality in education and training, particularly where learners and employees have to invest in learning opportunities.

External quality standards have an important role to play in helping educational organisations to develop a total quality management (TQM) culture. Whilst the implementation of such standards is not compulsory, they are worth considering when developing a quality management system and are very useful for self assessment and as a framework for auditing quality processes (Sallis, 2002: 49).

### **2.5.2 Definition**

Oakland (1993: 103) asserts that a quality management system may be defined as an assembly of components, such as the organisational structure, responsibilities, procedures, processes and resources for implementing total

quality management. A quality management system starts with the identification of requirements and ends with satisfying these requirements at every transaction interface.

### **2.5.3 Best practices in all activities of QMS**

Doherty (1994: 22) claims that from reports on various quality management systems in education, the following ten items were given priority in terms of best practice:

- Adequate physical resources to support teaching and learning
- Adequate human resources to support teaching and learning (and staff are properly qualified)
- Clear programme aims and objectives which are understood both by staff and students
- Subject content that relates to the programmes aims and objectives
- Students who are actively involved and who take responsibility for their own learning
- Programme standards that are appropriate to the reward
- Valid, fair and objective assessment
- Assessment that covers the full range of course aims and objectives
- Useful feedback on assessment and progress
- Students who leave with transferable knowledge and skills.

Adherence to the above stated items can enable educational institutions to be effective and efficient. Modern approaches to quality assurance have moved away from the external inspection system towards internal quality management systems that are developed and owned by the institution. In education and training the move towards a quality management system is being driven by customers demanding a higher level of quality in education

and training. Thus, a well designed quality management system facilitates the establishment of 'a winning team of people' committed to the achievement of the organisations goals and objectives for quality.

#### **2.5.4 The aim of a good quality management system**

According to Oakland (1993: 103) the aim of a good quality management system is to provide the 'operator' of the process with consistency and satisfaction in terms of methods, materials, equipment, etc. Doherty (1994: 88) makes an important point in stating that a theory of management for education should also consider the system, the environment, style and processes required to deliver the contents. He mentions that the theory varies from school to school and from community to community, so much so that the theory addresses how the contents are determined. A quality management system for education should therefore take the following concerns and considerations into account:

Concern to define achievement by reference to the purpose of education not standardised tests

- Concern for process and not form following function
- Concern for improvement of processes instead of working only with outputs
- Concern to involve all role- players in the improvement process, not just the faculty
- Concern that every person in the system understands how the system works, what the system is supposed to and how well it is doing
- Concern to optimise the performance of the system as contrasted to optimising components of the system that are beyond rising scores in specially identified subjects

Doherty (1994: 17) proposes the following for the development of a quality system in education:



- Team work
- Continuous quality improvement based on small scale incremental activity
- Total commitment from management
- Long-term commitment – success is never complete, as the constantly changing external environment requires constant re-adjustment of the organisation.
- Organisational transformation to a 'quality culture'
- Staff appraisal for development
- Staff participation and commitment
- Recognition of good performance
- Benchmarking and measurement of change

According to Doherty (1994:17) many techniques, concepts and quality management systems have evolved to improve the quality of products and services:

- Statistical process control (SPC)
- Zero defects
- Six Sigma
- Malcolm Bridge National Quality Award
- Quality circles
- Total Quality Management (TQM)
- Business Process Management (BPM)
- Capacity Maturity Model

- Business Process Engineering
- Life Cycle Management
- Standardisation (ISO and others)
- Continuous Improvement (Kaizen)

As the focus of this research is on quality management systems in education, Total Quality Management (TQM) and the International Organisation for Standardisation (ISO9000) - both systems are applicable to education-will be discussed in the sections that follow.

## **2.6 THE INTERNATIONAL ORGANISATION FOR STANDARDISATION (ISO9000)**

### **2.6.1 Introduction**

Achieving a quality culture in education and for that matter any organization, is hard work that is accomplished over a long period of time. Nonetheless, many educational organisations are working to rapidly change their environments to advance every educational process in order to improve outcomes and reduce costs. Educational organisations are turning to external quality management standards to enable them to achieve management goals as well as to maintain its credibility. One such external quality management system that has gained momentum in the product and services arena is the International Standards Organisation (ISO 9000) series.

According to Sallis (2002: 49) the International Standards Organisation (ISO9000) is the world's major quality standard. ISO9000 is concerned with quality management, defined as a means by which an organisation employs its resources to meet its customer and regulatory requirements and the mechanisms it employs to make continuous improvements.

Robbins (2000: 130) concurs that by achieving these standards, management makes it easier for its organisation to compete globally.

### **2.6.2 The philosophy of ISO9000**

The philosophy behind the ISO9000 series is that quality:

- should be built into the systems and procedures of the organisation, where the emphasis is on prevention rather than cure; and
- should be built at each stage, from the design through to the delivery, assessment and evaluation, through a formal and rigorous management system to ensure conformity of the product or service to its specifications. The aim is to produce a consistent level of product or service that is fit for purpose.

ISO9000 requires that all the activities necessary to produce the product or service be documented if the quality system is to conform to the standard. Thus ISO9000 places a considerable discipline on those intending to use it. To some teachers this system may be excessively bureaucratic while to others the system can provide useful guidance and direction (Sallis, 2002: 50).

According to ISO 9001 a quality management system (QMS) is the aggregate of the organisational activities, incentives, plans, policies, procedures, processes, resources, responsibilities and infrastructure required in formulating a total quality management approach. It is a management system that ensures consistency and improvement of working practices. Such a quality management system enables management to:

- improve internal efficiency;
- reduce chronic waste;
- boost customer confidence;
- increase staff morale and productivity;
- recognize new ways to solve problems understanding customer's requirements with a view to achieving customer satisfaction;

- encourage and improve staff performance;
- reduce wastage;
- aim at zero defects;
- reduce scrap and re work;
- improve use of time and resources;
- improve internal and external communication;
- understand how statutory and regulatory requirements impact on the organisation and the customers; and
- understand customer requirements with a view to achieving customer satisfaction (BSI Management Systems: ISO 9001, 2008).

From December 2003 a new set of ISO9000 standards are in operation known as ISO9000:2000. Sallis (2002: 50) claims that the aforesaid ISO9000 series gave problems to educational organisations because of the manufacturing origins of its language. He believes that it needed considerable translation for the educational context. However, ISO9000:2000 is about process and is far more accessible to service and educational organisations.

### **2.6.3 Applying ISO9000: 2000 to education**

The ISO9000:2000 series is based on the following eight principles that can be used by management teams to determine or measure where to improve performance:

- Customer focus: quality consists of meeting and exceeding the expectations of customers. To effect this principle the organisation must research customer needs and expectations and measure how well the organisation is performing against these expectations.
- Leadership: a leader's ability to establish a vision and purpose is the key to a successful organisation. Leaders inspire others, provide them with the

resources to do their job, and ensure that the needs of all role players are identified and met.

- Involvement of people: organisations need their people to use their abilities for the benefit of the organisation. Planning for the needs of staff and ensuring that their talents are used to the full are key indicators of success.
- Process approach: this is about the efficiency and effectiveness of the organisation's core activities and the importance of developing a systematic approach to their management thereof. The establishment of clear roles and responsibilities and the identification of activities are some of the key issues that are important in a process approach. A systems management of the teaching and learning process is what is required to conform to the requirements of the process principle.
- Systems approach: this is about recognising the interrelatedness of processes and aligning them to achieve the best results. It is about ensuring that there are clear systems in place and establishing clear targets and goals. Having clear indicators of performance and ensuring that there are management processes to meet those targets are key aspects of educational management.
- Continuous improvement: continuous improvement is the objective of all quality systems. It is about ensuring that people have the training and skills required to make improvements and ensuring that there is an organisation – wide approach to improvement of performance. One of the key factors is to ensure that staff is adequately trained and developed and that there is a systematic approach and adequate investment in their training (Sallis, 2002: 51).
- Factual approach: this requires that decisions are made on the basis of information and data. It ensures that data is available and decisions are informed by available information.
- Mutually beneficial supplier relationships: this is about clear and open communication, undertaking joint projects and pooling expertise.



Cognisance must be taken of the fact that ISO 9000: 2000 only sets the standard for the quality system and as such does not set the standards that the organisation or its students should be achieving. It is the staff of the organisation together with all role players who set the standards of teaching and learning. What ISO 9000:2000 does do is to assure that there are systems in place to deliver those standards once they have been decided upon (Sallis, 2002: 52).

## **2.7 TOTAL QUALITY MANAGEMENT (TQM)**

### **2.7.1 Introduction**

The achievement of quality objectives in all aspects of operations is a global criterion of organisational performance in manufacturing and service organisations. Total quality management describes the process of making quality principles part of the organisation's strategic objectives; applying them to all aspects of operations, committing to continuous improvement and striving to meet the customer's needs by doing things right the first time (Schermerhorn, 2005: 93).

### **2.7.2 Definition of TQM**

The term total quality management (TQM) refers to organisation- wide commitment to continuous improvement and meeting customer needs completely. Quality commitment is a recognised hallmark of organisational excellence (Schermerhorn, 2005: 5).

TQM is a practical but strategic approach to running an organisation that focuses on the needs of its customers. It rejects any outcome other than excellence. TQM is not a set of slogans, but a deliberate and systematic approach to achieving appropriate levels of quality in a consistent fashion that meet or exceed the need and wants of customers. It can be thought of as a philosophy only achievable by and through people. As an approach, TQM represents a permanent shift in an institution's focus away from short term expediency to long term quality improvement. Constant innovation, improvement and change are stressed and organisations that practice TQM

lock into a process of continuous improvement. They make a conscious effort to analyse what they are doing and plan to improve it (Sallis, 2002: 24). TQM requires that workers incorporate attention to quality at every step of the process and that managers root out all causes of variations (Stoner, Freeman and Gilbert, 1995: 225).

### **2.7.3 Characteristics of TQM**

According to Mathias and Jones (1989: 124) TQM has the following characteristics:

- Problem Solving: the ability to break down complex series of issues in order to set off manageable tasks requiring a solution, a decision, a plan or an idea.
- Getting decisions right the first time: decision making requires a method of organising information and evaluating the benefits and potential problems of each alternative.
- Preventing problems: through a process of analysis, potential and actual problems can be identified, assessed and eliminated or catered for by contingency plans.
- Establishing an innovative attitude so that opportunities for making improvements can be identified.

While Deming and Juran and others have specific detailed approaches to TQM, the following five main ideas provide the context for these approaches and seem to apply to any TQM method (Stoner, Freeman and Gilbert, 1995: 221-227):

- A systems approach in TQM depends on understanding organisations as systems and as such managers are responsible for the following:
  - The social or cultural system – which is a set of beliefs and resulting behaviours that are shared throughout the organisation.

- The managerial system – defines the effectiveness of those processes by which an organisation manages its human and physical assets. The task of management involves having everyone focused on the functions of the system.
- The technical system – is composed of factors such as the technologies used and the physical structures needed to accomplish the organisation's mission.

The tools of TQM: Ishikawa (as in Stoner, Freeman and Gilbert, 1995: 221-227) popularised a way of diagramming how various factors determine a good or bad outcome, also referred to as the cause and effect diagram. It helps show possible causes of a problem.

A focus on customers: customer's needs should be the starting point. By focusing on real needs Juran (as in Stoner, Freeman and Gilbert, 1995: 226) believes managers and employees can concentrate their efforts where it really matters, for example producing products or services which customers want to buy.

The role of management: it is every manager's job to seek out and correct the causes of failure rather than merely identifying failures after they occur and affix blame to others. Probably the most famous of Deming's sayings is that eighty five percent of an organisation's problems come from the system and fifteen percent from the employees.

Employee participation: having the support and attention of senior management remains a necessary condition for TQM to work in an organisation. It means that employees should make decisions at all levels of the organisation without the approval of management, the idea being that the people who actually do the job are in the best position to learn how to do the job the best possible way (Stoner, Freeman and Gilbert, 1995: 221-227).

As defined by the international organisation for standardisation (ISO9000) TQM is a management approach centered on quality, based on the

participation of all its members aiming at long term success through customer satisfaction.

#### **2.7.4 The basic philosophy of total quality management**

Schermerhorn (2004: 27) maintains that a basic philosophy of total quality management is that one can never be satisfied, something always can and should be improved upon – that continuous improvement must be a way of life.

TQM is usually accomplished by a series of small-scale incremental projects. The Japanese name this approach to continuous improvement 'Kaizen'. This is most easily translated as 'step by step' improvement. The philosophy of TQM is large scale, inspirational and all embracing, but its practical implementation is small scale, highly practical and incremental. The essence of kaizen is small projects that seek to build success and confidence, and develop a base for further ventures in improvement (Sallis, 2002: 25).

Sallis (2002: 17) concurs that TQM is about creating a quality culture where the aim of every member of staff is to 'delight' their customers and where the structures of their organisations allows them to do so .

In TQM the customer is sovereign. TQM is about providing the customer with what they want, when they want it, and how they want it. It involves moving with changing customer expectations and fashions to design products and services that meet and exceed their expectations. The perceptions of customers are recognised as being short term and fickle, therefore organisations have to find ways of keeping close to their customers to be able to respond to their ever changing tastes, needs and wants (Sallis 2002: 17).

Sallis (2002:25) asserts that it is necessary to make changes carefully, issue by issue, process by process. Over a period of time more is achieved this way than by making large-scale changes. He proposes that the incremental approach to quality improvement means that implementation needs not to be an expensive process although when it is carefully targeted, it helps.

### 2.7.5 Change of organisational culture

TQM requires a change of organisational culture, for example a change of attitudes and working methods. To create a continuous improvement culture, managers have to trust their staff and delegate decisions to the appropriate level to give the staff the responsibility to deliver quality within their sphere (Sallis 2002: 24).

Doherty (1994:17) and Sallis (2002:25) argue that culture change is not only about changing behaviours, but also requires a change in organisational management. Staff needs:

- a suitable environment in which to work;
- the tools of the trade they need to work with systems and procedures which are simple to aid them do their job; and
- encouragement and recognition of their successes and achievements. Inevitably positive reinforcement coaches them to achieve greater success.

Oakland (1995: 319-329) suggests the following steps to achieve planned change for TQM implementation through quality leadership:

**Step1:** Leadership must become aware of the problem areas in the institution and be committed to change where necessary.

**Step 2:** A shared vision and mission must be formulated under the guidance of a leader with a mental image of the future and the ability to communicate this vision. All stakeholders should reach consensus among themselves regarding the direction that the institution should be going to reach its goals.

**Step 3:** The mission statement should be supplemented by a series of goals, for example to provide the best customer service and to do regular customer satisfaction surveys. In the field of education the customers may include students, parents, the community, industry or even the minister of education.



**Step 4:** Leaders must see to it that the institution has a strong market research capacity.

**Step 5:** Action should be taken to ensure that the set goals are reached.

**Step 6:** An internal search must be launched that would entail setting a date for a selection committee to convene the appointment of a team to lead the transformation process.

**Step 7:** The institution should constantly strive to adapt to the changing environment in 'meaningful' ways. This implies that those staff members who are not prepared to adapt to the envisaged changes will fall by the way side.

The above seven steps make it clear that effective leadership must permeate the whole institution and that quality leadership is not possible without visionary, creative and proactive people guiding the process of change. In line with this, Oakland (1993: 18-19) makes a point that strategic management and TQM go hand in hand as each takes a proactive stand. However, the implication of the approach may be foreign to people and leaders who are intent on detecting rather than preventing problems.

The only way to survive in today's challenging environment is through creativity and imagination. It is 'brain power' that separates winners from losers. Unleashing the power of the employees to make decisions and think for themselves is a hallmark of TQM systems (Stoner, Freeman and Gilbert, 1995:229).

Dawson (2000: 276) summarises TQM as follows:

- Prevention is better than cure
- Ability to deliver
- Universal gain
- Positive leadership
- Vigilance

- Watch costs

Prevention is better than cure – The assumption of this approach to quality assurance is that avoiding poor quality is a much more effective strategy than rectification of poor quality. This involves the adoption of a psychology whereby the organisation assures good quality and does not want to receive complaints: it assumes a proactive role in the determination and assurance of quality.

Ability to deliver – This strategy recognises that for quality requirements to be achieved, quality aspirations must be capable of being delivered. All staff must be provided with the necessary skills to deliver what is expected of them. This approach emphasises the role played by training and development in the proper delivery of products/services. In the adoption of this approach management would need to consider the techniques of employee motivation.

Universal gains – Essentially the emphasis is on quality as a team game where everyone depends on each other. Such an approach to quality draws on the benefits to be obtained from a team or group spirit.

Positive leadership – The essence of positive leadership is 'learning when to approach and when to withdraw'.

The importance of vigilance – Constant vigilance is needed to ensure that there have been no changes in the customer expectations and requirements.

According to Horwitz (1990: 56) the question to be asked is 'why should education strive to become customer driven and use the TQM process when the commercial motive is clearly missing?' The answer is simply because:

- TQM enables organisations to become more effective and focused
- TQM promotes sound management practices which facilitates quality services
- TQM creates an environment for continuous improvement

- TQM embraces every function and every level in the organisation is involved in the process

Horwitz (1990: 57) states that commercial organisations using the TQM process find themselves constantly asking the following questions:

- What is the purpose of what I am doing?
- What are the requirements of the customer (external or internal)?
- How can we meet these requirements?
- How can we improve next time?

Doherty (1994:17) asserts that the following crucial questions should be answered before TQM can profitably commence namely:

- What is the nature of the business?
- What are the crucial success factors?
- What is the corporate mission?
- How does quality fit into the corporate plan?
- What are the quality costs?
- How can progress be measured?

Davies and Ellison (1997: 120) spell the implications of total quality for school management out through ten questions namely:

- How much profound learning is taking place in school and how do you know?
- To what extent are the values of the school (aims and mission) exemplified in the daily experience of every learner and every educator?
- Does the school keep its promises to the students, parents and staff all of the time?

- Is leadership, as opposed to management and administration, manifested through out the school?
- Is there an emphasis on learning and development for all members of the school community?
- Is the organisational structure of the school appropriate for a learning community?
- Do the school's learning, pastoral and management processes operate within an underpinning philosophy of prevention?
- Is data used as the basis of improvement?
- Does every aspect of the school's resources focus on the needs of customers?
- Is the school focused on meeting the needs of the individual?

