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# THE ROLE OF MANAGEMENT IN FARM SCHOOLS

Varaluxmi Chetty

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in

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## **ABSTRACT**

### **The Role of Management in Farm Schools**

**Varaluxmi Chetty**

This research is a qualitative and quantitative study of four combined farm schools in the Harrismith District of the Free State Province in South Africa. It highlights the plight of farm schools which continue to exist in post apartheid South Africa, with a view to finding solutions to the problems that exist in educating children whose parents work on isolated farms. Total Quality Management serves as a framework for introducing proactive measures that could be taken up by all levels of management in education together with the participation of all stakeholders. Given the number of farm schools that exist, the task facing South African education authorities is one of great magnitude. Restructuring the farm school system is an important element in providing a measure of equality in education for children in some 1,500 farm schools in the Free State.

## DEDICATION

*This thesis is dedicated to my husband Buds & precious children:  
Nireshan, Kavir and Ivana.  
'Always remember that all it takes is determination.'*

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## **GLOSSARY**

DEFS: Free State Department of Education

Educator level: L1 – teacher; L2 – head of department; L3 – principal

HSRC: Human Science Research Council.

Management: refers to the control of the organization in order for it to be effective and responsive; and is inclusive of educators at all levels.

Organization: refers to the school structure itself, as well as the deployment of various skills in order to undertake tasks and activities.

PTD: Primary Teaching Diploma

Pupil achievement: refers to academic achievement in the final year of secondary schooling.

Qualified: refers to educators that teach subjects in which they are specially qualified.

Rural schools: refers to schools on farming property and are also called farm schools.

STD: Secondary Teaching Diploma

Under-qualified: refers to educators that are not qualified in the subject they are teaching.

Unqualified: refers to educators that are teaching without a teaching qualification.

## **CHAPTER 1**

### **RURAL SCHOOLING IN SOUTH AFRICA**

Rural schooling in South Africa has to a large extent been hampered by social economic, political and historical factors. The actual management and administration of these schools have in the past been of little consequence as the provision for urban schooling was regarded as being of much more importance. Rural schooling provided only a very basic education. Not much has been done in terms of research in the area of rural education regarding the actual management and organizational structures at schools. However, more has been done from the socio-economic, political and historical perspective. The purpose of giving an overview of these perspectives is to expose the various problems that are found in the South African education system and its impact on rural education. There has been much said, but very little has been done, to alleviate widespread problems in rural schools, as is evident in the policy proposals for education over the years.

#### **Overview**

Since apartheid, which was a means of promoting segregation and inequalities between the different race groups, the education system in South Africa has been in a crisis situation. Since 1976, protests culminated in widespread unrest. Schools and universities became the platform for the struggle for equality in education in South Africa. Education was seen as a means for bringing about social change to improve the plight of a large majority of disadvantaged Blacks in the country (Christie, 1991). The dire need for this change is evident in the study by the Center for Development and Enterprise. It

presented the following grim picture: The number of households living below the poverty datum line had reached 39% in 1995, or 3,024 000 households. Of these, 94% were black and 64% were in rural areas (Below the breadline, 1996).

### **Different Opinions on Education**

The quotations which follow point in a disturbing way to the differing opinions and views held about the role that education was expected to play in South Africa.

Christie (1991) tells us that conservative, liberal and radical groups placed different emphasis on their political, social and economic aims and objectives for education. This is clearly supported by the quotations taken from a wide spectrum of protagonists and stakeholders in South African society and helps to explain the racist policies that denied Blacks access to education and development.

*We should not give the Natives any academic education. If we do, who is going to do the manual labor in the community?*

J. N. le Roux, 1945: National Party politician (cited in Christie, 1991, p. 12).

*When I have control over native education, I will reform it so that natives will be taught from childhood that equality with Europeans is not for them.*

H. F. Verwoerd, 1953: Minister of Native Affairs at the time when Bantu Education was introduced (cited in Christie, 1991, p. 12).

*The churches have a concern in education because education and teaching are a part of their mission. It is virtually impossible to reconcile the Christian ideals of self worth, human development, liberation, service to others, and a willingness for personnel sacrifice, with the injustice and exploitation which prevails in African society. We need to overcome a long history of discrimination. Education is part of this.*

South African Council of Churches, 1980 (cited in Christie, 1991, p. 12).

*We shall reject the whole system of Bantu education whose aim is to reduce us, mentally and physically, into hewers of wood and drawers of water.*

Soweto Students Representative Council, 1976 (cited in Christie, 1991, p. 12).

*School boycotts are but the tip of the iceberg, the crux of the matter is the oppressive political machinery itself.*

Azanian Peoples Organization, 1981 (cited in Christie, 1991, p. 13).

*South Africa is facing a shortage of skilled workers. We need more technical vocational education so that we can have more skilled workers. Then we will have greater economic growth in the country.*

W. L. Rautenbach, 1981: Consultant for De Lange Commission on Education (cited in Christie, 1991, p. 13).

### **Impact on Rural Education**

The protests and revolts in urban areas in 1976 served to exacerbate the neglect and isolation of Black rural communities. Their problems and needs have been pushed into the background to be dealt with later when the issues in urban areas have been solved. Invariably there is a divide between those that live in the urban and rural areas where they are separated from the mainstream of political and economic development (Hartshorne, 1988). This can be attributed to the fact that The Bantu Education Act -Act No. 47 of 1953, 15(1), (m) and (n)- placed control of the farm schools in the hands of the farmers, having taken it away from the church (Hartshorne, 1988).

These are some of the regulations that were stipulated. The farm school must be established primarily to provide facilities for bona fide employees of the farm owner. Children from surrounding farms may only be admitted with the permission of the owner of the school and the owners of the surrounding farms. It is not the intention to bring into existence centralized schools in rural areas, and under no circumstances may hostels be

attached to such schools. The objective of establishing farm schools, and its implications were elucidated by Dr. Verwoerd in a statement in the Senate, 7 June 1954:

The establishment of farm schools has in the past been somewhat neglected resulting in the sending of children to town schools and the moving of parents into the towns. If fundamental education can also be obtained on the farms, the trek from the farms will be combated, more especially if the training contributes towards more remunerative employment in farm work, owing to the greater skill and usefulness of laborers. (Harvey, 1980, p. 17)

Due to the fact that farmers were largely conservative and because of their powerful position within the National Party they had the state on their side. As a result of the shortage of and competition for labor with the mines and industry, they were, with the help of the state, able to enact legislation to their advantage (Wilson & Thompson, 1971). This deprived farm laborers of basic protection that laborers in other sectors of the economy were accustomed to. Together with this, the state also sanctioned the use of school-aged child labor, and farm owners were responsible for the hiring and firing of teachers. Teachers were completely under the control of the farm owner, making it difficult to resist demands by the owner to use pupils during harvest time (Hartshorne, 1988).

There are three types of farm schools that may be placed in the context of rural schooling in South Africa:

- a) Former mission schools on farming property
- b) Schools on white-owned commercial farms
- c) Schools in Bantustan villages.



Most of these schools fall within the confines of white-owned farms. The labor force on the farms are black and unskilled. Laborers do not belong to unions and have no bargaining power in terms of what they earn or their living conditions on the farm. The accommodation and education of farm workers and their families were invariably controlled by the farm owner. The reality of the situation was that when laborers were dismissed they would invariably have to move to other farms that might not be in the vicinity of the school. There was no sense of stability and the children's schooling was generally interrupted. In some cases where the parents were too old to work any longer, one of the children had to take the place of the laborer in order not to lose the accommodation provided by the farmer. Most of these children end up as farm laborers like their parents.