It is quite evident from the above questions that management of educational institutions is no different than management of industrial organisations. Thus educational institutions should also adopt a cultural change, a culture whereby the whole organisation shares the same values based on a common purpose.

Horwitz (1990: 56) summarises the principles of TQM as follows:

- There is a common understanding of quality and the need to change.
- Management develops operating principles and values which create an environment for continuous improvement.
- Management creates the organisation and provides the systems and resources to support the process
- Everyone is contributing to the service given to the user

It is imperative that management leads the process by achieving a definition of the constant purpose of the organisation, the principles of improvement and the values. Management also has the responsibility to remove all barriers that

prevent quality from being achieved and has to ensure that all their actions demonstrate the integrity of the quality improvement process.

Since South African education authorities are bent on improving the quality of the education system, a quality management system called the Integrated Quality Management System (IQMS), has been adopted in the hope of achieving its educational aims and objectives. The IQMS will now be discussed.

## **2.8 INTEGRATED QUALITY MANAGEMENT SYSTEM (IQMS)**

### **2.8.1 Definition**

The Integrated Quality Management System, IQMS, is a policy initiative that is aimed at enhancing and monitoring the delivery process of quality education in South Africa.

### **2.8.2 Background**

An agreement was reached in the ELRC (Resolution 8 OF 2003) to integrate the existing programmes on quality management in education. The existing programmes were the Development Appraisal System (DAS) that came into being on 28 July 1998 (Resolution 4 of 1998); the Performance Measurement System that was agreed upon on 10 April 2003 (Resolution 1 of 2003); and Whole School Evaluation (WSE). The IQMS is informed by Schedule 1 of the Employment of Educators Act, No. 76 Of 1998 whereby the minister is required to determine performance standards for educators in terms of which their performance is to be evaluated.

Since the purpose of this study focuses on the implementation of a quality management system in FET Colleges, WSE will not be further discussed as it does not play a role in the Integrated Quality Management System (IQMS) for FET Colleges.



### **2.8.3 Two programmes incorporated in IQMS**

IQMS for FET Colleges consists of two systems aimed at enhancing and monitoring the performance of the education system, namely Development Appraisal (DA) and Performance Measurement (PM).

The purpose of Developmental Appraisal (DA) is to appraise individual educators in a transparent manner with a view to determine areas of strength and weakness and to draw up programmes for individual development (ELRC, 2005: 4). The purpose of Performance Measurement (PM) is to evaluate the individual teachers for salary progression, grade progression, affirmation of appointments and rewards and incentives (ELRC, 2005: 4).

These programmes are implemented in an integrated way in order to ensure optimal effectiveness and co-ordination of the various programmes

The purpose of the Quality Management System (IQMS) is:

- to determine competence;
- to assess strengths and areas for development;
- to identify specific needs of educators, colleges and the FET Directorate for support and development;
- to provide support for continued growth;
- to promote accountability;
- to monitor the institutions overall effectiveness; and
- to evaluate educators' performance.

To enable the achievement of the above mentioned objectives, a set of guiding principles was established.

#### **2.8.4 Guiding principles of the Integrated Quality Management System (IQMS)**

The guiding principles of the IQMS include the following:

- The recognition of the crucial role of the delivery of quality public education
- All learners have equal access to quality education
- An Integrated Quality Management System, which is understood, credible, valued and used professionally
- A focus on positive and constructive observations even where performance needs to improve
- A process of self – evaluation and discussion of individual expectations
- Minimising subjectivity through transparency and open discussion and quality controls to ensure validity, reliability and relevance, for example, there can be no sanctions against individual educators before meaningful development takes place
- Fairness by affirming the rights of the educator
- Promoting individual professional growth of educators and on going support for educators and the college
- Clear protocol governing the interaction of the parties
- Encouraging diversity in teaching styles
- Professional standards for sound quality management, including property (ethical and legal), utility (useable and effective), feasibility (practical, efficient and cost effective) and accuracy
- Development takes place within a national human resource development
- Strategy and skills development

- Looking for ways to continually improve

### **2.8.5 Features of the Integrated Quality Management System for FET Colleges**

The following are features of Integrated Quality Management System for FET Colleges:

- Developmental appraisal (DA) and performance measurement (PM), which inform and strengthen one another without duplication of structures and procedures
- Performance measurement and developmental appraisal which must be linked to an annual cycle and which must be completed within a calendar year (a period when the staff at the college is most likely to be more stable)

The separate purposes of DA and PM thus remain intact.

The structures needed for the implementation of IQMS in the college are:

- The Senior Management Team (SMT)
- The college staff development team (CoSDT), which plans, over sees, co-ordinates and monitors all quality management processes in the college
- The development support group (DSG) for each educator consists of an immediate senior and an educator whose function is primarily mentoring and support
- Two developmental cycles are built into the programme during (a) April and June and (b) July to September. Planning and baseline evaluations are conducted during the period January to March. Summative evaluations are conducted for the period between September and November. The college however, may adapt the dates to suit its needs

The summative evaluation must be conducted and it is imperative that once individual performance scores have been tallied after verification and

moderation, that the scores be submitted to Persal at the end of the college year so as to effect pay progression in the following year.

## **2.8.6 Roles and responsibilities of the individual structures involved in implementing the IQMS**

### **2.8.6.1 The College Head / Principal**

The College Head / Principal:

- Must ensure that the IQMS is implemented uniformly and effectively
- Must ensure that every educator is provided with the necessary documents pertaining to IQMS
- Must organise a workshop on IQMS for educators
- Must ensure that the SDT is established in a democratic manner
- Must ensure that all documentation is correct and is sent to the district timeously
- Must ensure that internal moderation of evaluation results is fair and consistent
- Must facilitate the establishment of the ColSDT

### **2.8.6.2 The Educator**

The Educator:

- Must undertake self evaluation of his/her performance
- Identifies and co-operates with his/her DSG
- Develops his/her personal growth plan and finalises it together with the DSG
- Attends INSET and other programmes for professional development

- Must engage in feedback and discussion

### **2.8.6.3 Senior Management Teams (SMT)**

The Senior Management Teams (SMT):

- Must make arrangements for educators to attend in-service- training (INSET) programmes
- Must assist with the broad planning and implementation of IQMS
- Must ensure that the college self-evaluation is conducted in collaboration with the SDT in terms of agreed policy

### **2.8.6.4 The College Staff Development Team (CoLSDT)**

Each college must elect a college staff development team (CoLSDT) consisting of the principal and democratically elected staff members. The CoLSDT must also include one democratically elected educator for each post level at the college representing the campus. It is suggested the size of the SDT could comprise of up to eight members depending on the size of the college and it is proposed that the skills development facilitator should be part of the Col SDT. The responsibilities of the CoLSDT include the following:

- Liaise with educators and the department of education to co-ordinate the provision of developmental programmes for educators
- Monitor the process the developmental appraisal of the educators and co-ordinate the evaluation discussions and the appraisals for performance measurements and keep records of these processes
- Develop, together with the SMT the college's own College's improvement plan (ColIP) and the personal growth plans (PGPs) of individual educators. The ColIP must also set targets and timeframes for improvement. The ColIP should be revised periodically, setting new goals/priorities which will reflect the progress already made



- Submit all plans to the department so as to enable the education department to coordinate in-service training (INSET) and other programmes that are aligned to the needs that have been identified by colleges

#### **2.8.6.5 The SMT and the SDT**

The SMT and the SDT:

- have the overall responsibility for the training of all educators; for co-ordination of all activities pertaining to staff development;
- prepare the management plan for the implementation of IQMS;
- facilitate and give guidance on how DSGs have to be established;
- prepare a final schedule of DSG members;
- liaise with the department, through the SMT in respect of high priority needs such as INSET, short courses, skills programmes or learnerships;
- monitor the effectiveness of the IQMS and report to the relevant persons;
- ensure that all records and documents of the IQMS are maintained;
- ensure mentoring and support of educators by the DSGs;
- develop the CollP together with the SMT, based on the information gathered during developmental appraisals of educators and CollPs received from the ColSDTs;
- co-ordinate ongoing support provided during the two developmental cycles each year for educators;
- complete the necessary documentation for performance measurement;
- complete the necessary documentation for performance measurement (for pay or grade progression for educators), sign these documents to ensure

fairness and accuracy and thereafter submits these documents timeously to the principal;

- receive the completed documents for performance measurement (for pay progression) from the CoSDT, verifies and signs off these documents to ensure fairness and accuracy and submits the necessary documentation in good time to the principal;
- deal with differences between evaluatees and their DSGs in order to resolve differences; and
- provide all the necessary documentation to the principal for submission to the departmental manager in good time.

#### **2.8.6.6 Development Support Group (DSG)**

DSGs need to be carefully selected in order to assist the educator to meet his/her needs. The DSG comprises of the educator's immediate senior and one other educator (peer) who is selected on the basis of expertise that is related to the prioritised needs of the educator. Only in extreme cases may the peer be selected from another college.

The educator may select two peers if there is no immediate senior in the specified field of work. Each educator may have a different DSG, while some individuals, for example HoDs, will be involved in several DSGs (for different educators).

Once educators have determined who their DSGs are, this information must be factored into the broad planning of the SDT to ensure that there are no 'clashes' with HoDs having to evaluate different educators at the same time and to ensure a reasonable spread and pace of work for evaluators towards the end of the year.

The main purpose of the DSG is to:

- provide mentoring and support. If the immediate senior is the HoD in the college then mentoring and support fall within the job description of such an HoD;
- assist the educator in the development and refinement of his/her Personal Growth Plan (PGP) and to work with the SDT to incorporate plans for development of an educator into the College Improvement Plan (ColIP);
- be responsible for the baseline evaluation of the educator (for development purposes) as well as the summative evaluation at the end of the year for performance measurement (PM); and
- verify that the information provided for PM is accurate.

#### **2.8.6.7 Provincial Office**

The Provincial Office has the overall responsibility of advocacy, training and proper implementation of IQMS. It also has the responsibility to:

- develop and arrange of professional development programmes in accordance with identified needs of educators and its own improvement plan;
- moderate evaluation results of Colleges to ensure consistency;
- refer the results back to the college for reconsideration in cases where the evaluation results of a college are not consistent with the College's general level of performance or where the FET manager has reason to believe that the evaluation at a particular college was too strict or too lenient;
- ensure that the evaluation results of colleges are captured and processed in time to ensure successful implementation of salary and grade progression; and
- ensure that the implementation process in colleges is monitored on an ongoing basis.

#### **2.8.6.8 A Grievance committee**

In the case of an educator being aggrieved with regard to his/her evaluation; a grievance committee must be established. Such a committee consists of:

- a peer selected by an educator;
- a neutral person appointed by the department; and
- a union representative.

#### **2.8.6.9 Training Structures**

The training structures have the following responsibilities:

- The National Training Team (NTT) must clarify all relevant issues and questions regarding training. They must develop the necessary guidelines for training and must train Provincial Training Teams (PTTs). The NTT consists of officials from the National Department of Education and officials from the trade unions, as represented in the Education Labour Relations Council.
- Provincial Training Teams (PTTs) consist of all relevant Provincial officials including officials from the educator unions, as represented in the Provincial ELRC. The PTT is responsible for training of nominated educators from each of the colleges /campuses or clusters of colleges/campuses. There after these educators are responsible to train their colleagues at the college and campuses.

Training in colleges/campuses should be led by the educators who were trained by the PTTs. Since advocacy and training must precede implementation in the college, the SDTs will not have yet been identified. After they have been selected they will ensure that every educator understands the IQMS procedures and processes.

### 2.8.7 The implementation of IQMS

The management plan for the implementation of IQMS is illustrated in Figure 2.2.

**Figure 2.2: The management plan for the implementation of IQMS**

MONTH	ACTION	RESPONSIBILITY
January	1. Advocacy, providing educators with training manual, training, discussion and clarification of issues.	1. Principal/SDT
	2. Facilitate establishment of SDT.	2. Principal
	3. Roles and responsibilities of structures - discussed.	3. Principal
February	1. Planning for implementation	1. Principal/SDT
	2. Inclusion of IQMS implementation plan in broad management plan	2. Principal/SDT
	3. Educator self - evaluation	3. Appraisee
	4. Educators choose their DSGs	4. Appraisee/SDT
	5. Preparation of final schedule of DSG members	5. SDT
	6. Provide educators with time - table for classroom observation	6. SDT
March	1. Pre - evaluation discussion	1. DSG & appraisee
	2. Baseline evaluation	2. DSG
	3. Feedback and discussion	3. DSG
	4. Resolution of differences	4. DSG/SDT
	5. Development of PGP	5. Appraisee/DSG
	6. Development of SIP and provide SIP to District	6. SDT
	7. First development cycle commences	7. Appraisee/college
April	1. Development, support, mentoring	1. SMT/SDT/DSG
	2. Monitoring	2. SDT
	3. Self evaluation against PGP	3. Appraisee
	4. Self evaluation against SIP	4. College-SMT/SDT



<b>MONTH</b>	<b>ACTION</b>	<b>RESPONSIBILITY</b>
May	1. Development, support, mentoring	1. SMT/SDT/DSG
	2. Monitoring	2. SDT
	3. Self evaluation against PGP	3.Appraisee
	4. Self evaluation against SIP	4. College - SMT/SDT
June	1. Development, support, mentoring	1. SMT/SDT/DSG
	2. Monitoring	2. SDT
	3. Self evaluation against PGP	3.Appraisee
	4. Self evaluation against SIP	4. College - SMT/SDT
July	1. Second development cycle commences	1. Appraisee/college
	2. Development, support, mentoring	2.. SMT/SDT/DSG
	3. Self evaluation against PGP	3.Appraisee
	4. Self evaluation against SIP	4. College-SMT/SDT
August	1. Development, support, mentoring	1. SMT/SDT/DSG
	2. Monitoring	2. SDT
	3. Self evaluation against PGP - revise	3.Appraisee
	4. Self evaluation against SIP - revise	4. College-SMT/SDT
September	1. Development, support, mentoring	1. SMT/SDT/DSG
	2. Monitoring	2. SDT
	3. Self evaluation against PGP - revise PGP	3.Appraisee
	4. Self evaluation against SIP - revise SIP	4. College-SMT/SDT
	5. Second development cycle ends	5.. Appraisee/college
October	1. Pre - evaluation discussion for summative evaluation	1. Appraisee/DSG
	2. Observation of educators	2. DSG
	3. Feedback and discussion	3. DSG
	4. Resolution of differences	4. DSG/SDT
November	1. Pre - evaluation discussion - for summative evaluation	1.. Appraisee/DSG
	2. Observation of educators	2. DSG
	3. Feedback and discussion	3. DSG
	4. Resolution of differences	4. DSG/SDT

<b>MONTH</b>	<b>ACTION</b>	<b>RESPONSIBILITY</b>
December	1. Complete documentation for PM	1. SDT
	2. Ensure fairness and accuracy	2. SDT/Principal
	3. Submit documentation to FET Directorate	3. SDT
	4. Planning for next year	4. SDT/SMT

Educators, principals and the management teams of colleges should receive training immediately after advocacy.

Advocacy must address the issues relating to the purposes of the IQMS, the objectives and outcomes for developmental appraisal and performance measurement. The focus should be on quality education for all, transformation and the advantage for educators, colleges and the system as a whole.

Training should focus on implementation in the college, for example on self evaluation, planning for the whole year and the roles and responsibilities of the structure(s) involved in planning, coordinating, monitoring, reporting and keeping the appropriate records. Training needs to ensure that everyone (evaluatees /appraises and appraisers/evaluators) is familiar with- and understand the single instrument that will be used.

At a full staff meeting the principal/SMT must explain the following to the staff:

- What the IQMS is?
- What the benefits will be for educators, learners, the college, and the
- System?
- Why this system is adopted?

All officials and educators must have a thorough understanding of the purposes, principles, processes, and procedures of the IQMS and training must enable officials to plan and administer the IQMS in a uniform and consistent manner. IQMS planning by the SDT must incorporate all the processes together with the time frame in which they must be completed, as

well as all individuals involved together with each one's responsibility. It must take the college's year plan into account (drawn up by the SMT).

Colleges must factor the following into their broad planning cycles of evaluation and development:

- Baseline evaluation: Jan. to Mar.
- Summative evaluation: Sept. to Nov.
- First Developmental Cycle and reflection: Apr to end of Jun
- Second Developmental Cycle and reflection: Jul. To Sept.

#### **2.8.7.1 Time Frames**

By the end of February educators must be provided with a time table indicating when they will be evaluated.

#### **2.8.7.2 Self evaluation by the educator**

Immediately after the initial advocacy and training, each educator should evaluate him/herself using the same instrument that will be used both for developmental appraisal (DA) and performance measurement (PM). The educator should reflect critically on his/her own performance and set his/her own targets and time frames for improvement and monitor own progress. The performance measurement is then used for grade and or pay progression and must be done within the calendar year although the award will only be made in the following year.

After having completed a first self-evaluation and having reflected on strengths as well as areas in need of development, each educator needs to identify his/her own support group (DSG) within the college. Each DSG must have a pre-evaluation with the educator concerned.

The pre-evaluation discussion must be conducted by the DSG after the educator has conducted a self-evaluation where by strengths and areas in need of development would have been identified.

The evaluation of the educator is then conducted by both members of the DSG.

### **2.8.7.3 The purpose of the evaluation by the DSG**

The purpose of the evaluation by the DSG is:

- to confirm (or otherwise) the educator's perception of his/her own
- performance as arrived at through the process of self evaluation;
- to enable discussion around strengths and areas in need of development and to reach consensus on the scores for individual criteria under each of the performance standards to resolve any differences of opinion that may exist;
- to provide the opportunity for constructive engagement around what the educator needs to do for himself/herself, what the college has to do in terms of mentoring and support (especially by the DSG) and what INSET and other programmes need to be provided, for example by the Department;
- to enable the educator and the DSG to develop a personal growth plan (PGP), and set targets and time frames for improvement; and
- to provide a basis for comparison with the evaluation for PM purposes. Since it includes data gathered during the pre-evaluation discussion it should result in the development of a PGP, this information can be used in instances where there is little or no improvement, to adjust the ratings upwards (for the purposes of awarding pay or grade progression) where the DSG, college, or department has not provided the necessary support or appropriate opportunities for development.

It must be noted that it was only in the first year that of implementation (2005) that the evaluation /observation of an educator was carried out for all educators. In subsequent years (2006, etc) the summative evaluation becomes the baseline evaluation for the following year (2007, etc). This

means that after 2006 all educators (except new educators entering the system for the first time) will only be evaluated once per annum.

#### **2.8.7.4 Evaluation in respect of other performance standards (outside the classroom)**

An educator's evaluation in respect of performance standards is based on-going observation, discussion, and feedback by the DSG, submission of documentary evidence, proof of participation in workshops, seminars and other information provided by the educator.

The DSG must discuss the evaluation with the educator and must provide feedback. Differences, if any, must be resolved. Feedback on observation should focus on the following:

- performance and not personality
- observations and not assumptions
- objectivity and not subjectivity
- the specific and concrete and not the general and the abstract
- sharing information and not giving instruction
- alternatives and not 'what you should do is...'
- the individuals need
- requests from the individual.

Most differences of opinion between an educator and the DSG should be resolved at that level. Where an agreement cannot be reached, the matter must be referred to the SDT within a week. If there is still no resolution within five working days, either party may request a formal review by the grievance committee. The grievance committee must then make recommendations to the head of the provincial department. The head of the provincial department



then evaluates the recommendations and motivations submitted by the grievance committee before taking a decision. This has to be in five days time.

#### **2.8.7.5 Monitoring and moderation**

The monitoring process is an ongoing activity, which is conducted by departmental officials, SMTs, SDTs DSGs. External moderation is conducted by departmental officials to ensure consistency among colleges. Internal moderation is conducted at college level by the principal and the SMT. Only new educators, entering the system for the first time will need to be evaluated at the beginning of the year.

#### **2.8.7.6 Records and documentation that need to be developed and maintained**

The appraiser is required to record observations as clearly as possible in the appropriate rows in the instrument. These observations include strengths, recommendations for development and contextual factors. The completed instrument serves as a report and is used for all official purposes. The records and documentation that need to be developed and maintained will be discussed in the following paragraphs.

##### **2.8.7.6.1 A personal growth plan**

A personal growth plan must be developed by the educator in consultation with the members of the DSG. It must be used to inform the college/campus improvement plan, which in turn, must be submitted to the FET directorate (department) to inform their planning and deployment of support staff. Along with self-evaluation, the baseline evaluation and the performance measurement (at the end of each calendar year) the PGP forms an important record of the needs and progress of individual educators. The PGP must be developed soon after the observation of the educator in practice and the evaluation on which the consensus was reached.

The educator's PGP (along with copies of the completed instruments) needs to be sent to the staff development team (SDT) of the college. This process

needs to be completed by the end of March each year. The PGP should address growth at four levels namely:

- Those areas in need of improvement
- Those areas for which the DSG (immediate senior and/or mentor) or someone else in the college is able to provide guidance
- Those areas for which the department should provide INSET or other programmes
- Those areas where the educator is un- or under-qualified or needs re-skilling in order to teach a new subject/learning area. The information needs to feature in the work place skills plan (WSP) of the department. Funding needs to be accessed from the ETDP SETA in order to provide the educator with the opportunity to embark on an NPDE or appropriate short courses or skills programmes

#### **2.8.7.6.2 The college improvement plan**

The college improvement plan is blue print of the actions and processes needed to produce improvement at the institution. It is a plan document, which enables the college to measure its own progress through a process of ongoing self- evaluation. The college improvement plan is developed by the SDT and is then submitted to the department. It enables the SDT to monitor progress and improvement and is informed, amongst others, by the PGPs of individual educators.

College improvement involves a systematic, sustained effort aimed at change in learning conditions and other related internal conditions. It has the ultimate aim of accomplishing educational goals more effectively. College improvement is therefore about developing strategies for educational change that can strengthen the organisation, as well as the implementation of curriculum reforms.

The approach to college improvements rests on a number of assumptions:

- The institution as a centre of change: external reforms need to be sensitive to the situation in individual institutions, rather than assuming that all institutions are the same.
- A systemic approach to change: college improvement is a carefully planned and managed process that takes place over a period of several years.
- A key focus for change: the 'internal conditions' of the institution include not only the teaching-learning activities used in the college, but all the institution's procedures, role allocation and resource utilisation that support the teaching-learning process (management arrangements).
- Accomplishing educational goals more effectively: educational goals are what an institution is doing for its learners and community. Institutions also serve the more general developmental needs of learners, the professional development of educators and the needs of the community.
- A multi-level perspective: although the institution is a centre of change it does not act alone. The institution is embedded in an educational system that has to work collaboratively if quality is to be achieved. This means that the SMT, parents, college council, support personnel (departmental officials) should be defined, harnessed and committed to the process of college/campus improvements.
- Integrative implementation strategies: this implies a linkage between 'top down' and 'bottom up', remembering of course that both approaches can apply at a number of different levels of the system. Ideally 'top-down' provides policy aims an overall strategy and operational plans and is complimented by a 'bottom up' response involving diagnosis, priority goal setting and implementation. The former provides the framework, resources and a menu of alternatives; the latter, energy and college based implementation.

- The drive towards institutionalisation. Change is only successful when it has become part of the natural behaviour of all those in the institution. Implemented by itself, it is not enough.

The SDT has to keep all records and compile a report on progress that has been made in the institution during the year. The SDT and the principal should complete the necessary documentation for submission to the provincial department (those educators who meet requirements for pay progression). This data must be submitted before institutions close in December. Reports reflecting the progress made in the institutions must also be submitted to the department before the institution close. These reports should include recommendations in respect of how the department can improve on the delivery of developmental INSET and other programmes. The FET directorate in the department should also evaluate their own performance against the FET directorate improvement plan in order to improve on this performance in the next year.

#### **2.8.7.6.3 The FET directorate improvement plan (FDIP)**

Once the FET directorate has received a college improvement plan from each institution (in which each institution highlights its special developmental needs) by the end of March each year, the FET Directorate must develop its own improvement plan. In this plan, institutions that have identified similar plans and/or similar aspects in need of development can be clustered together for the purpose of providing INSET and other programmes.

The FET directorate improvement plan enables the directorate officials to plan, co-ordinate and monitor the delivery of support and development opportunities in the institutions in their care. The effectiveness of the FET directorate can be measured against its ability to deliver in terms of its own Education and Development Improvement Plan (FDIP).

Co-ordination of different programmes, which can run concurrently in different areas and the optimal deployment of officials, should be included in the improvement plans.

The needs of the FET directorate as captured in the FDIP need to inform the development of a provincial workplace skills plan and human resource development strategies in a province.

#### **2.8.7.7 Guidelines on evaluation and adjustment of scores**

An educator must be evaluated on very performance standard applicable for his or her post level. Although some colleges lack certain resources or facilities, it cannot be used as a reason for not evaluating an educator on a particular performance standard or a particular criterion. If there are certain factors beyond the control of the educator, which impacts negatively on the educator's performance, these may be regarded as 'exceptional' circumstances' and may justify an adjustment to the score. These factors must be recorded in the instrument under contextual factors and may serve as compelling evidence when an adjustment is considered during evaluation.

In cases where the educator claims that the contextual factors prevented his/her performing to perform at a satisfactory level, the DSG, during the pre-evaluation discussion, must assess the validity of the educator's claim and whether an adjustment is justified.

Information recorded under the 'contextual factors' must be addressed in the college improvement plan as a matter of priority.

It is advisable for the DSG / SDT (preferably on a quarterly basis) to enquire whether the educator is being provided with support / mentoring. This would enable the DSG / SDT to rectify some of the short comings before the summative evaluation. It may be necessary for an educator to change his/her DSG if sufficient support is not provided. Such a change must be formalised by notifying the SDT. If a problem cannot be resolved in this manner then the educator should report it to the principal. Information regarding such a meeting must be recorded by the principal so that if adjustments are to be made, the principal is aware of the problems experienced by the educator. In arriving at a final assessment, the DSG must also consider the response of the pre-evaluation.



#### **2.8.7.8 Leave taken during the IQMS cycle**

Normal periods of leave should not interfere with the operation of the IQMS cycle. However, where an educator has been absent for a prolonged period and this cycle could not be completed for him/her, the DSG and the educator should judge the ability to achieve a meaningful evaluation, which will be useful to the educator. Educators must not be disadvantaged in any way.

#### **2.8.7.9 Staff movements**

When an educator is promoted or transferred to another institution, an evaluation should preferably be conducted with the current IQMS cycle prior to the educator leaving the institution. In the case of immediate seniors leaving an institution, regardless of the reason for their departure, they will be required to evaluate their educator/s prior to departure. New educators joining the institution enter the IQMS cycle at an appropriate time as agreed with the immediate senior. This period of time will usually be no longer than four weeks. In the case of an educator entering an institution after the beginning of a cycle, the programme according to which IQMS will be applied to him/her, must be adjusted in order to ensure that the evaluation is fair and effective.

New educators, who have no previous training or experience with the operation of the system must be trained prior to any evaluation. Whether linked to the internal or external movement, these guidelines cannot cover every conceivable possibility and it is therefore important to use common sense and to ensure fairness to all parties.

#### **2.8.7.10 Departmental office: INSET and other programmes**

Once they have developed co-ordinated improvement plans, the officials need to make the necessary arrangements and inform colleges of the venues, dates and times at which the INSET and other programmes will be offered. Colleges must inform educators of INSET and other programmes that will be offered and must make the necessary arrangements for educators to attend. Educators attending INSET and other programmes should at the same time receive the necessary support from the member(s) of the DSG. Mentoring



must be ongoing. Peer mentoring and support should also be ongoing but are likely to be less formal and less structured interactions.

#### **2.8.7.11 Departmental office: developmental cycle self-evaluation**

By the end of June departmental office(s) must have organised and managed the developmental cycle. Colleges will have participated and educators will have undergone appropriate training, which was aligned to their specific developmental needs. Departmental office(s), colleges (CoISDTs), and educators (with their DSGs) must now evaluate their own progress against the improvement plans that they have developed. Plans should be reviewed in the light of progress made and, if necessary, plans can be revised and new priorities identified. This should not be a formal, structured process.

Between July and September, departmental office(s) plan, organise and manage a second round of developmental opportunities for educators and colleges. This cycle again culminates with self-evaluation by departmental office(s), colleges and educators in order to monitor progress.

By the end of September, departmental offices should have managed at least two developmental cycles in which various needs of different colleges have been addressed. Through their colleges, educators would have participated in these opportunities. Areas in need of development which were identified in the first term must be addressed, perhaps not fully, but enough to enable educators to make sufficient progress in order to be able to qualify for pay progression.

For pay or grade progression purposes, it is necessary to carry out a summative evaluation at the end of the year (using exactly the same instrument that has been used for the self evaluation, the baseline evaluation and all subsequent self-evaluation during the year). The DSG will have been involved in mentoring and supporting the educator during the year in addition to assisting with the development of the PGP. The DSG should, therefore, have a clear idea of the progress that the educator has made. The summative evaluation is the validation/verification of earlier evaluations. This must be done by the educator's DSG. The pre-evaluation discussion and the pre-

evaluation form are to be used to determine which contextual factors have impacted negatively on the progress that was expected, for example a departmental office that was unable to provide appropriate INSET. These observations/ evaluations must take place before the summative evaluation.

The DSG must discuss their evaluation with the educator and must provide feedback. Differences, if any, need to be resolved. The complete instrument and the report must then be submitted to the ColSDT who has to keep all records. The ColSDT and the principal should complete the necessary documentation for submission to the provincial department (those educators who meet the requirements for pay progression).

All records reflecting the progress made in the colleges must be submitted to the department office by the time the college closes. These records should include recommendations in respect of how the departmental office can improve on the delivery of developmental INSET and other programmes.

Departmental office(s) should also evaluate their own performance against the improvement plan in order to improve its performance in the following year. All reports received from the colleges (including the composite form) are retained at the departmental office.

In all subsequent years (after 2005) the process that will be followed is exactly the same except that educators would be evaluated by their DSG's only once per annum.

#### **2.8.7.12 The instrument used for the implementation of IQMS**

The instrument used for the implementation of IQMS is divided into two parts. The first part is made up of four performance standards used for lesson observation namely:

- Creation of a positive learning environment
- Knowledge of learning programmes and the broad curriculum
- Learning activity: planning, preparation and presentation

- Assessment of learners in terms of achievement of outcomes

The second part is made up of thirteen performance standards that are related to aspects of evaluation that fall outside of the classroom namely:

- Professional development in the field of work/career and participation in professional activities
- Communication and human relations
- Administration of resources and records
- Operational and visionary leadership
- Strategic planning and financial management
- Human resource management and empowerment
- Contribution to college
- Interaction with internal and external stakeholders
- Service delivery and innovation
- Commitment to the well being and development of learners
- Programme and project management
- Decision making and accountability
- Problem solving and analysis

The number of performance standards that an educator selects is as follows:

- Level 1 educators: 7 performance standards
- Level 2 educators: 10 performance standard
- Level 3, 4, and 5 educators: 12 performance standards



All evaluatees need to select and agree on their performance standards before the commencement of the evaluation cycle. All educators who have contact time (either full or limited) must include performance standards 1 to 4 in their selection (ELRC, 2005: 4-31).

## **2.9 CONCLUSION**

In this age of continuous change, smart people and smart organisations create their own future. We live and work in a challenging environment of great opportunity and dramatic uncertainty. Personal and organisational success must be forged in the workplace that is being reinvented with the themes of participation, empowerment, involvement, team work, flexibility and self management.

Organisational leaders everywhere know that success in challenging times require extraordinary commitments to ethical behaviour, operating efficiency, technology utilisation, customer satisfaction and product and service quality (Schermerhorn, 2004: 8).

Thus organisations are going all out to improve its performance by improving its quality through fact based decision making, continuous improvement of all processes and activities, customer determination of quality standards and employee involvement (Donnelly, Gibson and Ivancevich, 1995: 546). And whereby it is a system which consciously creates an environment where everyone has equal opportunity at contributing, participating and most of all, allowing for personal growth. (Schermerhorn, 2004:8). Schermerhorn further urges that management should sustain a high quality of work life for their employees by offering them things such as fair play, safe working environments, respect for talents, opportunities to learn and use new skills, room to grow and progress in a career, protection of individual rights, and pride in the work itself and in the organisation.

Quality education is incremental; there is no single starting or ending point.

Ongoing education reform would seem to be the way forward for South Africa (Kgamphe, 2003).

Chapter 2 presented reviews of different authors on quality, quality education, quality management, quality management systems, the current quality management system, the Integrated Quality Management System (IQMS) implemented at colleges and a review of two models of quality management systems, namely ISO9000 and TQM, the strategic management system for the purposes of internal quality management at colleges. TQM was elucidated in terms of its characteristics, its main ideas, and basic philosophy.

The discussion focused on the crucial theme of what constitutes an effective quality management system, a system which consciously creates an environment where everyone has equal opportunity at contributing, participating and most of all allowing for personal growth. The discussion on ISO9000 focused on its philosophy and its application to education.

In the next chapter the research design will be discussed.

## **CHAPTER THREE**

### **EMPIRICAL RESEARCH DESIGN**

#### **3.1 INTRODUCTION**

The purpose of this chapter is to outline the empirical research regarding educator perceptions of the implementation of the Integrated Quality Management Systems (IQMS) in Further Education and Training (FET) Colleges in South Africa.

The literature study in the first two chapters formed the framework for the empirical research. The objectives of this study as stated in chapter one are as follows:

- to determine the nature and driving philosophical underpinnings of IQMS;
- to investigate educator perceptions regarding the implementation of IQMS in FET Colleges in South Africa; and
- to develop guidelines for the effective implementation of IQMS.

#### **3.2 METHOD OF RESEARCH**

This research was conducted by means of a literature review and an empirical research.

##### **3.2.1 Review of literature**

Primary and secondary literature sources were studied to gather information on quality, quality education, quality management, quality management systems and the Integrated Quality Management System. DIALOG and ERIC searches were undertaken to obtain the relevant literature. Keywords used in this research included: quality management, quality management systems, management systems, performance management, Integrated Quality Management Systems, developmental appraisal, performance appraisal and performance measurement.



The information gathered from the primary and secondary sources were utilised to construct a questionnaire in order to gather information on educator perceptions of the implementation of IQMS in Further Education and Training (FET) Colleges in South Africa.

### **3.2.2 Empirical research**

The research design was quantitative in nature. For the purpose of this research a structured questionnaire was selected as the research tool. The rationale for the use of the structured questionnaire is outlined below.

#### **3.2.2.1 The questionnaire as a research tool**

A questionnaire is a research instrument in which respondents provide written responses to questions or mark items that indicate their responses (Ary, Jacobs, Razavieh and Sorensen, 2006: 637).

Questionnaires may include 'open questions' or 'closed questions' or alternatively the questionnaire may have statements to which the respondents are requested to respond. The basic objective of a questionnaire is to obtain facts and opinions from people who are informed on a particular issue (UNISA, 2002: 37).

The appropriateness of using the questionnaire in this research was based on fact that IQMS was used to appraise the respondents who are lecturers that have been directly involved in being appraised through the mentioned quality management system. The respondents will be keenly interested in the outcome of this research as it will provide them with guidelines for implementing the quality management system effectively.

The questionnaire has both advantages and disadvantages according to research on the administering of the questionnaire as a research instrument in collecting data.

### **3.2.2.2 The advantages of the questionnaire**

The following are the advantages of the questionnaire which was administered in this research:

- It is cheap and does not require as much effort from the respondents as in the case of verbal or telephonic surveys.
- It allows the respondents to complete the questionnaire in their own time.
- There is more time for reflection on the part of the respondents.
- It is processed basically straight forward in terms of planning, constructing and administering.
- Persons other than the researcher can also administer the questionnaire.
- The researcher does not have a direct influence in eliciting answers from the respondents.
- The distribution is cost effective.
- It allows for a broad spectrum of views.
- Respondents can answer the questions at their own pace and time without being pressurised.
- The questionnaire allows for uniformity and elicits more comparable data since the questions are phrased informally.
- Processing is made easy by the questionnaire being well formulated.
- The researcher does not have to invest much time to generate answers from the respondents.
- It assures the respondents' anonymity since some would not like to commit their views through positive identification.