Due to the increased fear of instability and unrest in the 1970's and 1980's and the increasing international pressure against apartheid, the circumstances and conditions under which rural schools existed began to change. However, the De Lange Commission which was set up to report on education in 1980 made very little mention of farm schools. The report by the South African Department of Education and Training (DET) in 1986 proposed:

- a) to reclaim control of farm schools from the control of the farmers
- b) to upgrade school facilities and teaching practices.

Many of the problems encountered in rural schools stemmed from the ownership of schools by farmers. The curriculum for farm schools also posed a problem. Teaching

was confined to what was called a “Farm School Syllabus”. This included subjects, for example, agricultural science and gardening, which would be advantageous to the farmer. The minister advocated practical education in terms of its appropriateness to employment opportunities in certain areas. This in effect meant that farm school pupils did not have a choice of subjects in the areas of the pure sciences at secondary school level.

In 1988 the Education Laws Amendment Act (Hartshorne, 1988) came into being and this was seen as a step taken in a positive direction towards improving farm schools. Until 1984 farm schools catered for the educational needs of children in the primary phase where not a single farm school went beyond standard 5 (grade 7). In 1984, permission was granted for the first time to extend primary schools into junior secondary levels and to establish combined schools as well as secondary schools for farm children. In reality the situation left much to be desired in terms of accommodating these new phases. Therefore many students were sent by their parents to attend schools in Bantustans or black urban areas. This was an expensive alternative for parents as no provisions for hostels were made (Molteno, 1984).

The conditions, under which rural education prevailed, and to a large extent prevails today, leaves much to be desired. School buildings are largely in disrepair and most often dilapidated with no provision in most cases, of water, electricity and proper toilet facilities.

Tables 1, 2 and 3 show that in the period 1996, 73.4% of farm state schools either needed painting or were otherwise in sad disrepair, 75.2% were not even wired for electricity; and just over 46% had no running water.

Table 1

*Free State Farm Schools According to Condition of Buildings*

Condition	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Very weak	72	4.7	72	4.7
Weak	249	16.4	321	21.1
Needs paint & minor repairs	795	52.3	1,116	73.4
Good condition	373	24.5	1,489	98.0
Excellent	31	2.0	1,520	100.0

Source: Human Science Research Council report, 1996

Table 2

*Free State Farm Schools According to Electricity Supply*

Power	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Wired and supplied	318	20.9	318	20.9
Wired and not supplied	39	2.6	357	23.5
Not wired	1,143	75.2	1,500	98.7
Generators	16	1.1	1,516	99.8
Other energy sources	3	0.2	1,519	100.0

Frequency missing = 1

Source: Human Science Research Council Report, 1996

Table 3  
*Free State Farm Schools According to Water Availability*

Water	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Indoors	58	3.8	58	3.8
On-site	734	48.4	792	52.2
Communal tap	280	18.4	1,072	70.6
Not available within walking distance	433	28.3	1,502	98.9
Other	16	1.1	1,518	100.0

Frequency missing = 2

Source: Human Science Research Council Report, 1996

Classrooms are overcrowded and this is evident in comparing teacher pupil ratios with respect to the number of classrooms available, as can be seen in Table 4. The result of this is described by Gordon (1987), where the shortage of classrooms and teachers resulted in two or more grades being taught by a single teacher in the same classroom. The allocation of textbooks and furniture are also insufficient in a large number of cases, making rural schooling most problematic.

Table 4  
*Free State Farm Schools: Summary Statistics*

Educators	Male Learners	Female Learners	Permanent Classrooms	Prefab Classrooms	Shelters
2,663	37,271	35,251	2,670	34	6

Source: Human Science Research Council Report, 1996

Further to the conditions that prevail at farm schools, there is a serious shortage of provisions and resources for education and secondary schooling as is demonstrated in Tables 5, 6 and 7

Table 5  
*Free State Farm Schools: Equipment Provided*

Equipment	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Adequate	44	2.9	44	2.9
Inadequate	144	9.6	188	13.5
None	1,311	87.5	1,499	100.0

Frequency missing = 21

Source: Human Science Research Council Report, 1996

Table 6  
*Free State Farm Schools: Stationery Provided*

Stationery	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Adequate	1,190	79.2	1,190	79.2
Inadequate	267	17.8	1,457	97.0
None	45	3.0	1,502	100.0

Frequency missing = 18

Source: Human Science Research Council Report, 1996

Table 7  
*Free State Farm Schools: Textbooks Provided*

Textbooks	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Adequate	1,029	68.3	1,029	68.3
Inadequate	464	30.8	1,493	99.1
None	13	0.9	1,506	100.0

Frequency missing = 14

Source: Human Science Research Council Report, 1996

It is apparent in the statistics found in Table 8 that there is a great shortage of secondary schools (Standards 6 through 10, equivalent to grades 8 through 12 in North America) with the result that most pupils leave school after primary schooling.

Table 8  
*Free State Farm Schools According to Grades Offered*

Type	Frequency	Percent	Cumulative Frequency	Cumulative Percent
SubA – Standard 2	120	7.9	120	7.9
Standard 3 – Standard 5	6	0.4	126	8.3
SubA – Standard 5	1,348	83.7	1,474	97.0
Standard 6 – Standard 8	1	0.1	1,475	97.0
Standard 6 – Standard 10	3	0.2	1,478	97.2
Standard 5 – Standard 7	1	0.1	1,479	97.3
SubA – Standard 10	41	2.1	1,520	100.0

Source: Human Science Research Council Report, 1996

## **Statement of the Problem**

Despite many changes in urban schools in the past decade, rural schools have remained stagnant. Nasson (1986) contends that they have been politically voiceless. Inferiority and low status continue to define social recognition of farm schools today. If apartheid education can be seen as a system of social domination and cultural resistance, of battles of the confined and segregated against the ordering of their lives, these institutions appear to have no visible role. Instead they endure passively, as down trodden rural educational dormitories. The isolation and dependant situation of farm schools ensure that they are generally bypassed by the main arteries of democratic political and educational communication.

Currently, the post-apartheid era has ushered in its own dilemmas of ownership and governing of these schools. Does the government buy, rent or lease the property on which the school buildings exist (Gordon, 1992)? Parent governing bodies of these schools are now in existence. But how capable are they of the decision making necessary to bring about serious improvement?

In view of the present situation regarding farm schools and the current move to upgrade these schools, which is a long and slow process, this research in rural schools is intended to investigate the current management and administrative structures and make recommendations towards improving them in order to promote an increase in pupil achievement in farm schools.

The researcher is a South African university graduate who had 10 years of teaching experience in urban schools prior to teaching at a farm school. While working in

farm schools, she had the opportunity of liaising with educators from other farm schools and participated in workshops for these schools. Teaching at a farm school was indeed an eye-opening experience after teaching in urban schools. The single most glaring problem was the lack of organization in these schools, which was the root of other problems. In speaking to other educators and farm owners who were involved with these schools, the researcher found that similar problems occurred frequently. To begin to make these schools functional, a useful starting point was seen to be an examination of their management structures.

The purpose therefore of this study is to investigate the management and organizational structure of the farm school and how this might affect pupil achievement. It will investigate problems experienced in the management and organization of farm schools and propose ways to correct them as a means of improving student performance.



## **CHAPTER 2**

### **LITERATURE REVIEW**

In this review of pertinent literature, I attempt to define and shape a theoretical framework that might be applied to management practices in farm schools, in order that effective teaching take place, and in turn increase productivity in schools towards greater pupil achievement.