- Due to the questionnaire being impersonal in nature, it affords the respondents the opportunity to answer the questions more objectively and candidly, thus enabling more valid responses.
- The questionnaire brings to light valued information which would otherwise be lost.
- The questionnaire aids in the progress of research in many areas in the educational field (Unisa, 2002: 37).

### **3.2.2.3 Disadvantages of the questionnaire**

Questionnaires have the following disadvantages:

- The initial structuring of the questionnaire is time consuming.
- It has a low response rate.
- It might be interpreted and understood differently by each of the respondents.
- The researcher cannot be certain who really completed the questionnaire.
- Due to the design of the questionnaire (having closed questions), the respondents may feel restricted in that their own views are being compromised.
- As the motivation of the respondents is difficult to check, the researcher might receive misleading responses.
- Respondents may be unwilling to respond to questions on private or controversial issues and may provide what they perceive as desirable responses.
- Questionnaires that do not probe deep enough do not reveal the true outcome of respondents' opinions or perceptions.
- If questionnaires are long, it may lead to careless or inaccurate responses and may result in low response rates.



- Respondents may have little interest in the particular problem and may therefore complete the questionnaire indiscriminately and thoughtlessly.
- There are two elements of a questionnaire that are not so much disadvantages but that can be potential problem areas. The way in which a questionnaire is worded can influence how people answer the questions and getting a sample from the population can be difficult.
- Questionnaires can only be used if respondents can read and if they are knowledgeable on the issues addressed in the questionnaires (Unisa, 2002: 38).

#### **3.2.2.4 The format of the questionnaire**

Babbie (in McMillan & Shumacher, 1997: 263-254) suggests the following guidelines for writing effective questions and statements:

- Items should be clear.
- Double barreled questions should be avoided.
- Respondents should be competent to answer.
- Questions should be relevant.
- Simple items are best.
- Negatively stated items should be avoided.
- Biased items or terms should be avoided.
- Questionnaires should not be too long but at the same time should contain enough information so as to obtain in-depth information.
- The pages of the questionnaire page should be numbered.
- The type face used on the questionnaire should be bold and uncomplicated.

- The questions should be formulated in a natural ordering or flow so that it keeps the respondent moving towards completion.
- The layout of questions should make for easy completion.
- The questions should start with a few non-threatening items.

The above guidelines were taken into consideration when compiling the questionnaire for this research. Each section was provided with clear instructions and the keys for ranking the items to be answered.

### **3.2.2.5 The design of the questionnaire**

The design of the questionnaire should reflect a well organised and thorough process. As advocated by Ary *et al.* (2006: 422-424) the following considerations were given prominence in the preparation of the questionnaire for this research:

- The questionnaire should be brief as possible so that answering it would take a minimum of the respondent's time.
- Questions should be arranged in the correct psychological order. The general should precede the specific questions.
- The format of the questionnaire should be attractive, with uncomplicated typesets, neatly duplicated and presented.
- The questions should be formulated in a manner that enables the respondents to review their own relevant experiences in order to arrive at complete and accurate responses.
- The questionnaire should reflect scholarship so as to elicit a high return.
- The questionnaire should not include unnecessary terms.
- Items in the questionnaire should be phrased in a way that elicits unambiguous responses. Words such as 'often' and 'sometimes' should be avoided.

- Items should be phrased in a manner that avoids biasness or prejudice that might predetermine respondents' answers.
- Questions that might elicit embarrassment, suspicion or hostility in the respondents should be avoided.
- Questionnaires should outline clear instructions on the process of answering so as to avoid confusion.
- The items in the questionnaire must be designed clearly and carefully so as to measure a specific aspect of the objectives or hypothesis as set out in the research study.

The design of the questionnaire for this research was given careful considerations taking into account that above guidelines. The aim of the empirical research was given due consideration.

#### **3.2.2.6 The nature of the questionnaire**

The questionnaire consists of four sections.

**Section A** covers information with regards to the following:

- Record number
- Name of researcher
- Date of retrieval

**Section B** is based on background information of the respondents, such as their age, lecturing experience, highest qualification, position held at place of work, whether they received any training in IQMS and attended skills development programmes.

**The first part of Section C (A)** focuses on the implementation process of IQMS. A set of eight questions were presented in this section with a four point scale response. These questions are structured in a manner so as to elicit



answers that would reveal the respondents perceptions of the implementation of IQMS at FET Colleges.

**The second part of Section C (B)** focuses on statements relating to quality control at the college, with a four point scale response.

**The third part of Section C (C)** focuses on statements that relate to the operational principles of quality management, with a four point scale response.

**The fourth part of Section C (D)** requires the respondents to respond to the external relationships of the college.

### **3.2.2.7 Administering the questionnaire**

#### **3.2.2.7.1 Population and sample**

A population is the totality of persons, events, organisation units, case records, or other sampling units, with which the research problem is concerned (UNISA, 2002: 31). A target population refers to all the individuals in the universe with the same characteristics as the sample to which we would like to apply conclusions from the study.

The target population for this research consisted of 1280 lecturers (N=1280) from the eight FET Colleges in the Gauteng Province of Education. These FET Colleges operate on 32 different campuses (DoE: 2008).

The term sample implies the existence of a population or universe of which the sample is the smaller section. Universe refers to all potential subjects that possess the attributes in which the researcher is interested. The sample is the element of the population included in the study.

A sample is studied in an effort to understand the population from which it was drawn (Unisa: 2002: 31). Sampling is therefore the process of selecting observations, drawing conclusions, applying results and comparing one investigation with another. As suggested by De Vos *et al.* (1998: 191) sampling was used in this research for feasibility reasons.

Kerihnger (in De Vos *et al.*, 1998: 191) succinctly states that random sampling is that method of drawing a sample of a population so that each member has an equal chance of being selected. The random method of sampling was adopted for this research as it allows the researcher to make relatively few observations and generalize from these observations to a much wider population. Random selection is a precise, scientific procedure; there is nothing haphazard about it. The respondents chosen would be from a population who has particular characteristics which would enable detailed exploration of the research objectives.

Seaberg (in De Vos *et al.*, 1998:191) advocates that in most cases a 10% sample should be sufficient. The researcher included a larger number in this research sample (N =150) in order to increase the validity of the research.

The sample population for this research was derived from the Sedibeng FET College, which comprises of 4 campuses namely, the Vanderbijlpark Campus, the Sebokeng Campus, the Heidelberg Campus and the Vereeniging Campus. The respondents were randomly selected from the staff of the Sedibeng FET College and included campus managers, head of departments, senior lecturers and lecturers.

The limitations of the survey are that it was restricted to the Sedibeng FET College.

#### **3.2.2.7.2 Pilot survey**

A pilot survey is a precursor to a full scale study used to check if all operational parameters are in check. The purpose of the pilot study is to give direction to the main investigation (De Vos *et al.*, 1998: 188). Piloting the questionnaire ensures that any errors can be rectified immediately and enables the researcher to note how long it takes to complete the questionnaire. The time should not be more than twenty minutes (UNISA, 2002: 39). Haysmen (in De Vos *et al.*, 1998:179) concedes that any deficiencies in the measurement procedure are revealed through a pilot survey.



The questionnaire was presented to the researcher's promoter for editing.

Thereafter the questionnaire was piloted to a sample which comprised of the campus head, 1 HOD, 2 senior lecturers and 4 level 1 educators from the Vanderbijlpark FET campus (N=7), an ideal size as postulated by De Vos *et al.* (1998: 317).

The main focus of this pilot study was on educator perceptions of the implementation of IQMS at FET Colleges. The pilot study responses were analysed and outcomes of the results revealed general satisfaction with the structure and nature of questionnaire.

#### **3.2.2.8 Questionnaire distribution**

Some of the questionnaires were hand delivered and some were sent via email to the respondents by the researcher so as to ensure a high response rate.

An accompanying cover letter was aimed at orientating the respondents to the contents of the questionnaire as well as assuring them of confidentiality and anonymity.

#### **3.2.2.9 The response rate**

Seaberg (as quoted by De Vos *et al.*; 1998: 191) advocates that in most cases a 10% sample should be sufficient. The researcher distributed a larger number of questionnaires in this research sample (n=150) to increase the validity of the research.

The sample population for this research was derived from the Sedibeng FET College, which comprises of the 4 campuses namely, the Sebokeng Campus, the Vanderbijlpark Campus, the Heidelberg Campus and the Vereegning Campus. The respondents were randomly selected from the staff of Sedibeng FET Colleges comprising of the campus managers, heads of departments, senior lecturers and lecturers (N = 150). Of this number 130 were returned. Since a response rate of 90.0% provides a quantity of data large enough to draw valid and reliable conclusions from, according to Ary *et al.* (2006: 453),

generalisations could be made about educators' perceptions of the Implementation of IQMS at FET Colleges in the Gauteng Region.

#### **3.2.2.10 Statistical techniques**

The data collected (quantitative) was analysed and interpreted through employing the SAS-programme with the assistance of the statistical consultancy services of the North West University (Vaal Triangle Campus). The statistical consultancy services also assisted in validating the interpretation of the data.

### **3.3 CONCLUSION**

The research design was presented in this chapter.

In the preceding chapter the research data will be analysed and interpreted.

## **CHAPTER FOUR**

### **DATA ANALYSIS AND INTERPRETATION**

#### **4.1 INTRODUCTION**

The aim of this research was to investigate educator perceptions of the implementation of the Integrated Quality Management Systems (IQMS) in further education and training (FET) Colleges in South Africa with the aim of developing guidelines for the effective implementation of IQMS.

The target population for this research consisted of 1280 lecturers (N=1280) from the eight FET Colleges in the Gauteng Province of Education. These FET Colleges operate on 32 different campuses (DoE: 2008). The empirical survey included principals, deputy principals, heads of department and level one lecturers.

A total of 150 questionnaires were distributed. Of the total number, 130 questionnaires were returned. According to Seaberg (as quoted by De Vos *et al.*, 1998:191) this return rate is sufficient and the researcher can generalize from these results to the wider population.

All respondents were drawn from the Sedibeng FET College, which comprises of 4 campuses namely, the Vanderbijlpark Campus, the Sebokeng Campus, the Heidelberg Campus and the Vereeniging Campus.

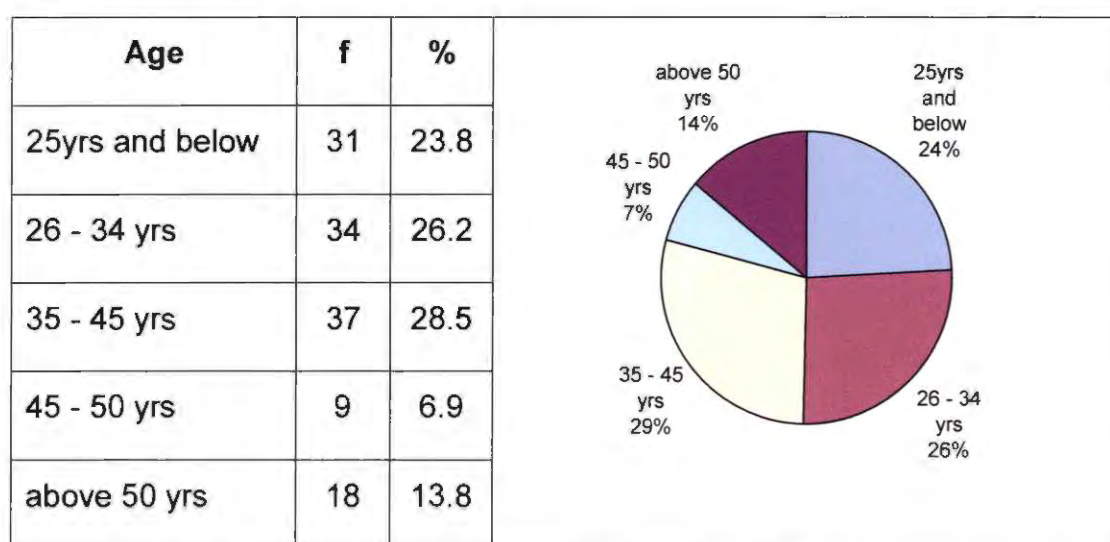
The data is represented by means of frequencies (f) and percentages (%).

#### **4.2 SECTION A: GENERAL INFORMATION**

##### **4.2.1 Age of respondents**

The age of the respondents is depicted in Table 4.1

**Table 4.1: Age of respondents**



The above table illustrates that the majority (28.5%) of the respondents fall between the age group of 35 - 45 yrs. There is a possibility that these lecturers were previously not involved in the implementation of a quality assurance system and might resist the present implementation of IQMS. The fact that 43.8% have two years or less lecturing experience as shown in Table 4.2 and that only 45.4% received some training to enhance teaching and learning as illustrated in Table 4.4 indicates that there is an urgent need for all these lecturers to undergo rigorous training so as to enable them to achieve the goals as set out by the organisation.

Furthermore an effective appraisal system is not only a means of enhancing the individuals' strengths but also skilling individuals in areas that need alignment with the organisations policies, procedures and strategic plan.

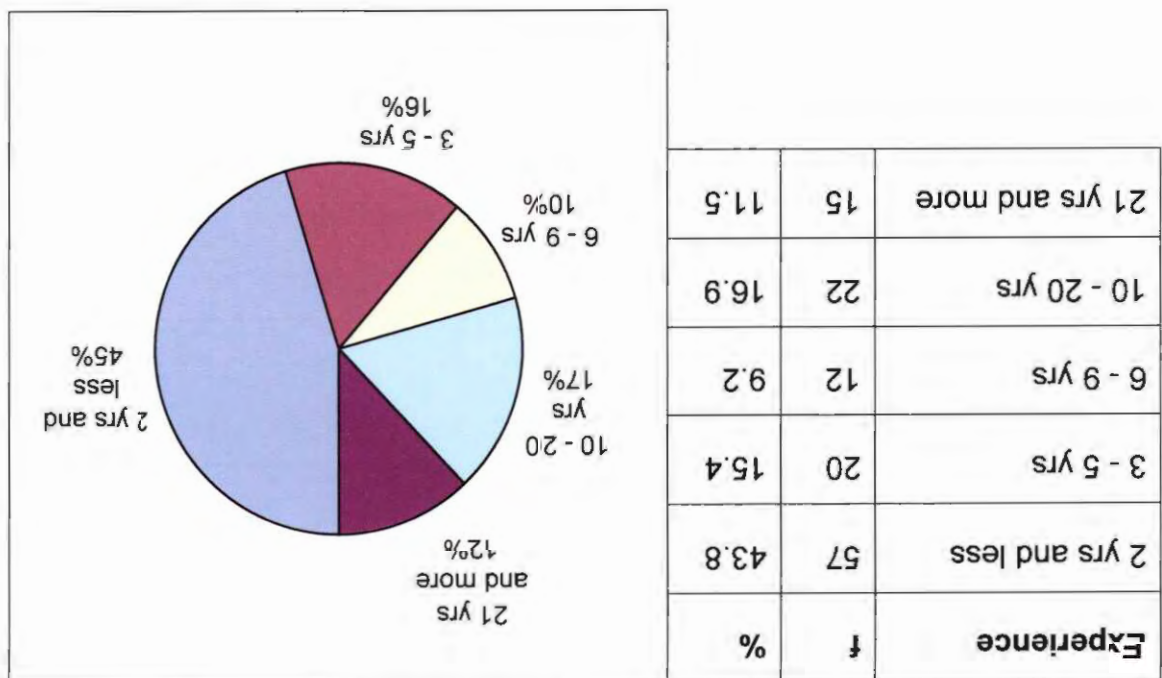
#### **4.3 SECTION B: BACKGROUND INFORMATION OF THE RESPONDENTS**

##### **4.3.1 Lecturing experience of respondents**

Table 4.2 provides data on lecturing experience of respondents



Table 4.2: Lecturing experience of respondents



From table 4.2 above it is quite evident that a significant number of respondents (43.8%) have two years and less lecturing experience; followed by twenty two of the respondents (16.9%) who have between ten to twenty years of experience. Twenty of the respondents (15.4%) have between three to five years of experience while twelve of the respondents (9.2%) have between six to nine years of experience and 11.5% of the respondents (15) fall in the category of twenty one or more years of lecturing experience.

The data could imply that since the majority of lecturers 43.8% are not experienced in lecturing there is need for training to take place to enhance the lecturing skills of the respondents in order for quality teaching and learning to take place.

As Arcaro (1995: 1) states, quality is based on the concept that every process can be improved, that no process is perfect. Thus continuous improvement is an essential ingredient for every successful quality initiative.

#### 4.3.2 Training received in IQMS

The data pertaining to training received by the respondents in IQMS is presented in this section.

teaching and learning

Table 4.4 outlines data on the training that respondents received to enhance

4.3.3 Training received to enhance teaching and learning

training in IQMS.

96 respondents (representing 73.9% of the lecturing population) to undergo delivery process of quality education in South Africa, there is urgent need for Since IQMS is a policy initiative that is aimed at enhancing and monitoring the

IQMS.

Table 4.3 reveals that 38.5% of the respondents (50) have not received training in IQMS while 46 of the respondents (35.4%) have received some training and 34 of the respondents (26.2%) have received adequate training in

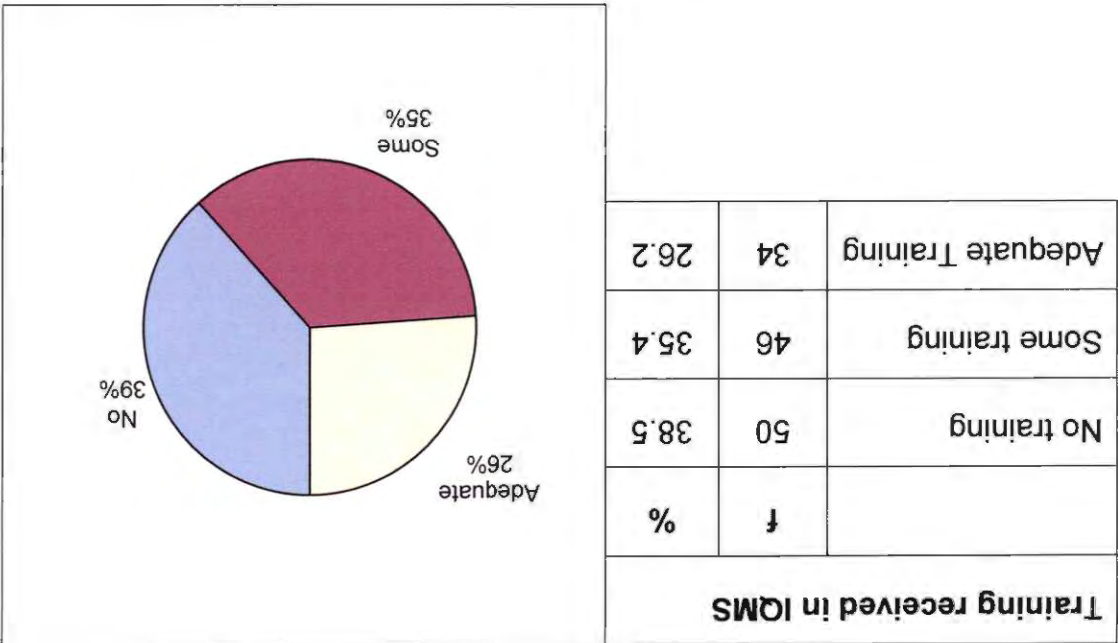
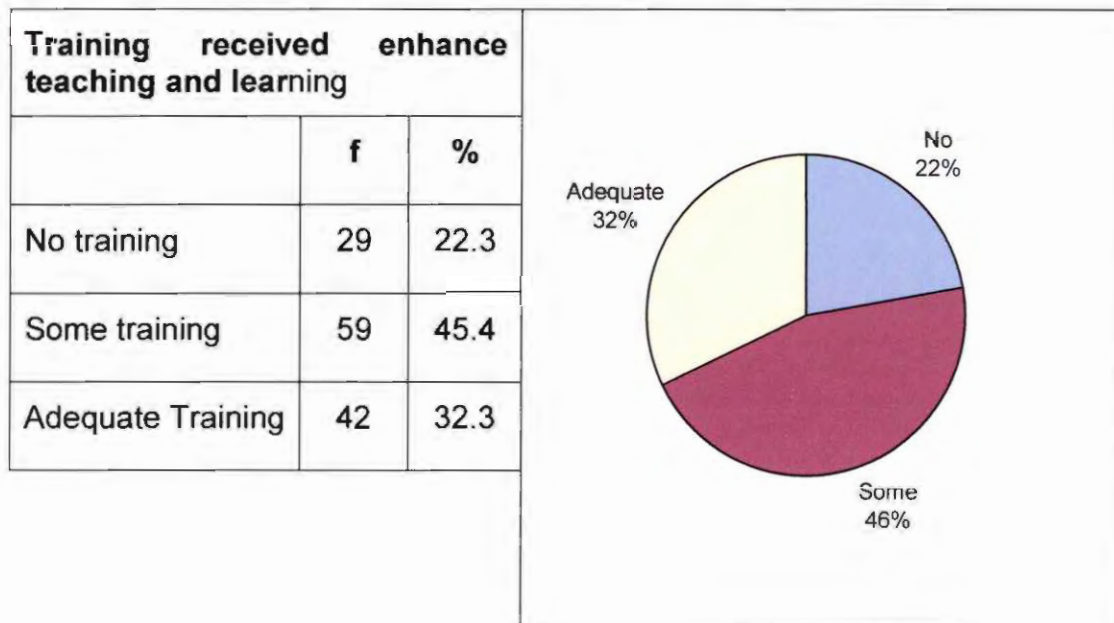


Table 4.3: Training received in IQMS

**Table 4.4: Training received to enhance teaching and learning**



From the above table 45.4% of the respondents received some training to enhance teaching and learning while 42 respondents (32.3%) received adequate training and 29 of the respondents received no training to enhance their lecturing skills.

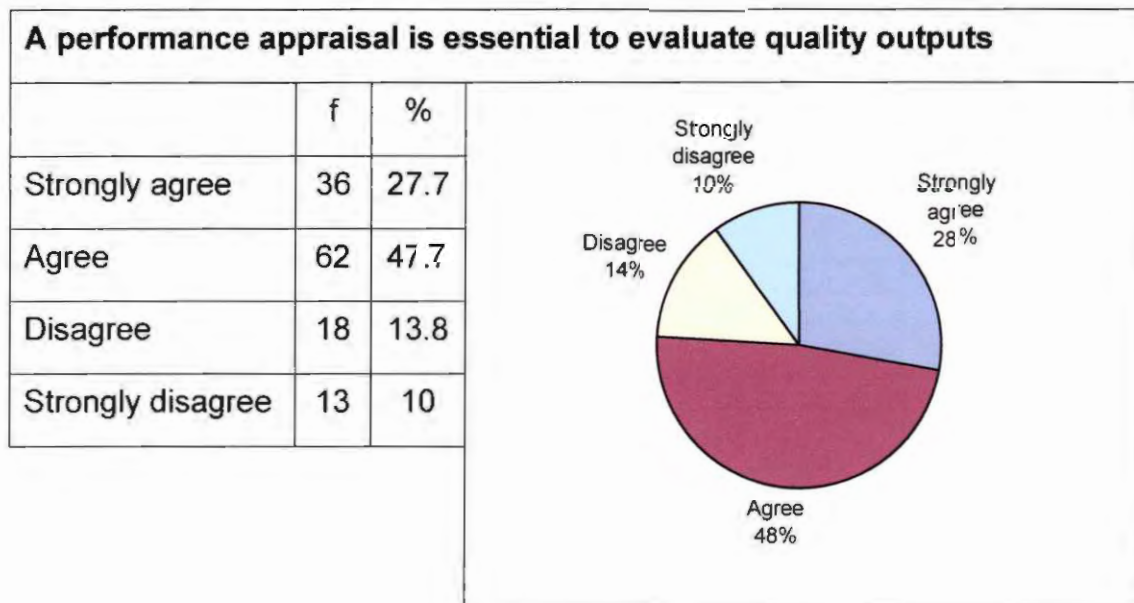
Since the lectures are the implementing agents of the quality improvement initiatives of the organisation it is imperative that they undergo rigorous training to enhance their lecturing skills for effective teaching and learning to take place. Quality education cannot be achieved if the lecturing force is not appropriately trained and skilled. The training of lecturers also helps the organisation to become better and better at what they are doing and also to stay action orientated (Certo, 1994: 6). This statement is also supported by Schermerhorn's (2004:67) assertion (*cf.* 2.4.2) namely that quality management involves looking ahead and deciding what needs to be accomplished and then helping its people to take action today in order to meet the challenges of the future. Thus, the lack of training of its staff would most definitely obstruct management's commitment to influence its people to do their best to accomplish the organisation's goals.



#### 4.3.4 A performance appraisal is essential to evaluate quality outputs

Table 4.5 reveals data on whether a performance appraisal is essential to evaluate quality outputs

**Table 4.5: A performance appraisal is essential to evaluate quality outputs**



Thirty six of the respondents (27.7%) strongly agreed that a performance appraisal system is essential to evaluate quality outputs while sixty two respondents (47.7%) agreed that a performance appraisal system is essential to evaluate quality outputs. Eighteen of the respondents (13.8%) disagreed that a performance appraisal system is essential to evaluate quality output and thirteen of the respondents (10%) strongly disagreed that a performance appraisal system is essential to evaluate quality outputs.

As is evident from the data that ninety eight of the respondents (75.4%) support the claim that a performance appraisal system is essential to evaluate quality outputs. This is a clear indication that an effective performance appraisal system is essential to evaluate quality outputs and that every lecturer should be capacitated to participate in the improvement process.

As established in Table 4.3 the frequency count reveals that 38.5% of the respondents (50) have not received training in IQMS. This is indicative of the

fact that these respondents are not conversant with the guiding principles underlying IQMS (*cf.* 2.6.2). It is therefore management's responsibility to ensure that these lecturers are equipped with the necessary skills to enhance performance in order that everyone has equal opportunity at contributing and participating and are allowed opportunities for personal growth (Schermerhorn, 2004: 8).

#### **4.4 SECTION C: AN ANALYSIS OF THE RESPONDENTS UNDERSTANDING OF IQMS**

Various definitions and characteristics of quality, quality education, quality management and quality management systems were discussed in the literature study as outlined in chapter two. The discussion focused on the following:

- Continuous improvement
- Fitness for purpose
- Quality culture
- Benchmarking and measurement of change
- Evaluation of performance
- Conformance to standards for sound quality management
- Boost customer confidence
- Efficiency and effectiveness of the organisation's core activities
- Developing a systematic approach to processes and
- Delivering a consistent quality service

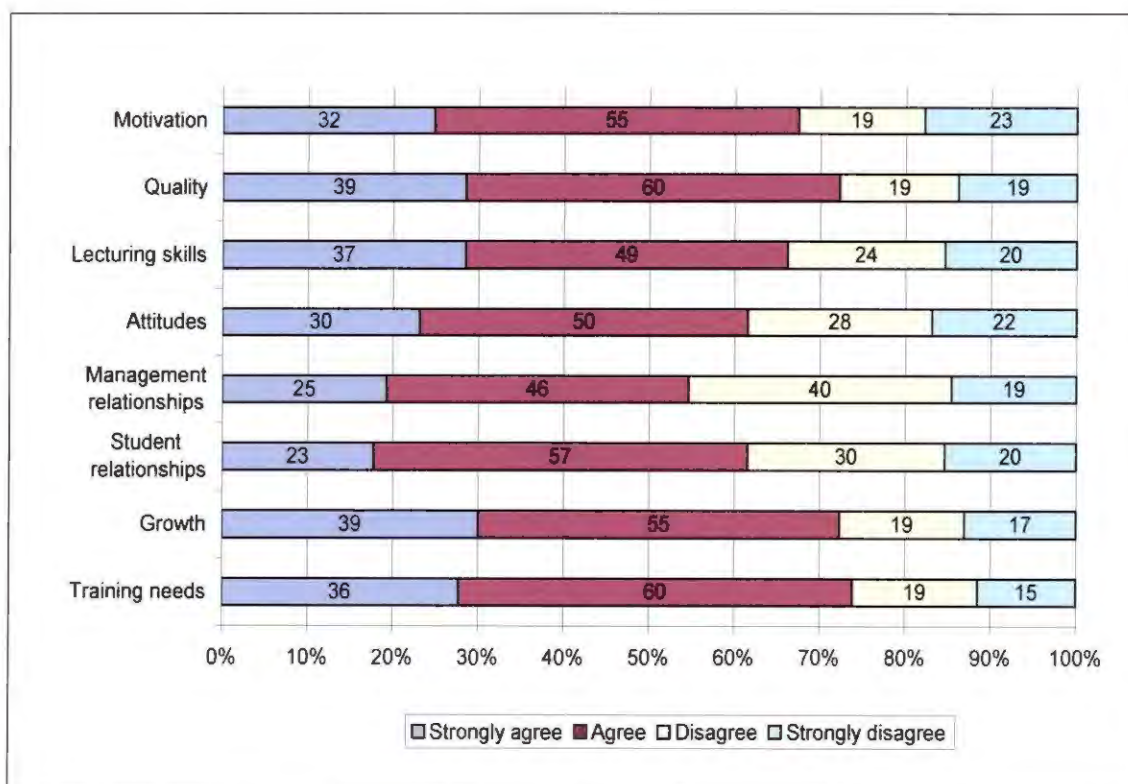
#### 4.4.1 A: THE IMPLEMENTATION PROCESS OF IQMS

Table 4.6 depicts data on the respondents' level of understanding of IQMS on a four point scale (1 = strongly agree; 2 = agree; 3 = disagree; 4 = strongly disagree).

**Table 4.6 Data on respondents' understanding of IQMS**

	IQMS is essential as it:	Strongly agree	Agree	Disagree	Strongly disagree
		f	f	f	f
B1	aids in identifying lecturers' training needs	36	60	19	15
B2	enhances lecturers' professional growth	39	55	19	17
B3	enhances lecturer, student relationships	23	57	30	20
B4	enhances lecturers' relationship with management	25	46	40	19
B5	enhances lecturers' attitude towards lecturing	30	50	28	22
B6	enhances lecturers' skills in lecturing	37	49	24	20
B7	enhances the quality of education	39	60	19	19
B8	motivates lecturers	32	55	19	23





**Item B1: IQMS is essential as it aids in identifying lecturers' training needs**

Sixty of the respondents (46.2%) agreed that IQMS is essential as it aids in identifying lecturers' training needs while thirty six respondents (27.7%) strongly agreed with the statement. Nineteen respondents (14.6%) disagreed and fifteen respondents (11.5%) strongly disagreed with the statement.

The document received from the ELRC, defines the aim of IQMS clearly and literature (*cf.*2.8.3) explains that the purpose of Developmental Appraisal (DA) is to appraise individual educators in a transparent manner with a view to determine areas of strengths and weaknesses and to draw up programmes for individual development (ELRC, 2005: 4).

The differences in perception as presented in the data (Item B1) arises from the fact that 38.5% (table 4.4) of the respondents did not receive training in IQMS; thus the lack of the respondents' knowledge of the aims of IQMS. However, the response from the majority of the respondents indicates that a performance appraisal system is essential as it aids in identifying lecturers' training needs in terms of professional development. According to the

literature study (*cf.* 2.2.2) it is every manager's job to seek out and correct the causes of failure rather than merely identifying failures after they occur and affix blame to others.

It stands to reason that improvement can only occur once areas in need of development have been identified. However, the data presented reveals that there is a difference in perception that IQMS is essential in identifying educator needs and that there is a perception that in order for an organisation to identify lecturers' training needs an effective appraisal system needs to be in place.

It is quite clear from the evidence presented that the majority of the lecturers acknowledge that quality initiatives help to improve the quality of education, and that quality can only be achieved if there is an effective appraisal system in place.

**Item B2: IQMS is essential as it enhances lecturers' professional growth**

The frequency counts reveal that fifty five of the respondents (42.3%) agreed that IQMS is essential as it enhances lecturers' professional growth. Thirty nine respondents (30%) strongly agreed while 14.6% of the respondents strongly disagreed and disagreed with the statement. Although the results reflect contradictory views on the relationship between IQMS and lecturers' professional growth the majority of the respondents have indicated that IQMS is essential as it enhances lecturers' professional growth.

The literature study reveals that IQMS promotes the individual professional growth of educators. The fact that 14.6% of the respondents disagreed with the statement is indicative of the lack of knowledge of the guiding principles of IQMS, the lack of training in IQMS or the lack of faith in the system as it is currently implemented.

**Item B3: IQMS is essential as it enhances lecturer-student relationships**

For item B3, the respondents were required to indicate whether IQMS is essential for the enhancement of lecturer-student relationships. As illustrated in table 4.5 it quite apparent that the majority of the respondents (61.5%) are of the view that IQMS is essential as it enhances lecturer-student relationships. Twenty of the respondents (15.4%) strongly disagreed while 23.1% of the respondents (30) disagreed with the statement.

The researcher believes that it is possible that those respondents (50) who disagreed that IQMS is essential for the enhancement of lecturer and student relationships are part of the new teaching corps who have had less than two years of lecturing experience, as indicated in table 4.1. It is also possible that these are the same respondents (50) who have not received training in IQMS as indicated in the frequency count in table 4.3. This could be the reason for respondent's ignorance of the aims of IQMS. It therefore becomes necessary for management to offer training in IQMS to these respondents in order to deliver quality services to their customers (students).

**Item B4: IQMS is essential as it enhances lecturers' relationships with management**

Whilst a substantial number of respondents (80) agreed and strongly agreed that IQMS is essential to enhance lecturer-student relationships the same cannot hold true for the statement that IQMS is essential as it enhances lecturers' relationships with management. 54.6% of the respondents agreed and strongly agreed with the above statement. The frequency count also indicates that 45.4 % of the respondents (59) disagreed and strongly disagreed with the above statement. The fact that there is a difference in opinion could indicate that some managers do not implement IQMS effectively and that they don't bother to get involved in providing ongoing support to lecturers in order to address their identified needs.



However, the researcher is also of the opinion that the grounds for the disagreement could also be due to the normal 'suspiciousness' that exist in many organizations between the 'workers' (staff) and management.

**Item B5: IQMS is essential as it enhances lecturers' attitudes towards lecturing**

Thirty of the respondents (23.1%) strongly agreed while fifty of the respondents (38.5 %) agreed that IQMS is essential as it enhances lecturers' attitudes towards lecturing. This gives a total of 61.6% of the respondents (80) who are in agreement with the above statement. These eighty respondents who are in agreement that IQMS is essential as it enhances lecturers' attitudes towards lecturing and the 72.3% of the respondents who have indicated that IQMS is essential as it enhances lecturers' professional growth (table 4.5) clearly show that the respondents view IQMS as a process which should aid in improving the performance levels and attitudes of lecturers in order to improve the quality of education.

This view is echoed by Arcaro (1995: 5) who supports Deming's key principle of quality that the essence of quality education is in creating a constancy of purpose to improve student and service quality with the aim of becoming competitive with world – class schools.

In the same breadth 28 of the respondents (21.5%) disagreed while 16.9% of the respondents (22) strongly disagreed with the statement. The pattern of 50 respondents who are in disagreement with the statement concerning the merits of IQMS thus re-emerges. This again is indicative of the respondents' ignorance regarding the aims and guiding principles of IQMS.

It can therefore be argued that the process of IQMS should be a means of equipping lecturers with the necessary skills and knowledge to improve the quality of education. From the empirical findings and the literature review (*cf.* 2.8.4) it is clear that the purpose of IQMS is to identify specific needs of the educator to render support and development.

**Item B6: IQMS is essential as it enhances lecturers' skills in lecturing**

From the findings, a significant number of the respondents (37) strongly agreed while forty nine of the respondents agreed, giving a total of eighty six respondents who believe that IMQS is essential for enhancing lecturers' skills in lecturing.

The literature review (*cf.* 2.8.4) reveals among others, that IQMS assesses the strengths and the areas for development of the lecturer. Despite the fact that eighty six respondents strongly agreed or agreed with the statement, it is possible that those lecturers who disagreed and strongly disagreed are fairly skilled but at the same time display negativity towards government initiatives.