Davidoff and Lazarus (1997) speak of the influence of the state on education and how rigid authoritarianism of the apartheid era is still reflected in the South African culture. The school is regarded as the heart of educational change and therefore needs to be equipped to manage such change effectively.

#### **The School as an Organization**

Dalin (1998), characterizes schools by their long-term trends. These may involve a lack of clarity regarding goals, resulting in conflict between them; lack of cooperation between classes at various levels and schools; a weak knowledge base as schools do not have a predictable technology; the fact that schools are vulnerable in that they are dependant on financial support and seldom have recourse to self-determination; there is also a lack of competition, and, therefore, their existence is not based on the quality of their 'production'.

#### *Perspectives of a School as an Organization*

Dalin (1998) identifies and explores the various perspectives of the school as an organization:

1. The structural perspective is concerned with making the work process effective, which will only change when environmental or technological changes are made. If changes in the teaching process are necessary, recourse would be sought in the change or shift in management.
2. The humanistic perspective is concerned with the utilization and development of the human resource factor, towards greater involvement of all stakeholders, including a change in attitudes and behavior.
3. The political perspective is concerned with how resources are distributed and the power various groups have over the school system, that is, a concern with the distribution of funding from the government and the dynamics that lead to a disproportionate distribution of learning possibilities.
4. The symbolic perspective is concerned with the meaning attached to the function of the organization in terms of its activities and processes.  
  
Decision-making in schools may be unsatisfactory due to unclear goals and undefined expectations, thus creating a conflict situation.

A school has many clients, both internal and external to itself. It produces services to meet their needs, and, to do so, it needs an organizational system which consist of a set of interrelated functions working to achieve a set of socially desirable outcomes.

*The Functions Within the School as an Organization:*

- The production function deals with ways in which the work is carried out to reach the objectives and the productivity of the learning process.
- Management is concerned with the various processes that take place in the running of the organization, that is, planning, coordination; guidance; decision-making; communication and the development of the organization as a learning institution.
- Development of the organization by using a "needs" analysis and being open to change and innovations, as well as the implementation of development programs.
- Information treatment deals with ways in which information is obtained, communicated and used.
- Evaluation deals with the extent to which the objectives are achieved, as well as their desirability and the significance attached to them.
- Legitimization of the process through mandates issued for the acceptance of the image that is to be maintained or for promotion of the organization.

These functions are supported and stated as essential qualities of the management function (Leigh, 1998)

Another integral part of the school is the role of relationships in the working organization. One of the fundamental tasks of the head is getting the teaching staff to express a collective will, because each teacher is an expression of the school as a whole. In order to achieve the common goal of the organization (effective learning and teaching) the

head has to ensure that the aims and objectives of the organization are shared by all and that its progress is monitored. Therefore there has to be a shared set of values and expectations. All members of the organization need to be valued as professionals. The collective purpose of the organization represents the views of all stakeholders, that is parents, families and communities who have expectations of, and influence on the organization. The functioning of the secondary school is dependent on the nature and quality of the organization, relationships and the support of the wider community.

### **Role and Task of the Administration**

According to Blumberg (1989) management should possess the ability to lead by creativity and innovation and fulfill administrative tasks in meeting goals by using known methods. It is further suggested that the following are essential attributes of a head teacher: The ability to focus one's tasks and to structure one's work; to create a healthy co-operative environment; to understand the force at work in the context of society, to be able to exploit external resources and have a broad view of the role as manager, to develop self awareness and knowledge of one's limitations.

Stewart (1990) looks at the role of senior management (top management structures within an organization) as a vehicle of change in the organization in making it able and effective through active participation. Senior management must ensure that they are well equipped for the job and know what is expected of them and ensure that they have the necessary resources and information to deliver quality service. Job definitions and boundaries must be well defined. Managers must be good listeners and be able to handle available resources. They must be able to plan for the future and take up

opportunities that will benefit the organization, be able to shape the organization and set a climate which is conducive to cooperation which enables employees to give of their best. Monitoring is vital to the well being of the organization as a whole so that action can be taken and changes made when the need arises.

The administration of the school may be defined as those who participate in the management of the organization and comprise the Head of the school as well as the senior teachers. This may be extended to encompass the teacher who manages the class or classes, and specific duties that the teacher may be assigned. Every member of the organization therefore has a role.

According to Handy and Aitken (1986), schools cannot operate without an understanding of roles and groups, which are bound to exist in every organization. These roles need to be defined. Roles should not be accepted without question, and neither should people make up their minds about what their roles are meant to be. The role of the manager is multifaceted: “executive, planner, policy maker, expert, controller of rewards and punishment, arbitrator, exemplar, representative, scapegoat, counselor, friend, teacher - all aspects of one role, many of them contradictory” (p. 58). There are several issues associated with roles:

Role ambiguity - where one is unclear about what one is meant to do or be in a given role. This can be viewed either as freedom or as a threat to people who have different expectations. The causes of role ambiguity are frequently a result of uncertainty regarding evaluation of one's work; scope of responsibility; expectations of others and the scope of advancement.

Role conflict arises when time is divided between factors within and without the workplace. New roles can also come into conflict with existing ones, however exciting and challenging they might be.

Role overload refers to too many responsibilities and insufficient time. Role under load can cause problems of low self-esteem and can lead to destructive behavior and apathy in an organization.

Role strain occurs when problems escalate. Behavior patterns resulting from this can hurt the organization when work is not done properly, colleagues or pupils are abused or neglected and relationships affected.

These role problems can be resolved by setting clear role descriptions and identifying problems as they arise, and dealing with them proactively as well as setting clear boundaries for each role.

Mintzberg (1989) explains the mechanisms by which an organization is managed: day to day co-ordination at work level; direct supervision; standardization of [the] work processes, product, knowledge and skills with a common goal orientation.

Hersey (1982) describes the skills that are necessary for effective school administration. This is the ability to plan and organize one's work; work together with, and lead others; analyze problems and make decisions; and to understand the needs and anxieties of others.

Milber and Lieberman (cited in Dalin, 1998) point out the great expectations and the down-to-earth realities of administering a school. A head teacher is supposed to:

- be a manager; in all reality he/she is an administrator;

- be a help; he/she is one who evaluates and makes judgments;
- share information with others; instead he/she must keep information confidential;
- be democratic; in fact, he/she is authoritarian - at least at times;
- look after the individual; as a rule, he/she is only able to look after the organization;
- take a long range view; as a rule, however, must think in an ad hoc way and act in a spontaneous and context specific way;
- be a renovator - one who renews; in fact, is more like the one who maintains the status quo;
- be someone with good ideas; instead, is a master at working with specific issues (Milber & Lieberman as cited in Dalin, 1998).

### **Total Quality Management (TMQ)**

In everyday use the word quality is used to indicate the excellence of a product or service which is important only when valued by the customer, where requirements have to be met inside the organization, between internal customers/suppliers, and across the organizations boundary between internal and external/suppliers. Total quality management would then, in the case of a school, be effective where quality improvements are offset by a reduction in poor quality, and an increase in the effectiveness of service involving everyone within the organization, the aim being to improve the quality of service in order to satisfy all requirements of customers, stated or implied (Open University, 1997).

Another perspective, according to Stewart (1990), is that the staff that delivers services to the customer is viewed as having responsibility for the organization's survival, and that an enabling organization places emphasis on the interface with customers. This is taken further in that the staff should see their job as providing a service to their internal clients rather than controlling them. This perspective of the customer focus is appropriate for the development of school effectiveness through TQM.

Dean and Bowen (1994) pointed out that the use of information is a key practice in designing and delivering services. This is supported by Mangham (1988) who views the collection of information, analysis, and dissemination of information as aspects vital to the development of quality improvement methods.