**Item B7: IQMS is essential as it enhances the quality of education**

Item B 7 illustrates that thirty nine of the respondents (30%) strongly agreed, while sixty of the respondents (36.9%) agreed that IQMS is essential in enhancing the quality of education. This gives a total of 99 respondents (66.9%) who are in agreement with this statement. This positive response could be attributed to the fact that the majority of the respondents are aware that the guiding principles of IQMS recognize the crucial role of the delivery of quality public education (*cf.* 2.8.5).

Although nineteen of the respondents (18.5%) disagreed and 19 of the respondents (14.6 %) strongly disagreed with this statement, it is apparent from the positive response, that IQMS does play an important role in enhancing the quality of education. (*cf.* 2.8.4 and 2.8.5).

**Item B8: IQMS is essential as it motivates lecturers**

Item B8 sought to establish the extent to which IQMS motivates lecturers. From the empirical results in this section and the literature review (*cf.* 2.6 and 2.6.1) it can be deduced that IQMS aids in motivating lecturers. This claim can be validated from the results in the frequency count where a larger number of respondents (87) agreed and strongly agreed with this statement compared to the 42 respondents who disagreed and strongly disagreed.



It could be argued that the 42 respondents who disagreed might be among those respondents (50) who had no training in IQMS (*cf.* Table 4.3). Thus, they have no idea of what the aims and the guiding principles of IQMS are and could not make an informed decision. It is also likely that the respondents in disagreement do so because many appraisal systems set out to assess performance, and not to serve as an instrument of motivation.

Nonetheless any form of TQM should include policy providing motivation through leadership, equipping people to achieve quality and empowering people at all levels in the organisation to act for quality (Dotchin and Oakland, 1992 as in Doherty 1994: 111).

#### **4.4.2 B: UNDERSTANDING OF QUALITY CONTROL**

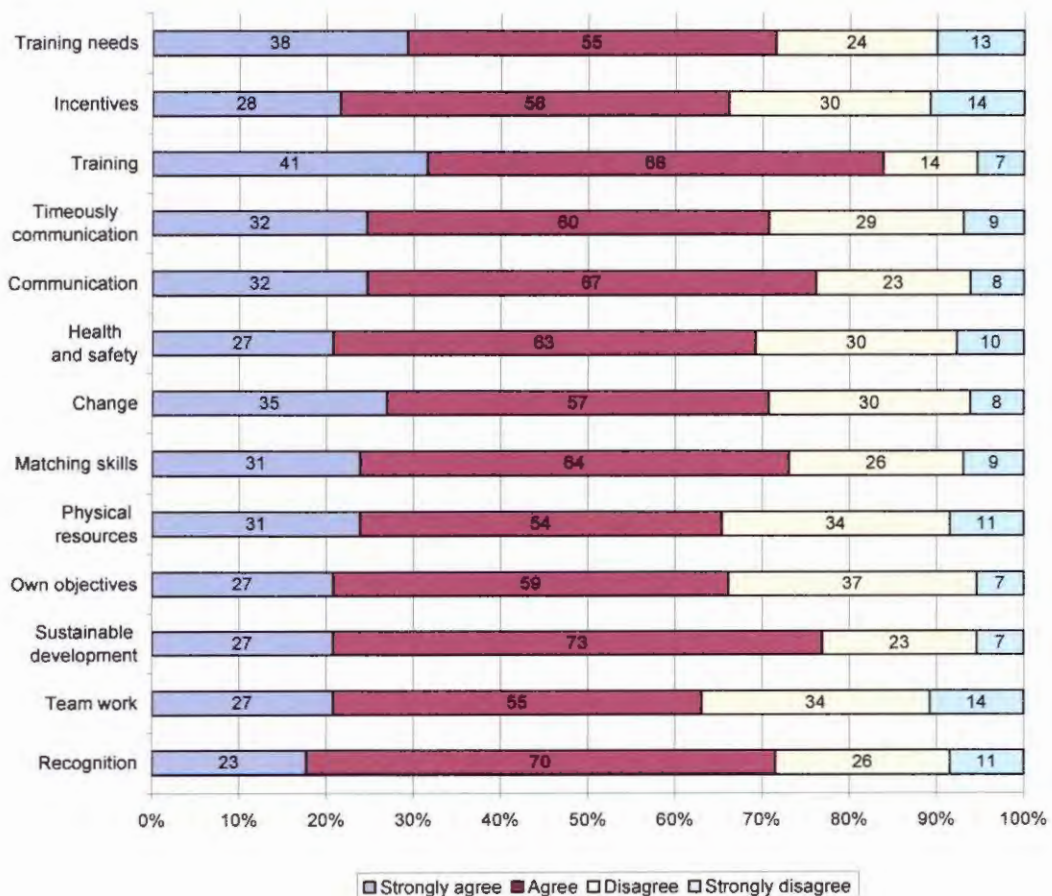
In this section the respondents were to indicate the degree to which they agreed / disagreed with the statements regarding quality control

Table 4.7 depicts the responses regarding the understanding of quality control

**Table 4.7 Data on the understanding of quality control**

	Quality control ensures:	Strongly agree	Agree	Disagree	Strongly disagree
9	work accomplishments are recognized	23	70	26	11
10	everyone works together to solve problems	27	55	34	14
11	the curriculum focuses on sustainable development	27	73	23	7
12	work groups set their own objectives	27	59	37	7
13	adequate physical resources to support teaching and learning	31	54	34	11
14	lecturers' skills are matched to their work	31	64	26	9

15	commitment to change	35	57	30	8
16	that health and safety measures are in place	27	63	30	10
17	everybody recognises the value and influence of good communication for maintaining standards of quality	32	67	23	8
18	all matters are timeously communicated to all members	32	60	29	9
19	acknowledgement that massive training is a pre-requisite for quality	41	68	14	7
20	adequate and competitive incentives	28	58	30	14
21	adequate training in areas in need of development	38	55	24	13





**Item B9: Quality control ensures work accomplishments are recognized**

For item B9, as illustrated in Table 4.7, twenty three respondents (17.7%) strongly agreed and seventy respondents (53.8%) agreed, giving a total of ninety three respondents (71.5%) who agreed with the statement that quality control ensures work accomplishments are recognized. It is apparent from the responses that a considerable number of respondents are well informed regarding the value of quality control in ensuring that work accomplishments are recognized.

The data supports literature assertions that quality control ensures that work accomplishments are recognized. Crosby, in his statement on quality improvement, urges management to recognize and appreciate those who participate (*cf.* 2.2.2). This statement is also supported by the assertions of Schermerhorn (2005:4) namely that employees should value people and offer a supportive work environment that allows people's talents to be fully utilized while providing them with both valued rewards and respect for work – life balance. In short, the best employers are not only good at attracting and retaining talented employees but they also excel at creating a high performance context in which everyone's abilities are highly valued (*cf.* 2.4.1).

However, despite the fact that a marginal number of respondents (28.5%) disagreed and strongly disagreed with this statement, the researcher believes that it is of vital importance that managers raise quality awareness and personal concern for all employees (*cf.* 2.2.2), to ensure that the organisation has the total commitment of all its employees to provide quality education.

**Item B10: Quality control ensures everyone works together to solve problems**

Item B10 illustrates that the majority of the respondents (82) recognize that quality control ensures everyone works together to solve problems. Schermerhorn (2005: 13) notes that the unrelenting demand for quality products and quality services has led to organisations undergoing dramatic changes today. Among the many trends in the new workplace, Schermerhorn

emphasizes that team work pools talents for creative problem solving (*cf.* 2.4.4).

Certo (1994: 6) posits that in a quality management programme managers are responsible for combining and using organisational resources to ensure that their organisations achieve their purpose (*cf.* 2.4.4). It is possible that forty eight respondents who disagreed and strongly disagreed with this statement might be among those lecturers (50) who are the new corps in the lecturing force and as such need training in team work

**Item B11: Quality control ensures the curriculum focuses on sustainable development**

The data in item B11 reveals that an overwhelming 77% of the respondents (100) recognize that quality control ensures the curriculum focuses on sustainable development. This statement is supported by Kgamphe (2003: 2) who purports that quality education includes education for sustainable development (*cf.* 2.3.2).

Whilst it is a fact that 23.1% of the respondents (30) disagreed and strongly disagreed with the statement, the researcher is of the view that this statement was not fully understood by the respondents so as to elicit a true response for the mere fact that the researcher is aware that the college's curriculum does focus on sustainable development.

**Item B12: Quality control ensures work groups set their own objectives**

The frequency counts reveal that eighty six of the respondents (66.2%) agreed and strongly agreed that quality control ensures work groups set their own objectives. The data implies that lecturers support literature assertions on quality management (*cf.* 2.4.2) that involves looking ahead, deciding what needs to be accomplished and then helping people to take action today in order to meet the challenges of the future (Schiermerhorn 2014: 67).



While thirty seven of the respondents disagreed and seven strongly disagreed with this statement Arcaro (1995: 125) is of the opinion that (*cf.* 2.4.3) it is managements' duty to make every person in the system understand how the system works, what it is supposed to do and how well it is doing in order to ensure that work groups set their own objectives. As Oakland (1993:41) contends, this will enable lecturers (*cf.* 2.4.4) to promote the right first – time approach to work situations.

**Item B13: Quality control ensures adequate physical resources to support teaching and learning**

Item B13 sought to establish whether quality control ensures adequate physical resources to support teaching and learning. Although the results reflect some divided opinion, a significant number of respondents (85) agreed and strongly agreed with this statement. The data thus supports literature assertions (*cf.* 2.5.3). According to Doherty (1994: 22), from reports on various quality management systems in higher education, ten items were given priority in terms of best practices in all activities of educational organisations, one of them being that there are adequate physical resources to support teaching and learning.

The forty five respondents (34.7%) who disagreed and strongly disagreed with this statement might be attributed to the fact that some managers do not implement IQMS effectively and do not provide the necessary resources to enable lecturers to do what is expected from them with regard to quality teaching and learning.

**Item B14: Quality control ensures that lecturers' skills are matched to their work**

The majority of the respondents (95) agreed and strongly agreed that quality control ensures that lecturers' skills are matched to their work. The data indicates that lecturers view this component of quality control as being important in ensuring that quality education is delivered. The literature review reveals that with the new developments in organisational structures (*cf.* 2.4.4), the emphasis of many organisations is on effective delegation and



empowerment jobs .The new workplace places more emphasis on team work and people move from project to project as their skills and expertise are applicable ( Schermerhorn, 2004: 130).

**Item B15: Quality control ensures commitment to change**

The responses to this item reveal that 70.7% of the respondents agreed and strongly agreed that quality control ensures commitment to change. However, the fact that 29.3% disagreed and strongly disagreed with this concept of quality control reveals discrepancies in terms of how quality control is perceived. The researcher is of the opinion that an organisation would not be able to achieve its organisational goals if all role players are not committed to change.

The literature review indicates that under quality management (*cf.* 2.4.4) there is much less of a focus on the curriculum, rather the question is how change should be adapted to (and possibly influence) the future. The vision of the organisation should not only anticipate the future but should also aim to meet the future in the best possible way (Doherty, 1994: 90).

Sallis (2002:17) asserts that in planning for quality management, it should be noted that the perceptions and expectations of customers are short term and fickle and as such organisations have to find ways of keeping close to their customers to be able to respond to their changing tastes, needs and wants (*cf.* 2.4.4). Literature further indicates (*cf.*2.4.4) that change is inevitable and as such lecturers must be committed to change and at the same time acknowledge that in quality management the customer is sovereign. This necessitates moving with changing expectations and fashions to design products and services that meet and exceed their expectations (Sallis 2002: 17).

Lecturers should also understand (*cf.* 2.5.4) that long-term commitment is essential – success is never complete as the constantly changing external environment requires constant re-adjustment of the organisation (Doherty, 1994: 17).

Thus, the institution should constantly strive to adapt to the changing environment in 'meaningful' ways. This implies that those staff members who are not prepared to adapt to the envisaged changes will fall by the way side (Oakland, 1995: 319-329).

**Item B16: Quality control ensures that health and safety measures are in place**

The frequency count demonstrates that 69.3% of the respondents (90) agreed and strongly agreed that quality control ensures health and safety measures are in place. The fact that 30.8% disagreed and strongly disagreed with the statement could possibly indicate that these respondents are new at the college and are therefore not aware of the policies governing the college. The researcher can vouch that there is a health and safety plan instituted at the college.

According to the literature review factors bearing upon the safety, health, well-being and morale of staff and students must be part of the continuous improvement objectives and activities of the organisation. These include ethics in education, support for public health and safety, support for environmental safety and sharing quality related information with business, schools, government agencies, the state and community. Educational quality plans should include responsiveness to community needs and processes in order to develop and maintain public trust (Arcaro, 1995: 15-20).

**Item B17: Quality control ensures everybody recognises the value and influence of good communication for maintaining standards of quality**

Item B17 illustrates that the majority of respondents (99) agreed and strongly agreed that quality control ensures everybody recognising the value and influence of good communication for maintaining standards of quality. Literature assertions suggest the notion that mutually beneficial supplier relationships are about clear and open communication, undertaking joint projects and pooling expertise. The data reveals that the respondents understand the concept of good communication (*cf.* 2.6.3).

One of the ways of achieving good communication and to bring on board the 23.9% of the respondents who disagreed and strongly disagreed with this statement is the formation of quality circles of which the major benefit is improved communication (Whitehall, 1991: 239).

**Item B18: Quality control ensures all matters are timeously communicated to all members**

The majority of the respondents (92) agreed and strongly agreed that quality control ensures all matters are timeously communicated to all members. Thirty eight respondents (29.2%) disagreed and strongly disagreed with this statement, thus indicating differences in understanding of this aspect of 'quality control'.

It is therefore vital that managers of the college (*cf.* 2.2.2) encourage employees to communicate to management the obstacles they face in attaining their improvement goals.

**Item B19: Quality control ensures acknowledgement that massive training is a pre-requisite for quality**

The statement that training is a pre-requisite for quality was supported by an overwhelming 83.8% of the respondents (109). Twenty one of the respondents disagreed and strongly disagreed with the statement. The differences that are indicated are of concern. Quality education cannot be delivered if the implementing agents are not trained to do their jobs.

Furthermore, achieving quality standards requires the participation of all lecturers. The researcher is of the opinion that for effective teaching and learning to take place, lecturers need to acknowledge that quality control (*cf.* 2.2.2) requires constant innovation, the use of statistical methods and commitment to training in the fundamentals of quality assurance. It is therefore imperative that organisations train supervisors and lecturers to actually carry their part in the quality improvement programme.



**Item B20: Quality control ensures adequate and competitive incentives**

The frequency counts indicate that 66.1% of the respondents (86) agreed and strongly agreed that quality control ensures adequate and competitive incentives. The data implies that lecturers of the college support literature assertions namely that reward and recognition systems must reinforce full participation in the school's quality objectives.

However, 33.9% of the respondents (44) disagreed and strongly disagreed with this statement. These respondents might be ignorant of the fact (cf. 2.8.3) that the purpose of Performance Measurement (PM) is to evaluate individual teachers for salary progression, grade progression, affirmation of appointments, rewards and incentives (ELRC, 2005: 4). It could also be that some managers do not adhere to this principle of IQMS.

This fact is also supported by literature assertions namely that culture change is not only about changing behaviours, but also requires a change in organisational management. Staff needs to be encouraged and recognised for their successes and achievements. Inevitably positive reinforcement motivates them to achieve greater success. Meeting quality and performance is everyone's responsibility. Reward and recognition systems must reinforce full participation in the school's quality objectives

**Item B21: Quality control ensures adequate training in areas in need of development**

The responses from this item reveal that 71.5% of the respondents (93) agreed and strongly agreed that quality control ensures adequate training in areas in need of development.

The fact that 28.5% of the respondents disagreed and strongly disagreed with this statement could possibly suggest that although it is clearly indicated (cf. 2.8.3) that the purpose of Developmental Appraisal (DA) is to appraise individual educators in a transparent manner with a view to determine areas of strength and weakness and to draw up programmes for individual

development (ELRC, 2005: 4), these lecturers had not received any training after their areas in need of development were identified. The researcher supports literature assertions, namely that quality (*cf.* 2.4.3.4) comes from defect prevention, not defect correction – leadership, training and discipline must prevent defects in the first place.

#### **4.4.3 C: UNDERSTANDING OF THE OPERATIONAL PRINCIPLES OF QUALITY MANAGEMENT**

The literature study (chapter 2) signaled various definitions of the operational principles of quality management. A number of these principles were listed, namely:

- exceeding customers' expectations;
- continual improvement;
- removing barriers;
- effective systems;
- tactical plan;
- sufficient resources; and
- purpose of IQMS.