### **TQM for South African Education**

For TQM to work, management has to create a supportive framework within which educators can participate actively in processes of change and development in schools, in order to make them effective learning organizations and increase pupil achievement.

The role of a manager in schools needs to be defined and developed given the history of farm schooling, together with the qualifications of the educators. The need for TQM is vital in making farm schools effective organizations that can participate actively in competing with other types of schools in the area of academic achievement.

In 1998, the South African Department of Education document entitled *A policy framework for quality assurance in the education and training system in South Africa* made recommendations for the application of quality management concepts to the South



African educational system. Quality management refers to the actions, processes and structures necessary to ensure that delivery of education is of the highest quality. As a function, quality management is seen as the responsibility of those in operation or management roles throughout the system, whether the system is considered a school, a district, a region, a province or the nation. The attainment of quality requires the commitment of all members of the organization, while the responsibility for quality management belongs to senior management at each level.

In education, the aim of quality management practices is to produce outcomes that not only meet the needs of the learners and parents, but also meet nationally determined standards and are comparable to international standards. Key elements in quality management are strategic planning, resource allocation, coordinating the delivery of services and internal monitoring and evaluation.

Quality management is an integral part of the programs and services offered at learning sites to address the needs of the learners and the directives of the district or province, which respond to the needs of learning sites, for support. One needs to ask constantly what can be done to enhance the quality of education being provided and therefore the outcomes achieved. Answers to this type of question are many and can include establishment of clear expectations for educators; provision of training for educators and principals, provision of up-to-date materials such as curriculum guidelines and learning support materials; assessment policies and guidelines; strategies to reach out to and involve parents and the community; attention to the conditions under which

educators teach and learners learn. Educators cannot produce quality outcomes if they do not receive quality services and inputs from others.

### **Organizational Factors**

Key organizational factors must be in place in order to develop quality outcomes to the fullest extent including a positive customer focus. Key organizational factors examined in the present research include top management commitment including leadership and motivational aspects, defining the role and task of administrators and the culture of the organization. In order for TQM to be successfully implemented there must be top management commitment (Deming, 1986; Juran, 1989; Sashkin & Kiser, 1993; Waldman, 1993). This is characterized by top management emphasizing quality through its strong values and vision and by integrating quality into the strategic objectives of the organization in terms of planning and implementation (Dean & Evans, 1994; Waldman, 1993). Without top management commitment, the lack of skills causing customer dissatisfaction is largely based on lack of knowledge or bad management decisions (Stewart, 1990).

TQM therefore provides a framework for quality assurance, which is the objective of attaining quality service with a customer focus. Quality management refers to the actions, processes and structures necessary to ensure that the delivery of education is of the highest quality. As a function, quality management is seen as the responsibility of those in operational or management roles throughout the system at all levels in education. The attainment of quality requires the commitment of all members of the organization,

while the responsibility for quality management belongs to senior management at each level (South African Department of Education, 1998).

It is therefore proposed that an organization lacking vision, strategic planning and implementation of policy towards a customer focus will be unlikely to succeed in achieving the aims and objectives of TQM. Covey (1992) sees total quality as an expression of need for continuous improvement in the areas of personal and professional development, inter-personal relations and organizational productivity.

### **Organizational Culture**

Handy and Aitken (1986) state that as organizations differ from each other so too do schools. Schools are seen as living organizations with their own history, traditions and environment as well as the power to shape their own destiny. According to Chambers Dictionary (cited in Handy & Aitken, 1986), a culture is the "total of the inherited ideas, belief, values and knowledge, which constitute the shared bases of social action" and "the total range of ideas and activities of a group of people with shared traditions which are transmitted and reinforced by members of a group".

Handy and Aitken (1986) comment on the growing literature on the culture of organizations due to the realization that the customs and traditions of a place have a powerful influence on behavior. There is a suggestion that strong cultures make strong organizations but that not all cultures may be suited to all purposes or people, and what may suit an organization may not hold indefinitely despite how strong it might be. They go further to say that there is no one particular culture used in any organization, but that rather a mix of cultures operate within any one organization in proportion to the needs of

that particular organization, as perceived by individuals within such organizations.

Therefore what may work for one school may not work for another.

Davidoff and Lazarus (1997) see the impact of society on culture in South Africa, with dominant values and norms, which may be positive or negative (gender, race, class and other inequalities, and also hierarchical management approaches) reflected in schools.

The "culture" of society which pervades the culture of school 'invades' all other aspects, and unless people are made aware of this aspect, it is unlikely that attempts to improve the school will be sustainable. School culture is described as "the way we do things around here" (p. 43).

Aspects of school life that reflect the culture of the school are the extent to which students and teachers are motivated; the involvement or the lack thereof by parents and students; relationships; attitude towards learning and teaching; approach to discipline; punctuality; missing of classes and to what extent staff development is fostered or supported.

However, since farm schools have common problems, one might expect them to work together to develop a culture in which TQM can succeed. This will call for the development of the human factor in schools that will promote and support a learning organization in which quality assurance measures can be carried out, the result of which will be the development of an organization whose effectiveness will be measured in terms of its production.

In order for TQM to be successfully implemented, a learning culture must be encouraged towards developing human resources. The Canadian Centre for Management

Development (1994) says that an organization encourages individual learning and development under the following circumstances:

- By encouraging all members of the organization to identify their learning needs.
- By providing regular reviews on performance and learning
- By encouraging individuals to set their own challenging learning goals
- By providing feedback on performance and achieved learning
- By facilitating training on the job
- By encouraging individuals to challenge the traditional way of doing things
- By providing new experiences from which individuals can learn.

Bushe (1988) agrees that the successful implementation of TQM by organizations has been attributed to the culture of the organization which is conducive to a continual learning process in identifying problems and handling them in a proactive manner, thus adopting a holistic approach to problem-solving. Opposed to this is an organizational culture that promotes quick fixes to problems, where information is withheld as a source of power, or only disseminated when a specific need arises, thus providing a segmented approach to problem solving (Sashkin & Kiser, 1993).

One would then have to look at the kind of environment in which each culture would be best nurtured, what the aims and objectives of the organization are, and how these aims and objectives were going to be achieved in terms of TQM.

A TQM organization is characterized by Denton and Wisdom (1991) as a learning organization. TQM makes strong demands on employees not only to possess adequate knowledge and skills to perform their jobs, but also to possess specific values, skills and knowledge associated with TQM activities (Anderson, Dooley, & Rangtusanatham, 1994).

Dalin (1998) considers that improvement in education can only take place if TQM functions according to these aspects:

- Value clarification: helping the school (teachers, pupils, parents and others) to clarify the various norms and objectives of individuals, groups and the school as a whole;
- clarifying one's own goals and communicating them to others;
- by preparing and planning a development process that will be able to meet some of the needs that are brought sharply into focus in the debate on goals and values;
- making sure that as many as possible are involved in the school's development work;
- Evaluation: to prepare plans for the evaluation of the school's activity (at all levels), or to help others to prepare the evaluation. On the basis of goals on which there is agreement, criteria must be developed for achieving goals, different types of evaluation approaches must be prepared, and the information thus gained must be discussed, interpreted and used in the process of renewal.

- Coaching: it is important to assist teachers to master their own work situation and develop in the direction of those goals that they have set themselves and the school; to observe teachers in their work situation, respond to their behavior, and compare the work produced with the goals they have set for themselves.

### **Organizational Development**

Organizational development may be seen as a response to change. In the school environment, change is inevitable at all levels either with a change in teaching staff or members of the management team, educational requirements or innovation. The wider impact of the need for change may require the development of new attitudes and values to suit new approaches (Fullan, 1991).