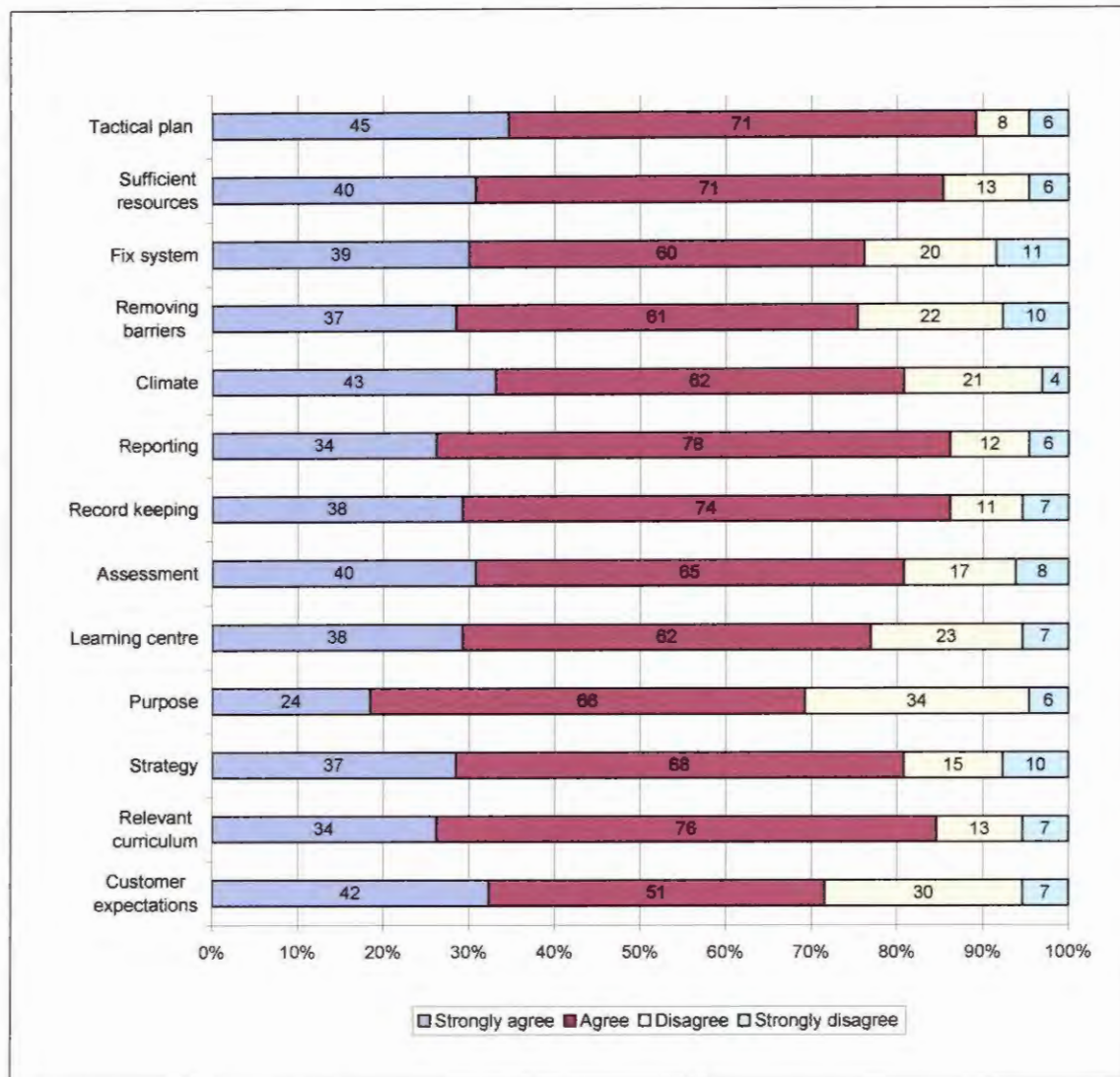
In this part of the questionnaire respondents were to indicate their understanding of the operational principles of quality management on a four point scale (1= Strongly Agree; 2= Agree; 3= Disagree; 4= Strongly Disagree)

Table 4.8 provides data on the understanding of the operational principles of quality management.



**Table 4.8 Data on the operational principles of quality management**

	<i>The operational principles of Quality Management are:</i>	Strongly agree	Agree	Disagree	Strongly disagree
B23	Services not only meet but exceed customer expectations	42	51	30	7
B24	The curriculum is relevant and responsive to the institutions objectives	34	76	13	7
B25	A strategy for continual improvements exists	37	68	15	10
B26	Educators understand the purpose of IQMS	24	66	34	6
B27	A well resourced student learning centre	38	62	23	7
B28	An effective system for student assessment	40	65	17	8
B29	An effective system for record keeping	38	74	11	7
B30	An effective system for reporting	34	78	12	6
B31	A climate conducive to learning	43	62	21	4
B32	Removing all barriers that prevent improvements	37	61	22	10
B33	A concern to fix the system rather than fix the blame	39	60	20	11
B34	Sufficient resources to support processes at all levels of the system	40	71	13	6
B35	A tactical plan that guides the different departments on what must be done, how it must be done and who will be responsible for each activity	45	71	8	6



### Item B23: Services not only meet but exceed customer expectations

The majority of the respondents (93) agreed and strongly agreed that services should not only meet but exceed customer expectations. Thirty seven of the respondents (28.5%) disagreed and strongly disagreed with this definition of the operational principles of quality management. The data thus indicates differences in the perceptions regarding the operational principles of quality management. The researcher is of the opinion that an organisation will fail to achieve its goals if its employees are ignorant of the operational principles of quality management.

It is therefore imperative that the lecturers of colleges be educated and skilled to render services that not only meet but exceed customer expectations. The data supports literature assertions (*cf.* 2.2.2) namely that management

processes should ensure that outcomes conform to- or exceed agreed specifications, thus guarantee that a customer can have confidence in the consistency of what is offered (Davies and Ellison, 1997: 128).

Pike and Barnes (1994: 24) are also of the opinion that quality management can be defined as a philosophy and a set of guiding principles that intend to meet and exceed the needs and expectations of various internal and external customers through integrated systems of tools, techniques and training (*cf.* 2.4.4).

**Item B24: The curriculum is relevant and responsive to the institutions objectives**

It is interesting to find that 84.7% of the respondents agreed and strongly agreed that the curriculum is relevant and responsive to the institution's objectives. However the fact that 20 of the respondents (15.4%) disagreed and strongly disagreed with the statement is of concern. The data supports the researcher's opinion that a fundamental activity for any college/university engaged in quality initiatives is to identify, prioritise and ultimately appropriately balance the agendas of multiple stakeholders (*cf.* 2.2.2).

The empirical findings reveal that the majority of the lecturers are aware that the college offers a curriculum that is aligned to the institution's objectives in the provisioning of products and services that meet the expectations of its customers.

**Item B25: A strategy for continual improvements exists**

The majority of the respondents (105) agreed and strongly agreed that the operational principles of quality management ensure that a strategy for continual improvements exists while 19.2% of the respondents (25) disagreed and strongly disagreed with the statement, a situation which reflects some divided opinion. However, literature reveals that management can ensure that a strategy for continuous improvement improvements exists by identifying constituencies for which the organisation provides products or services;



determining and anticipating their needs and expectations; and satisfying, ideally exceeding, those needs and expectations (Ruben 1995: 10).

The data supports literature assertions namely that the search for quality is closely tied to the emphasis on continuous improvement always looking for new ways to improve current performance and always ensuring that continuous improvement is the objective of all quality systems. It is about ensuring that people have the training and skills required to make improvements and to ensure and that there is an organisation-wide approach to improve performance. One of the key success factors is to ensure that staff are adequately trained and developed and that there is a systematic approach and adequate investment in their training (Sallis, 2002: 51).

**Item B26: Educators understand the purpose of IQMS**

The data reveals that a large number of the respondents (90) agreed and strongly agreed that the operational principles of quality management ensure that educators understand the purpose of IQMS, while 30.8% of the respondents (40) disagreed and strongly disagreed with this statement.

The data supports literature assertions that clearly state (*cf.* 2.8.8) that advocacy must address the issues relating to the purposes of IQMS and the objectives and outcomes for developmental appraisal and performance measurement.

The researcher is of the view that if the college has to deliver quality education then it must ensure that its educators are fully conversant and supportive of its appraisal system. IQMS and training in this area should take place as a matter of urgency.

**Item B27: A well resourced student learning centre**

From the empirical findings in this section, a significant number respondents (76.9%) agreed and strongly agreed whilst 23.1% of the respondents disagreed and strongly disagreed with the statement that operational principles of quality management represent a well resourced student learning

centre. A well resourced student center plays a crucial role in improving the quality of education. This was also exemplified in this study, whereby the key focus for change was said to be that the 'internal conditions' of the institution include not only the teaching-learning activities used in the college, but all the institution's procedures, role allocation and resource utilisation that support the teaching-learning process.

**Item B28: An effective system for student assessment**

The frequency counts reveal that an overwhelming 80.8% of the respondents agreed and strongly agreed with the statement that there should be an effective system for student assessment whilst 19.3% of the respondents (25) disagreed and strongly disagreed with the statement. Although only twenty five of the respondents disagreed, it is still cause for concern. The researcher is of the opinion that for the purpose of fairness and consistency there has to be a valid assessment system in place with criteria and tools to assess students' work. This conception of the assessment process playing a crucial role in assessing the student, is illustrated in (cf. 2.4.3.1) whereby it is maintained an effective system for student assessment establishes the foundation for control. In specifying what is to be accomplished, it suggests standards for measuring progress.

Thus, since the primary aim of an educational organisation is to provide quality education (by way of training) and it is of utmost importance that managers disseminate the information contained in its quality management system to all lecturers.

**Item B29: An effective system for record keeping**

For item B29, 112 respondents (86.2%) agreed and strongly agreed with the statement that there should be effective system for record keeping while 18 respondents (13.9%) disagreed and strongly disagreed with this statement.

Literature assertions support the claim (cf. 2.4.3.4) that the controlling process is about monitoring task accomplishments and taking corrective action. Through controlling, managers maintain active contact with people in the



course of their work, gather and interpret reports on performance and use this information to plan constructive action and change (Schermerhorn, 2004:11).

**Item B30: An effective system for reporting**

From the empirical findings 86.2% of the respondents (112) strongly agreed and agreed that the college should have an effective system for reporting while 13.8% of the respondents (18) strongly disagreed and disagreed with this statement. Literature assertions (*cf.* 2.4.4) indicate that a major consideration relating to the use of data and analysis to improve educational performance involves the use of performance indicators. Performance indicators are measurable characteristics of educational processes and procedures used to deliver services to students. These indicators are also used to track performance and to evaluate progress in achieving continuous improvement. It is therefore positive to note that the majority of respondents are in support of the college adopting an effective system for reporting.

**Item B31: A climate conducive to learning**

The data reveals that 105 respondents (80.8%) agreed and strongly agreed with the statement that one of the operational principles of quality management is to provide a climate that is conducive to learning while 25 of the respondents (19.3%) disagreed and strongly disagreed with this statement.

The researcher is of the belief that those respondents who disagreed with the statement had either not understood the question or they had not given serious thought to this statement before recording their response.

The importance of a conducive learning environment cannot be overestimated. This view is also supported by Arcaro's (1995: 1) assertions that the quality of education will improve when administrators, educators, staff and school board members develop new attitudes that focus on leadership, team work, co-operation, accountability and recognition. He also states that quality is based on the concept that every process can be improved, that no process is perfect and that the criteria for a total quality school are labeled the

'pillars of quality' of education, namely, customer focus, total involvement, measurements, commitment and continuous improvement (*cf.* 2.3.3).

**Item B32: Removing all barriers that prevent improvements**

Item B32 sought to establish the extent to which the operational principles of quality management assist in removing all barriers that prevent improvements.

A large number of respondents, 98 (75.4%) agreed and strongly agreed with the statement compared to the 32 (24.6%) who disagreed and strongly disagreed with the statement.

It can be argued that a significant number of lecturers at the college support the statement that operational principles of quality management among other things, serve in removing all barriers that prevent improvements.

This claim is supported by Arcaro (1995:5) who describes the 'essence of quality education' as eliminating the barriers for success, encouraging collaboration, win-win resolution, shared problem solving, sharing information, welcoming change and creating a quality culture in which quality becomes everyone's business.

It therefore becomes managements' responsibility to educate all educators on the operating principles of quality management (*cf.* 2.3.3).

**Item B33: A concern to fix the system rather than fix the blame**

Data in this category illustrates that 76.2% of the respondents (99) agreed and strongly agreed with the above statement. This response is supported by Arcaro (1995: 125) who claims that quality

management is founded on the principles of collecting and using data to define and analyse problems and by Doherty (1994: 89) who asserts that quality management is more concerned to fix the system than to fix the blame (*cf.* 2.4.4).

The researcher is of the view that the 23.9% of the respondents (31) who disagreed with this statement, might indicate that the respondents are

ignorant of the operational principles of a quality management system and once again management is urged to offer training to the respondents in this regard.

**Item B34: Sufficient resources to support processes at all levels of the system**

For item B34 the respondents were supposed to indicate their responses to the statement that the operating principles of quality management ensure that there are sufficient resources to support processes at all levels of the system.

The empirical research highlights that 85.4% of the respondents agreed with the statement. This conception that quality management plays a crucial role in delivering quality education, was also illustrated in the literature study (*cf.* 2.6.3) which highlighted that leaders inspire others, provide them with the resources to do their jobs and ensure that the needs of all role players are identified and met (ISO9000: 2000).

Although 19 respondents disagreed with this statement it could be argued that the college, to a larger extent, does ensure that there is sufficient resources to support processes at all levels of the system.

**Item B35: A tactical plan that guides the different departments on what must be done, how it must be done and who will be responsible for each activity**

The frequency count in this section indicates that 89.2% of the respondents agreed and strongly agreed with the statement that operational principles of quality management include the principle that a tactical plan that guides the different departments on what must be done, how it must be done and who will be responsible for each activity should be in place. 14 of the respondents (10.8%) disagreed and strongly disagreed with this statement. It is clear from the data that a considerable number of respondents (116) agreed with the statement.

The literature assertions (*cf.* 2.4.4) concede that every person in the system should understand how the system works, what it is supposed to do and how well it is doing. It demands constant sensitivity to emerging student requirements and measurement of the factors that drive student satisfaction.

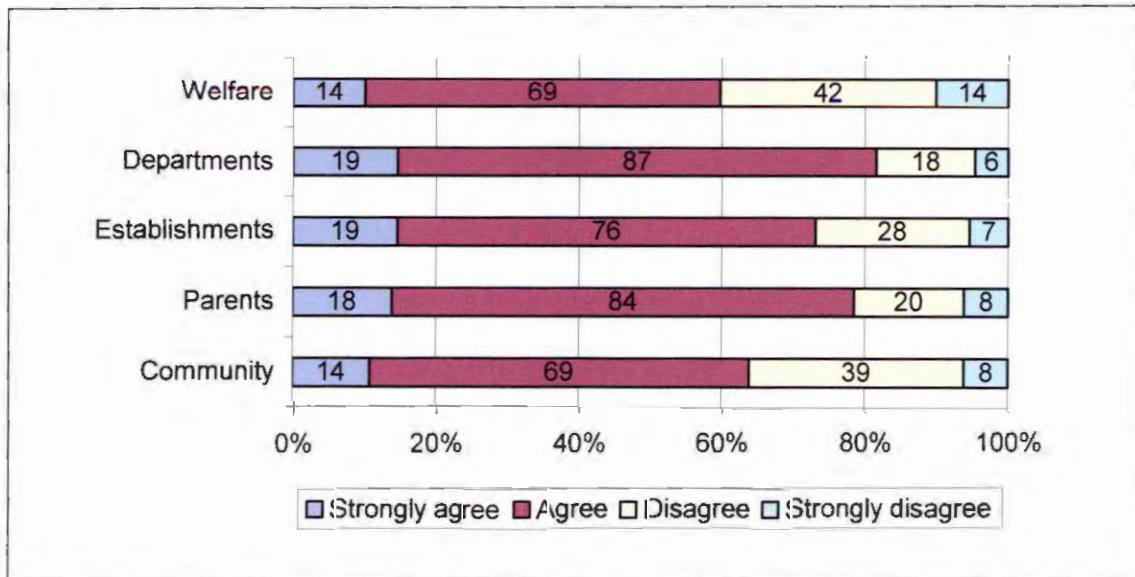
#### 4.4.4 D: THE EXTERNAL RELATIONSHIPS OF THE COLLEGE

The fourth part of Section C required the respondents to respond to the external relationships of the college.

Table 4.9 depicts the data on the external relationships of the college

**Table 4.9: Data on the external relationships of the college**

	<i>External relationships of the college</i>	Strongly agree	Agree	Disagree	Strongly disagree
		f	f	f	f
36	The institution has a strong bond with the community	14	69	39	8
37	The institution has a strong partnership with parents	18	84	20	8
38	The institution has links with other educational establishments	19	76	28	7
39	The institution has links with educational departments	19	87	18	6
40	The institution has links with welfare organisations	14	69	42	14



**Item B36: The institution has a strong bond with the community**

The data reveals that a large number of the respondents (83) agreed and strongly agreed that the institution has a strong bond with the community while 36.2% of the respondents disagreed and strongly disagreed with this statement. Despite the fact that 36.2% of the respondents disagreed with the statement it could be argued that the college to a larger extent does share a strong bond with the community.

Literature assertions (*cf.* 2.8.8.4) concede that institutions should also serve the more general developmental needs of learners, the professional development of educators and the needs of the community.

The researcher supports the theory that (*cf.* 2.3.3) quality education allows for learning -to -live together - equity in contributing to the self and to community development .

**Item B 37: The institution has strong partnerships with parents**

The frequency count reveals that 102 of the respondents agreed or strongly agreed that the institution has a strong partnership with parents while twenty eight of the respondents disagreed and strongly disagreed with this statement. The researcher is of the opinion that although the respondents disagreed with this statement, it could be argued that the college to a larger extent does



ensure that it enjoys a strong partnership with parents as intimated in the empirical research.

Literature assertions also support the view (*cf.* 2.3.3) that working with parents improves the quality of students entering the system and that schools (*cf.* 2.4.4) should seek to build internal and external partnerships that serve mutual and larger community interests.

**Item B38: The institution has links with other educational establishments**

The researcher is of the view that forging links with other educational establishments ensures that the college structures its curriculum in a manner that will enable the students to transfer credits for qualifications from one learning institution to another learning institution.

According to the frequency counts in Item B38 and 95 some of the respondents agreed and strongly agreed with this statement. It is clear from the empirical findings that the respondents are aware that the college does have links with other educational establishments. It could be that the respondents (26.9%) who are in disagreement are not well informed with the college's improvement plan.

It is therefore necessary for the quality management officer of the college to make the improvement plan, together with statistics, available to all stakeholders

**Item B39: The institution has links with educational departments**

The empirical findings in this section reveal that 81.5% of the respondents agreed and strongly agreed with this statement, while 18.4% of the respondents disagreed and strongly disagreed.

The researcher is of the opinion it is not a matter of choice for the institution to have links with educational departments since IQMS is informed by Schedule 1 of the Employment of Educators Act, No. 76 of 1998 whereby the minister is required to determine performance standards for educators in terms of which

their performance is to be evaluated (*cf.* 2.8.2). It is also important that an institution should be able to measure its effectiveness against pre-determined standards as set by the department of education.

From the frequency count it could be argued that the majority of the respondents have indicated that forging links with educational departments is a way of maintaining quality standards.