“Successful organizations are those that have found a way to promote learning at both the individual level and at the level of the organization itself” (Canadian Centre for Management Development, 1994). Learning within an organization only emerges if the right environment is created in which individual insights and perceptions are freely exchanged towards the attainment of broader organizational goals. Individual learning involves self-directed discovery where internal motivation takes place with regard to the needs in the workplace. This is supported by Davidoff and Lazarus (1997) and Bennet and O’Brien (1994), who state that the school should be a learning organization that is continually reflective of its own practice and uses this information to institute change. Organizational development cannot take place without the professional development of

teachers. This means making conscious choices for making the school effective as an organization. Schools as learning organizations should therefore be developed to be effective, with continual improvement through quality assurance. A comparison of these differing traditions based on Reynolds, Marquandt and Watermeyer as cited in *A policy framework for quality assurance in the education and training system in South Africa* (South African Department of Education, 1998) is provided in Table 9.

### **Quality Assurance**

In the case of schools, one has to be aware as to who the customers actually are, and ascertain the requirements that have to be met between the school, the Department of Education and the larger community, as is stated in the South African government discussion paper on quality assurance (South African Department of Education, 1998).

The document states:

In South Africa quality assurance is a relatively new concept within the educational terrain. The inspectorate of the past served as a policing mechanism to entrench apartheid education policy, and had very little to do with assuring quality of education provision. Quality assurance represents the planned and systematic actions necessary to provide confidence that the education provided is meeting expectations and is relevant to the needs of South Africans. There is a need to promote a realization that quality assurance is not a burden but a necessary and vital part of the solution in developing a more cost effective and efficient education system. Quality assurance refers to the monitoring and evaluation of the performance of the various levels of the education system in achieving:

- specific goals at each level
- overall objectives of the system. (p. 6)

It also includes the management of previously defined quality initiatives that involve activities which are used to provide maximum confidence that acceptable levels of quality



are achieved in all aspects of setting, delivery and review of standards in the education system.

Table 9

*Comparison and Definition of Traditions of School Effectiveness and Improvement and Quality Assurance*

SCHOOL EFFECTIVENESS	SCHOOL IMPROVEMENT	QUALITY ASSURANCE
<b>Purposes</b> Measure the extent of inequality, then show the importance of learning sites and find correlates of effectiveness.	Formulae for making learning sites effective, especially for the disadvantaged.	Demonstrate that the resources are being used effectively to provide education of a high standard.
<b>Focus</b> Learning sites and school organization.	Individual educators or groups of educators, and on school processes.	The relative quality and efficiency of systems or learning sites to inform choice and accountability.
<b>Methods</b> Data driven with emphasis on outcomes, quantitative in orientation, using production function models.	Rare empirical evaluation of effects of change. Focus on organization and staff development.	Free market, served by the reduction of large data sets to a few easily interpreted indices, profiles or rankings.
<b>Knowledge Base</b> Specialist research	Practitioner knowledge	Specialist and political
<b>Time Frames</b> More concerned with learning sites at a point in time.	More concerned with learning sites as changing entities.	More concerned with annual efficiency.
<b>Outcomes</b> Concerned with changes in pupil outcomes. Lack of knowledge on how to implement change.	Concerned more with the journey rather than the destination.	Statistical comparison of learning sites.
<b>Definitions of Effectiveness</b> School able to change all of its pupils to a desired standard.	Empowered staff moves the school towards desired goals.	School able to deliver education services to a specified standard of quality.

*Note.* Based on Reynolds, Marquandt and Watermeyer as cited in *A policy framework for quality assurance in the education and training system in South Africa* (South African Department of Education, 1998, pp. 44 & 9 respectively).

Quality assurance cannot work by itself and is reliant on quality management.

This refers to actions, processes and structures necessary to ensure that the delivery of education is of the highest quality. The attainment of quality requires the commitment of all members of the organization, while the responsibility of quality management belongs specifically to top management at each level of the structures in education, within and without the organization.

### **Leadership/Motivation**

In organizations managers are not necessarily leaders. Dalin (1998) and Leigh (1998); affirm this distinction. Leadership in a broad sense is defined as a quality that turns plans and decisions into action, using and encouraging innovative methods. Clarity of purpose; whole organization involvement; empowerment; emphasis on teamwork (staff interaction to promote core values); and the employment of all resources to their fullest potential are characteristic leadership features. Successful organizational leaders rely less on their position in the hierarchy and more on expertise, leadership and personality.

Leadership efficiency according to Truitt (1991) may be improved through creating an exciting vision that will motivate and reinforce employees' belief in their ability to accomplish tasks. Being supportive will cause people to reciprocate. Adequate training opportunities for staff development in areas of weaknesses will enable people to become competent in carrying out given tasks. Teamwork should be encouraged so that people can work cohesively. Clarity of direction will result in the avoidance of mistakes as a result of ambiguity. Ethics and fairness are an important part of gaining trust and

respect in the work environment. Job satisfaction is important, as people will put more effort into a job that they enjoy doing. Performance feedback is important, both as a tool to provide encouragement as well as to correct mistakes in a timely fashion. Participation in decision making gives employees ownership.

Covey (1992) speaks of Principle-Centered-Leadership which enables organizations to achieve total quality objectives and which also applies to individuals and human relationships enabling them to attain co-operation, understanding, commitment and creativity and become effective in the areas of management and interpersonal relationships. Managers must become leaders who empower and stimulate people's capacity to contribute ideas, be creative and innovative, in order to be productive at the highest level. Leadership should therefore be oriented towards meeting long term goals without compromising human values and principles.

Motivational theories are categorized in terms of satisfaction, incentive and intrinsic rewards. Some of the ways in which people are motivated include recognition, having responsibility, job enjoyment and satisfaction, liking the group in which one works, status, challenge and personal growth and development (Truitt, 1991).

## **Conclusion**

The history of farm schooling is characterized by environmental problems and the lack of facilities, equipment, materials, and basic utilities. These schools provide a service and have a future in South Africa. They are not likely to disappear or become absorbed into public school systems found in towns and cities. The quality of the organization and management of these schools is gauged by their effectiveness, that is, the level of

productivity as measured by the matriculation results their students achieve. It is proposed that the management and organizational practices and principles described in the literature review can be applied to school systems to create an environment conducive to continuous improvement in learning.

One has to look beyond the socio-economic problems of these schools to improve education and production in making them effective organizations. The literature that has been reviewed points to the fact that organizations can become effective through TQM practices, together with the creation of a culture within the organization that is conducive to developing a learning organization, through which continuous learning can take place. Another factor that is an integral part of developing such an organization is the development of human resources. In actual fact, all members within a school may be viewed as managers at different levels, who work together towards a common goal and have a similar vision of the organization, whilst having a customer focus. A customer focus can only be achieved through the active participation and involvement of all stakeholders in the educational process so that the school may become an effective learning site.

The purpose therefore of this study is to investigate the management and organizational structure of the farm school and how this might affect pupil achievement. This study intends also to investigate problems experienced in the management and organization of farm schools, so that recommendations can be made towards achieving effective management for greater pupil achievement.

## **CHAPTER 3**

### **METHODOLOGY**

This research attempts to assess the management and administration systems in a representative sample of farm schools in the Free State. To do so, a questionnaire on total quality management (TQM) was adapted from *The Baldrige Award for Education: How to measure and document quality improvement* (Arcaro, 1995) in order to evaluate the management structures of farm schools and how these may influence pupil achievement. In addition, informal interviews were conducted with the farm school principals as well as with administrators from the Department of Education. Field notes were taken during visits to the farm schools; and primary data pertinent to the study were obtained from the Department of Education and the HRSC. Permission to conduct the research in the schools was granted by the Free State Department of Education (see Appendix A).

#### **Sample**

In the Free State Province, there are 1,741 farm schools that exist which cater for all the phases of schooling from grades 1 to 12, as follows:

- a) 3 secondary schools
- b) 20 combined schools
- c) 55 intermediate schools
- d) 1,663 primary schools.

There are 20 combined farm schools located in 11 of the 12 educational districts in the Free State. Combined schools were selected for the research because they could provide information from educators on the full range of grades in a school. Only two

districts of the 11 had a maximum of four combined schools each. The schools in the Harrismith District were selected because of their proximity to the Harrismith Education Department within the Free State and because the other district had schools which were hundreds of kilometres away from each other and the Education Department that serviced the district. The reason for choosing schools within the same district was that all schools participating in the study would be serviced by the same Department of Education district, thus eliminating confounding variables in administration policies, as well as differing environmental and community characteristics.

Three maps included in the appendices present geographical and statistical information on farm schools in the Free State. They are as follows:

Appendix B: Map of all farm schools in the Free State province

Appendix C: Map of all combined schools in the Free State province (with classes up to matriculation level)

Appendix D: Map of the farm schools in the Harrismith District, showing the four combined schools used in the research.

In the sample of four schools, 35 educators (teachers and principals), completed the questionnaire. The principals of the four schools were also interviewed individually, on-site observations were made and field notes were taken.

All schools were situated in rural areas and ranged in distance from 30 to 90 km from the town of Harrismith where the district education office is situated. All roads leading to the schools are dirt or gravel roads that become inaccessible by vehicle in extremely wet weather.

### School A

The school was situated approximately 25 km from Harrismith. It has a permanent teaching staff of 13 teachers including the head, with two cleaners and a secretary as part of the non-teaching staff. The number of pupils registered at the school was 438. The following classes were combined, that is, taught in the same classroom: grade 1 and 2; grade 5, 6 and 7. Grades 8, 9, 10, 11, and 12 were taught in separate classrooms. The largest class had 44 pupils and the grade 12 class had 34 pupils.

### School B

This school was situated approximately 65 km from Harrismith. There is a staff of 11 permanent teachers, including the head of the school. The total number of pupils registered at this school is 298. One building housed a combined classroom of grades 4, 5 and 6 and is situated 1 km away from the main school building. Grades 1, 2, and 3 are combined in a single classroom in fair condition 500 m away. The highest number of learners in a class is 41. There are 23 pupils in grade 12.

### School C

This school is situated approximately 90 km from the town of Harrismith and is located on a farm owned by the Roman Catholic Church. The staff consists of eight teachers including the head of the school. There are 310 pupils at the school of whom 10 are resident at the school hostel because their homes are in far off areas. There are combined classes of grades 1, 2 and 3; grades 4 and 5 and grades 6 and 7. The largest class has 63 pupils, and the grade 12 class has 15 pupils.

### School D

This school was situated approximately 30 km from Harrismith and consisted of a cluster of small buildings, which includes the hostel. The school has seven permanent teachers including the head. There are 164 pupils at the school and the largest class has 27 pupils. The grade 12 class has 13 pupils.

### **Materials and Procedures**

A combination of qualitative and quantitative methodologies was used to gather data which would provide as complete a picture as possible of the state of farm schools in the study.

#### *Quantitative Measures*

Statistics were obtained from the HSRC in Pretoria and from the Free State Department of Education regarding all aspects of farm school environment and administration.

The researcher collected data through the use of two questionnaires, one constructed and adapted from Arcaro (1995), and the other prepared by the researcher for the purpose of collecting demographic information from the principal and teachers of each school.

Only the questions on management strategies from the Arcaro's model were adapted and used to ascertain to what degree TQM strategies were being employed by teachers and principals at the four farm schools.

The objective of the survey was to collect data that would provide information about the strengths and weaknesses of the organization and the quality of management,



and to ascertain whether there are any linkages between the quality of management in schools, and pupil achievement. A copy of the questionnaire is included in Appendix E.

The questionnaire adapted from Arcaro (1995) consisted of 10 sections, which are the criteria for the principles on which Total Quality Management rests with reference to educational institutions:

**1. Customer Focus and Satisfaction Survey:**

A total quality school communicates with all of its customers and is committed to improving internal and external customer satisfaction. It involves all customers (students, parents, government, the community and society) in the development of programs and services so that the responsibility for the quality of education received is shared.

**2. Leadership Survey:**

In a total quality school all managers and administrators must demonstrate their commitment to quality through their personal leadership and involvement in creating and sustaining a customer focus and clearly visible customer values.

**3. Continuous Improvement:**

Total quality schools strive to provide the internal and external customers with high quality educational, economic and social products and services that meet or exceed customer requirements.

#### **4. Total Participation and Staff Development:**

In a total quality school, training and learning requirements are regularly reviewed and programs developed to meet all staff and student training requirements. All staff is encouraged to participate in quality initiatives.

#### **5. Problem Resolution Survey:**

A total quality school requires the review and update of educational programs to ensure that the output consistently meets or exceeds the customer's requirements in order to prevent problems occurring.

#### **6. Long Term Strategic Planning:**

A total quality school requires a public commitment from all strata of the management team to develop all staff and students to achieve the educational objectives stated in the strategic quality plan.

#### **7. Management by Fact:**

The total quality school establishes criteria for using data to improve processes and services. In a total quality school the strategic plan will clearly identify how data will be used to improve performance. The plan will clearly identify how the validity of the data will be ensured and describe the processes to be employed to provide access to the data.

#### **8. Partnership Survey:**

A total quality school establishes both internal and external partnerships that encourage communication and provide approaches to evaluating progress in a non-threatening environment.

## **9. Community Responsibility:**

A total quality school recognizes its responsibility to promote and support community initiatives to improve the environment, minimize waste and encourage community citizenship and responsibility.

In order to operationalize these principles a set of appropriate procedures need to be put in place within the organization.

## **10. Quality in Operation:**

- a) Action plans should focus on reducing the amount of time it takes to respond to customer issues and request for information.
- b) Schools should anticipate the need for change in systems or processes before the system fails.
- c) Schools should develop a flexible response system that enables all staff to meet their customers' requirements in a cost effective and timely manner.
- d) Schools should anticipate the need for change in the system or processes before the system or processes fail.
- e) Continuous improvement projects should be based in part on the ability to respond to customer issues in a more timely manner.
- f) The school or district should collect data to make decisions that impact staff's ability to respond to customer issues.
- g) All staff members should be encouraged to contribute to identifying their own job-related training and development needs that will enable them to better respond to customer issues.

For each section of the survey on Total Quality Management, the operational procedures for carrying out activities or doing things are stated in the questionnaire.

The researcher developed a questionnaire to collect information on aspects of management practices in the school and requested personal details from educators, as well as their views on problems encountered in their schools which affected their effectiveness.

### *Qualitative Measures*

Informal interviews were conducted with principals of schools. Field notes were based on observations made during the researcher's visit to the school. They included remarks on the condition of the buildings and facilities available, the management structure of the school; size of the school and staffing. The field notes are intended to provide an overall picture and feel of the school.

### **Procedures**

In order to carry out the survey, permission from the Department of Education for the Free State Province was obtained. Letters granting permission to conduct the research were also obtained from the heads of the relevant schools.