#### **Item B 40: The institution has links with welfare organisations**

In Item B40 which aimed at establishing whether the institution has links with welfare organisations, 56 of the respondents (43.1%) disagreed and strongly disagreed with this statement.

Although the results reflect some divided opinion, 83 of the respondents have agreed or strongly agreed that the institution has links with welfare organisations, the importance of which is also supported by the assertions of Oakland (1993:103) namely that a quality management system (*cf.* 2.5.2) may be defined as an assembly of components, such as the organisational structure, responsibilities, procedures, processes and resources for implementing total quality management. It begins with the identification of requirements and ends with their satisfaction at every transactional interface.

As for the 43.1% of the respondents who did not agree or who strongly disagreed, it could be assumed that they may be among those lecturers who have just joined the lecturing profession and have no idea of whether the college has links with welfare organisations.

#### **4.5 CONCLUSION**

In this chapter the research data was analysed and interpreted. In the next chapter the research findings will be recorded and recommendations and motivations for improvement will be discussed.

## CHAPTER FIVE

### SUMMARY, FINDINGS AND RECOMMENDATIONS

#### 5.1 INTRODUCTION

The focus of this chapter is to present a summary of the study. It offers a general overview of the contents of each chapter. This section also highlights the major themes regarding the research as well as the most significant findings. The final the objective is to make recommendations based on the research.

*Chapter 1* of this study provided the statement of the problem, review of literature, research aims and objectives, research design, the rational and the key research questions, pilot study, statistical techniques, ethical considerations, chapter divisions and possible contributions of the study. The nature of the quality management systems adopted in colleges and the fact that most of the failings in education arise from the fact that the quality of education at educational organisations is under question, was discussed. In order for effective teaching and learning to take place, an organisation should adopt an effective quality management system to assure quality education.

*Chapter 2* presents reviews of different authors on quality, quality education, quality management, quality management systems, the Integrated Quality Management System (IQMS) implemented at colleges and a review of two models of quality management systems, namely ISO9000 (*cf.* 2.6) and TQM (*cf.* 2.7) the strategic management system for the purposes of internal quality management at colleges. TQM was elucidated in terms of its characteristics (*cf.* 2.7.3); its main principles (*cf.* 2.7.3) and its basic philosophy (*cf.* 2.7.4)

The discussion focused on the crucial theme of what constitutes an effective quality management system, a system which (*cf.* 2.8.9) consciously creates an environment where everyone has equal opportunity for contributing, participating and, most of all, personal growth (Schermerhorn, 2004: 8).



The discussion on ISO9000 focused on its philosophy (*cf.* 2.6.2) and its application to educational organisations (*cf.* 2.6.3).

*Chapter 3* outlined the empirical research regarding educator perceptions of the implementation of (IQMS) in further education and training (FET) Colleges in the Gauteng region. The research instrument's design, the administration as well as the method of research were outlined.

*Chapter 4* focused on the data analysis and interpretation by means of tables which tabulated the frequency counts and the rankings.

The preceding section presents the findings from the literature review and the empirical research.

## **5.2 FINDINGS FROM THE RESEARCH**

### **5.2.1 Findings from the literature study regarding the implementation of IQMS in FET Colleges**

#### **Finding 1**

Although many authors agreed that the concept 'quality' is perplexing to define and often difficult to measure, what emerges amidst the many definitions offered by the different authors on quality is that 'quality is customer driven and market focused'.

#### **Finding 2**

Quality is at the top of the agendas of most organisations and improving quality is probably the most important task facing many organisations today.

#### **Finding 3**

The consciousness regarding quality has reached education and educational organisations are required to develop new approaches to quality and to demonstrate publicly that they can deliver consistent quality services.

#### **Finding 4**

The South African education system is pressurised to have a national education and training system that provides learning that is responsive to the ever changing influences of the external environment.

#### **Finding 5**

The White Paper on Education and Training (DoE, 1995) urges that quality in education must be improved.

#### **Finding 6**

The previously used developmental appraisal (DA) system is considered a complete failure since the principle of accountability was not the focus of this system.

#### **Finding 7**

The paradigm shift from measuring quality to enhancing and monitoring the performance of the education system led to the introduction and implementation of a quality management system in 1998, namely IQMS.

#### **Finding 8**

The overall purpose of education is to enable learners to develop creatively and emotionally and also to help them to acquire the skills, knowledge, values and attitudes that are necessary for responsible, active and productive citizenship.

#### **Finding 9**

The themes of cross-functional and cross-divisional collaboration, coordination, and team work, are seen as a means for addressing consumer expectations, aligning individuals and functional units with the organisation's mission and improving the organisation's quality overall.



**Finding 10**

Quality management entails planning, organizing, influencing and controlling.

**Finding 11**

A quality management system is the aggregate of the organisational activities, incentives, plans, policies, procedures, processes, resources, responsibilities and the infrastructure required for formulating a total quality management approach.

**Finding 12**

IQMS is a management system that encourages the evolution of integrated, motivated and learning human activity in seeking continuous improvement and economic usage of selected and focused structures, integrated systems, technology, processes and resources required for the creation of transformation and service delivery in education.

**Finding 13**

The quality of education will improve when administrators, teachers, staff and school board members develop new attitudes that focus on leadership, team work, co-operation, accountability and recognition.

**Finding 14**

The role of the management is to guide the organisation towards goal accomplishment.

**Finding 15**

Educational quality programs should place a strong emphasis on problem prevention that can be achieved through building quality into every educational process. Excellent design quality will lead to reduction in downstream waste, problems and associated costs.

**Finding 16**

New organisational structures are more horizontal and less vertical in nature.

**Finding 17**

A quality management system starts with the identification of requirements and ends with satisfying these requirements at every transaction interface.

**5.2.2 Findings from the empirical research regarding the implementation of IQMS in FET Colleges****Finding 18**

96 lecturers involved in FET Colleges received some or no training in IQMS.

**Finding 19**

88 lecturers involved in FET Colleges received some or no training to enhance their lecturing skills.

**Finding 20**

37 lecturers do not believe that quality control will ensure that work accomplishments are recognized compared to the 93 who do.

**Finding 21**

48 lecturers do not agreed that quality control ensures that everyone works together to solve problems.

**Finding 22**

16.2% of the lecturers are of the opinion that training is not a prerequisite for quality control.

**Finding 23**

44 lecturers disagreed and strongly disagreed with the statement that quality control will ensure that work groups set their own objectives.

**Finding 24**

45 lecturers feel that quality control does not ensure adequate physical resources to support teaching and learning.

**Finding 25**

35 lecturers do not agreed that quality control will ensure that their skills are matched to their work.

**Finding 26**

29.3% of the lecturers believe that quality control does not ensure commitment to change.

**Finding 27**

99 lecturers are of the view that quality control embeds value and that effective communication leads to maintaining standards of quality.

**Finding 28**

105 lecturers are of the opinion that the operational principles of quality management ensure that a strategy for continual improvements exists.

**Finding 29**

85.4% of the lecturers firmly believe that the operating principles of quality management ensure that there are sufficient resources to support processes at all levels of the system.

**Finding 30**

99 lecturers feel that the operating principles of quality management are concerned to fix the system rather than fix the blame.

## **5.3 GUIDELINES**

### **Guideline 1**

The lecturing population urgently needs to undergo *training in IQMS*.

#### **Motivation**

If the IQMS policy which aims to enhance and monitor the delivery of quality education in South Africa is to be implemented successfully, massive training needs to take place. Quality in education can only be achieved if the lecturers, who are the implementing agents of the quality improvement initiatives, are fully conversant with the IQMS policy.

### **Guideline 2**

It is imperative that lecturers undergo rigorous *training to enhance their lecturing skills*.

#### **Motivation**

Quality education and effective teaching and learning cannot be achieved if the lecturing force is not appropriately trained and skilled. The training of lecturers will also help FET Colleges to become better and better at what they are doing and also to stay action orientated. Quality management also involves looking ahead and deciding what needs to be accomplished. Thus, the lack of staff training would most definitely obstruct management's commitment to influence lecturers to do their best to accomplish the colleges' goals.

### **Guideline 3**

Employers must value people and offer them a supportive work environment. It is absolutely necessary that managers raise the level of quality awareness and personal concern for all employees.



## **Motivation**

Employers must provide employees with both valued rewards and respect for work-life balance. In short, the best employers are not only good at attracting and retaining talented employees but they also excel at creating a high performance environment in which everyone's abilities are highly valued.

It is a fact that lecturers need encouragement and recognition of their successes and achievements. Positive reinforcement will inevitably prod them to achieve greater success. It is absolutely necessary that managers raise the quality awareness and personal concern of all employees to ensure that the organisation has the total commitment of all its employees to provide quality education.

## **Guideline 4**

It is management's duty to make sure that every person in the college understands how the system works, what it is supposed to do, and how well it is doing in order to ensure that work groups set their own objectives.

## **Motivation**

Understanding how the system works will enable lecturers to promote the right first-time approach to work situations. It will also enable the lecturers to look ahead, to decide what needs to be accomplished and then to take action to meet the challenges of the future.

## **Guideline 5**

It is imperative that management leads the quality process.

## **Motivation**

In a quality management programme it is the managers that are responsible for combining and using organisational resources to ensure that their organisations achieve their purpose.



### **Guideline 6**

Lecturers must be committed to change.

#### **Motivation**

Change is inevitable and as such lecturers must acknowledge that in quality management the customer is sovereign. This involves moving with changing expectations and fashions to design products and services that meet and exceed their expectations. Thus, lecturers should constantly strive to adapt to the changing environment in meaningful ways.

### **Guideline 7**

Quality circles should be formed as it is one of the ways of achieving good communication.

#### **Motivation**

It is true that mutually beneficial relationships is about clear and open communication, undertaking joint projects and pooling expertise by means forming quality circles.

### **Guideline 8**

Management should place emphasis on continuous improvement.

#### **Motivation**

The objective of all quality systems is about ensuring that people have the training and skills required to make improvements and to ensure that there is an organisation-wide approach to improve performance. One of the key factors is to ensure that staff are adequately trained and developed and that there is a systematic approach and adequate investment in their training.

## **Guideline 9**

A final recommendation is that the management of an FET College should be continuously committed to improve its services. In this regard the main objectives should be to:

- find ways of enhancing every product or service, not only through reference to customer feedback but also by 'delighting the customer', in other words, by finding a new and better way of presenting a product or service;
- manage processes to ensure that the outcomes conform to-or exceed agreed specifications in order to guarantee that a customer can have confidence in the consistency of what is offered;
- identify constituencies for which the college provides products or services;
- determine and anticipate customer needs and expectations;
- satisfy, ideally exceed, customer needs and expectations;
- formalize good quality practices through external registration and certification that is consistent with the vision and mission statements of the college;
- ensure that quality is customer driven and market focused;
- provide the relevant resources to ensure that quality teaching and learning takes place;
- provide the relevant training to lecturers in order that they may perform their duties effectively;
- encourage participation and collaboration among staff;
- ensure that quality includes fitness for purpose and that fitness for purpose accommodates user requirements and cost;
- ensure that fitness for purpose implies predictability and uniformity of standards;

- ensure that quality improvement includes giving recognition; and
- provide services that commit to the culture of 'doing it right the first time'.

#### **5.4 RECOMMENDATIONS FOR FURTHER RESEARCH**

Due to the limitations of this research, the following recommendations for further research are suggested:

- Research should be undertaken to develop a training programme for 'achieving quality' that can skill managers to maintain quality standards in a dynamic educational environment.
- Research should be conducted to develop a training programme that focus on the principle of 'right - first time approach work situations', for lecturers.
- Research should be undertaken to develop a training programme to enable the managers of FET Colleges to manage change effectively.

#### **5.5 CONCLUSION**

If quality in education is to be improved, then ideally senior leaders' involvement will include a visible commitment to employees' growth and development. It is vital that the entire organisation works together to enable a quality culture. The annual rating of the merit system should be eliminated because such a system coerces people to perform artificially well and it encourages them to focus on quantity rather than quality. What lecturers in FET Colleges need is assistance in overcoming the obstacles imposed by inadequacies in the system. The focus of managerial work should be on coaching and supporting rather than 'order giving'.

Quality education can be achieved if the organisation ensures that the employees are adequately trained for the jobs they are responsible for. It is therefore imperative that management institutes a vigorous program of training that focuses on the tools and techniques of quality assurance.



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LETTER TO CAMPUS HEAD

APPENDIX A



The Campus Manager

Sedibeng College for FET

Dear Madam / Sir

Re: Permission to conduct research at the College.

I, Karnagie Pillay, hereby request your permission to conduct research at the Sedibeng College for FET.

I am currently enrolled for Masters in Education Management at the North West University, the Vaal Triangle Campus.

My research topic reads: Educator perceptions of the implementation of Integrated Quality Management Systems (IQMS) in Further Education and Training Colleges in South Africa.

Thank you

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K Pillay

## APPENDIX B

### LETTER OF AGREEMENT

Reply letter

Re: Permission to carry research

Dear madam

We acknowledge receipt of your application in respect of the above matter.  
The college has no objection to your request.

The college would appreciate a copy of your research.

Wishing you every success

Yours faithfully

-----

Campus Manager

## APPENDIX C

### INFORMED CONSENT

01 June 2009

## INFORMED CONSENT

Dear Participant

I am currently busy with research for my Masters degree in Education Management at the Vaal Triangle Campus at the North West University. The title of my dissertation is: Educator perceptions of the implementation of Integrated Quality Management Systems (IQMS) in Further Education and Training (FET) Colleges in the Gauteng Region. It will be appreciated if you assist me with this research project by completing the questionnaire and signing the informed consent form as indication that you feel comfortable with the information regarding this research project and your involvement thereof.

This research may unearth findings that could lead to the development of appropriate guidelines for the effective implementation of IQMS in FET colleges. The collected data, as well as the names of the participants who will take part in the research, will be treated as confidential.

Please take note that this data will be used exclusively for research purposes.

Thank you

-----



CONSENT:

Surname and initials of participant

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I declare that I understand the content of this research project. I willingly volunteer to participate in this research. I am aware that I might withdraw from this project at any time should I choose to do so.

Signature

Date

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## QUESTIONNAIRE

### APPENDIX D

## SURVEY ON INTEGRATED QUALITY MANAGEMENT SYSTEM (IQMS)

This survey forms part of the research study conducted by K. Pillay regarding educator perceptions of the implementation of the integrated quality management systems (IQMS) at FET colleges in South Africa.

Please provide the information requested to the best of your ability. Your anonymity is guaranteed (**do not provide your name**). You are assured that the material you submit will be treated with utmost confidentiality. This information will only be used for research purposes and will not be used against you in any way what so ever.

**NB: PLEASE ANSWER ALL QUESTIONS CONTAINED IN THIS QUESTIONNAIRE**

### SECTION A: General Information

Please indicate your response by placing a cross (X) in the appropriate box.

1.	Lecturing experience	2 years and less	3 – 5 years	6 – 9 years	10 – 20 years	21 years and more
2.	Training received in IQMS	No training	Some training		Adequate training	
3.	Training received to enhance teaching and learning	No training	Some training		Adequate training	
4.	A performance appraisal system is essential to evaluate quality outputs	Strongly agree	Agree	Disagree	Strongly disagree	

## SECTION B: IQMS

Please indicate your response by placing a cross (X) in the appropriate box.

The implementation of IQMS		Strongly agree	Agree	Disagree	Strongly disagree
IQMS is essential as it:					
1	aids in identifying lecturers' training needs	1	2	3	4
2	enhances lecturers' professional growth	1	2	3	4
3	enhances lecturer, student relationship	1	2	3	4
4	enhances lecturers' relationship with management	1	2	3	4
5	enhances lecturers' attitude towards lecturing	1	2	3	4
6	enhances lecturers' skills in lecturing	1	2	3	4
7	enhances the quality of education	1	2	3	4
8	motivates lecturers	1	2	3	4

Quality control ensures:		Strongly agree	Agree	Disagree	Strongly disagree
9	work accomplishments are recognized	1	2	3	4
10	everyone works together to solve problems	1	2	3	4
11	the curriculum focuses on sustainable development	1	2	3	4
12	work groups set their own objectives	1	2	3	4
13	adequate physical resources to support teaching and learning	1	2	3	4
14	lecturers' skills are matched to their work	1	2	3	4
15	commitment to change	1	2	3	4
16	health and safety measures are in place	1	2	3	4
17	Everybody recognising the value and influence of good communication	1	2	3	4
18	What?for maintaining standards of quality	1	2	3	4
19	all matters are timeously communicated to all members	1	2	3	4

		Strongly agree	Agree	Disagree	Strongly disagree
<b>Quality control ensures:</b>					
20	acknowledgement that massive (?) training is a pre-requisite for quality	1	2	3	4
21	adequate and competitive incentives	1	2	3	4
22	adequate training in areas in need of development	1	2	3	4

		Strongly agree	Agree	Disagree	Strongly disagree
<b>The operational principles of Quality Management are:</b>					
23	Services not only meet but exceed customer expectations	1	2	3	4
24	The curriculum is relevant and responsive to the institutions objectives	1	2	3	4
25	A strategy for continual improvements exists	1	2	3	4
26	Educators understand the purpose of IQMS	1	2	3	4
27	A well resourced student learning centre	1	2	3	4
28	An effective system for student assessment	1	2	3	4
29	An effective system for record keeping	1	2	3	4
30	An effective system for reporting	1	2	3	4
31	A climate conducive to learning	1	2	3	4
32	Removing all barriers that prevent improvements	1	2	3	4
33	A concern to fix the system rather than fix the blame	1	2	3	4

		Strongly agree	Agree	Disagree	Strongly disagree
<b>The operational principles of Quality Management are:</b>					
34	Sufficient resources to support processes at all levels of the system	1	2	3	4
35	A tactical plan that guides the different departments on what must be done, how it must be done and who will be responsible for each activity	1	2	3	4



<b>External relationships of the college</b>		<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
36	The institution has a strong bond with the community	1	2	3	4
37	The institution has a strong partnership with parents	1	2	3	4
38	The institution has links with other educational establishments.	1	2	3	4
39	The institution has links with educational departments.	1	2	3	4
40	The institution has links with welfare organizations	1	2	3	4