The researcher visited the schools in order to collect the data. The reason for conducting the survey was explained to teachers. All educators employed in the four schools were asked to participate in the study. However, participation from teachers was on a voluntary basis. Participants in the study were asked to respond on a 5-point Likert scale to seven statements in each of the 10 sections of the questionnaire from Arcaro (1995). The respondents were given two hours to respond to the questionnaires. This

part of the research took two days to complete in all four farm schools at the rate of two schools per day.

The following is a schedule of the various tasks and activities that were undertaken to carry out the study:

- 1) Permission to undertake this research was obtained from the Free State Department of Education and Concordia University.
- 2) A list of all the farm schools for the Harrismith district was obtained from the Department of Education.
- 3) Letters were sent to principals of relevant schools asking for permission to conduct the survey.
- 4) Interviews were conducted with administrators in the Department of Education.

Each school was visited by the researcher:

- Educators were briefed on the survey and its intention and questions were answered concerning the interpretation of the survey.
- Educators at all levels were requested to fill out the questionnaires.
- Interviews were conducted with the principals of the schools.
- The organizational skills evident during the visit were observed and relevant field notes were taken.

### **Data Analysis**

- 1) Data from the questionnaire were gathered and coded under each section of the questionnaire.

- 2) The results of the questionnaire on demographic information were tabulated.
- 3) The researcher examined the theoretical, ideal framework according to the model proposed by Arcaro (1995) and compared each school noting the differences and similarities in the organization and management against the ideal.
- 4) The schools were then ranked according to the degree they reflect the theoretical ideal.
- 5) The results produced by each of the schools were then compared with the ranking to see if there was any linkage between the management and administration of these schools to pupil achievement.

## **CHAPTER 4**

### **RESULTS**

Data were collected to provide information about the strengths and weaknesses of various aspects of the organization and the quality of management, and to ascertain whether they are linked to pupil achievement. Questionnaires were completed by all teachers and principals in the four schools participating in the study, and the researcher conducted informal interviews with administrators in the Free State Department of Education (DEFS), and the principals of the four schools. Field notes on various aspects regarding farm schools were taken. A checklist for the field notes can be found in Appendix F.

#### **Qualitative Findings: Field Notes**

Field notes were obtained through observation and an informal interview with the principal. All schools were situated in rural area in a radius of 30 to 90 km from the town of Harrismith where the district office is situated. All roads leading to the schools are dirt or gravel roads that become inaccessible by vehicle in extremely wet weather.

##### School A

The school seemed well organized and had two cleaners and a secretary as part of the non-teaching staff. The Head's office was pleasant and evidently organized, as there was a cabinet with labeled files. There was a photocopier and an overhead projector. A color-coded timetable showed the classes in which teachers should be present during working hours. There were 13 teachers including the Head of the school. The school did not have any senior teachers or heads of department.

The number of pupils registered at the school was 438. The following classes were combined, that is, taught in the same classroom: grades 1 and 2; grades 3 and 4 and grades 5, 6 and 7. Grades 8, 9, 10, 11 and 12 were taught in separate classrooms. The smallest class had 44 pupils and the grade 12 class had 34 pupils. The school has four teachers who are qualified to teach primary school, four for secondary school, and two have qualifications other than that for teaching. This means that three teachers teach at primary school level and that one teacher is teaching at secondary school level with a primary teaching diploma (PTD), and two teachers who do not have a teaching qualification are also teaching at this level. At this school three teachers are studying to improve their qualifications in education. Of the teachers 10 of the 13 have a minimum of six years' experience.

There were adequate furniture and textbooks although the latter did not arrive on time for the beginning of classes. Teachers were referred to other schools to obtain materials for teaching. The DEFS did not provide them with these materials, and the complaint was that the distances between schools are great and that public transport in these areas is only available at certain times of the day.

The school was supplied with water and electricity. A piece of sandy ground is used for activities. The classrooms were in need of minor repairs. Pupils travel between 1 to 15 km on foot to the school. Pupils who live further than that have been allowed to live on the school property in shelters that their parents have erected. The governing body takes a keen interest in the school and is willing to assist.



The school has a policy and vision for the future. Meetings with staff and class monitors are held on a regular basis and, as needed, to discuss disciplinary problems that most teachers agree exist at the school. Late coming was noted as a problem with pupils because there is no reliable transport available. The Head advocates team spirit and cooperation between staff members although many staff members feel that communication is lacking. Some of the problems he encounters are teachers not teaching and pupils not getting to classes on time. The case of a teacher who needed to be disciplined was referred to the DEFS.

Secondary school pupils are given the support of extra classes in the afternoon where question papers from previous examinations are revised. Trial exams for grade 12 are written and pupils given feedback. The matriculation results have improved from the previous year, and this school has the best results for grade 12 in a rural school from the Harrismith district, which is a 50% pass rate.

#### School B

This school was extremely fragmented in that the various sections of the school buildings were distributed over a large area. The main building consisted of the principal's office together with a few classrooms. There are 304 pupils registered at this school. The building that housed a combined classroom of grades 4, 5 and 6 was situated 1 km away, and was in serious disrepair with a large hole in the wall for a window. Grades 1, 2, and 3 are combined in a single classroom in a fair condition 0.5 km away. The grade 7 class is the only class in the primary school that is not combined. The highest number of learners

in a class is 41. There are 23 pupils in grade 12. Pupils walk between 1 to 14 km to school.

There are no proper facilities for extra curricular activities. The school had no electricity although the connections to acquire electricity had been completed. This is apparently due to the lack of funds by the DEFS. The furniture is adequate but there is a shortage of textbooks, which are said to come in slowly.

The school does not have a secretary or cleaners. The Head's office consists of a table, chairs and a notice board on which the vision and mission statement of the school is displayed. There is a staff of 11 including the Head of the school, of whom four were absent at the time of the study. A comment by one of the teachers was that the teachers needed to be disciplined. There are no senior teachers or heads of department. Of these staff members, six are qualified to teach primary school, four are qualified to teach secondary school. This means that there are two teachers with PTD's teaching at secondary level as there are only three primary school classes. The Head at this school teaches non- examination subjects.

One of the teachers is engaged in pursuing further studies in education. Seven of the 11 teachers have more than six years' experience. Staff meetings are held once a month. The matriculation results have been dropping for the past three years. The explanation given by the staff for this is that the students are lazy. The Head does not encounter any disciplinary problems. The governing body members are active and cooperative.

### School C

This school is situated approximately 90 km from the town of Harrismith and is located on a farm owned by the Roman Catholic Church. The buildings are in a good condition and the surroundings are pleasant. The school seemed well organized with a mission statement and an action plan evident. The staff consists of eight teachers including the Head of the school. There are no senior teachers or heads of department. At this school four teachers are qualified to teach at primary level, and four at secondary school level. Three of the eight teachers are involved in teaching at primary level and the rest teach in the secondary section of the school. Three teachers are studying to improve their qualifications. Five of the eight teachers have a minimum of six years' experience.

There are 310 pupils at the school of whom 10 are resident at the school hostel as they come from far off areas. There are combined classes of grades 1, 2 and 3; grades 4 and 5 and grades 6 and 7. The largest class has 63 pupils and the grade 12 class has 15 pupils. Pupils living in surrounding areas travel 1 to 15 km on foot to school.

The furniture provided is adequate but there is a serious shortage of textbooks. The school has had a matriculation (grade 12) class for three years now and there are no textbooks for the matriculants. The school does not have a photocopier and has no assistance from the DEFS or learning facilitators. Outcomes-based education, often referred to as Curriculum 2005 (South African Department of Education, 1997), which is an educational approach not only to increase the general knowledge of the learners, but to develop their skills, critical thinking, attitudes and understanding, was introduced in 1998 but no materials were received to facilitate teaching. The complaint is that a shortage of

teachers exist at the school. Some teachers say that there is a lack of disciplinary measures and communication.

#### School D

This school comprises a cluster of small buildings, which includes the hostel. The school has seven teachers including the Head. There are no senior teachers or heads of department. Two teachers are qualified to teach primary school and do teach at that level and four who are qualified to teach secondary school do teach at this level of the school. Two teachers are studying further to improve their qualifications and four of the teachers have a minimum of six years' teaching experience. All teachers agree that they experience disciplinary problems with students at the school. Other problems experienced are the lack of transport, inability to use corporal punishment and communication. Teachers advocate that disciplinary problems arose after corporal punishment was banned by law in schools. There are 164 pupils at the school and the largest class has 27 pupils. The grade 12 (matriculation) class has 13 pupils. Grades 1, 2 and 3 are combined in one class and grades 4, 5 and 6 are combined in another class. The school has both an electricity and water supply. The school has a photocopier and overhead projector. A piece of ground serves as a soccer and netball field.

The furniture and textbooks provided are adequate. Pupils travel between 9 to 20 km a day on foot to school. The school has a policy and mission statement but support from the DEFS is lacking.

Teachers live on the property in houses provided by the farmer, which are generally in poor condition. The hostel facility at the school provides only

accommodation, and pupils are not allowed to remain there over weekends as the farmer has encountered problems, for example, theft and vandalism. There is no supervision of pupils when they are present in the hostel. The governing body is called upon when problems arise.

## **Questionnaire on Demographics**

### *Teacher Qualifications*

Table 10 summarizes the educational qualifications of the 35 teachers who participated in the study from the four combined farm schools. In School A, although there were four teachers with a PTD, there were only three classrooms for primary grade children. Therefore one teacher with a PTD is teaching at secondary grade level together with two teachers who hold qualifications other than that for teaching. In School B there were three primary grade classes and four teachers who have PTD's. Therefore one teacher is teaching at secondary grade level with a PTD. In School C there are four teachers with PTD's and only three primary grade classrooms. This means that one of the teachers with a PTD is teaching at secondary grade level. In School D there are only two teachers with PTD's and three primary grade classrooms. Therefore a teacher with a secondary teaching diploma (STD) is teaching at primary grade level.

Table 11 shows that in all the schools the majority of teachers had more than six years of experience. In School B all of the teachers had more than six years while 10 did so in School A. In School C there were five teachers and in School D there were four teachers who had more than six years of experience.

Table 10  
*Types of Teacher Qualifications*

School	<i>n</i>	PTD <sup>1</sup>	STD <sup>2</sup>	Degree	Non teaching Qualification	No response
A	13	4	4	2	2	1
B	7	4	2	1	-	-
C	8	4	3	1	-	-
D	7	2	3	1	-	1

<sup>1</sup> Primary Teaching Diploma

<sup>2</sup> Secondary Teaching Diploma

Table 11  
*Comparison of Teaching Experience in the Four Schools*

School	1-5 years	6-10 years	11+ years
A	3	4	6
B	-	4	3
C	3	4	1
D	3	2	2

### *Disciplinary Problems Experienced*

Table 12 shows that the staff in School D was unanimous in acknowledging that they encountered disciplinary problems, closely followed by School C with seven. Less than half the teachers in School B recognized that disciplinary problems existed while in School A, six encountered disciplinary problems and two stated that the lack of punctuality was a problem.

Table 12  
*Disciplinary Problems Experienced*

School	Yes	No	Other
A	6	5	2
B	3	4	-
C	6	2	-
D	7	-	-

*Solution to Problems*

Table 13 shows the educators' solutions to problems encountered, which are poor attitude of students to their work, not being punctual for classes and the lack of communication between student, teachers and management.

In School A, eight of the educators claim that there is a need for more communication between management staff and students, while four say that a more reliable transport system is needed so that students can be punctual. Only one teacher thinks that corporal punishment should be used.

Table 13  
*Solution to Problems*

School	Transport	Corporal Punishment	Communication
A	4	1	8
B	1	2	4
C	1	3	3
D	3	4	4

In School B, four of the educators feel that there is a need for better communication between teachers, management and students while two feel that corporal punishment should be used. Only one teacher sees transport as a solution to punctuality.

In School C, three educators claim that communication is needed while two claim that corporal punishment is the answer to the problem. Only one teacher sees transport as a solution to punctuality.

In School D, four of the educators claim that corporal punishment and improved communication are solutions to problems encountered at the school while three feel that a reliable transport system is needed.

### *Improvements Suggested*

Table 14 shows suggestions made by educators in all four schools in order to increase pupil achievement. The majority of teachers in all four schools agreed that they needed more guidance from subject learning facilitators in the district education department. The teachers stated that there is a lack of follow-up visits or that learning facilitators for certain subjects do not visit the school at all. The percentage of educators in agreement that more learning facilitation is needed is as follows for each of the four schools: School A – 77%; School B – 57%; School C – 50% and School D – 86%. Some educators in all the schools agreed that in-service training courses should be run for teachers with School C being the highest at 37% followed by School A at 31%, School D at 28% and School B the lowest at 14%. A few educators in three of the four schools: School A- 23%, School C-25% and School D-28%, agreed that discipline should be enforced. The provision of textbooks seemed to be a problem for some teachers in two of



the four schools. The percentages of teachers who felt this way were 28% in School B and 25% in School C. In School A 15% of the teachers and in School C 62% felt that more teachers were needed at their school.

Table 14  
*Improvements Suggested*

School	Enforce Discipline	Learning Facilitation	Inset Training	Provision of Texts	More Educators
A	3 (23%)	10 (77%)	4 (31%)	-	2 (15%)
B	-	4 (57%)	1 (14%)	2 (28%)	-
C	2 (25%)	4 (50%)	3 (37%)	2 (25%)	5 (62%)
D	2 (28%)	6 (86%)	2 (28%)	-	-

*Number of Teachers Teaching Subjects Offered in Each School*

Table 15 shows the number of teachers involved in teaching the different subjects offered at each of the four schools.

School A offers English, Afrikaans, Sesotho, Zulu, mathematics, general science, biology, history, geography, agricultural science and business economics.

School B offers: English, Afrikaans, Sesotho, mathematics, general science, biology, history, geography and agricultural science.

School C offers: English, Afrikaans, Zulu, mathematics, general science, biology, history, geography and business economics.

School D offers: English, Afrikaans, Zulu, mathematics, biology, history, geography, business economics and physical science.

Table 15  
Number of Teachers Teaching Subjects Offered in Each School

School	English	Africans	Sesotho	Zulu	Maths	General science	Biology	History	Geography	Agriculture	Business economics	Physical science	Accounting
A	4	2	2	2	3	2	1	2	2	-	1	-	-
B	1	2	2	-	3	2	1	3	2	1	-	-	-
C	2	1	-	1	1	1	1	1	3	-	1	-	1
D	1	1	-	1	2	-	2	1	1	-	1	1	-

### *Number of Teachers Qualified to Teach Subjects*

Table 16 shows the number of teachers who are teaching subjects for which they are qualified in each of the four schools. This table shows some differences for some of the schools when compared with the information given in Table 15, in that there are teachers who are teaching subjects for which they are not qualified. In School A, all teachers are teaching subjects according to qualifications. In School B there are teachers who are teaching the following subjects for which they are not qualified: mathematics, general science, history and geography. In School C there are teachers who are teaching the following subjects for which they are not qualified: Afrikaans, Zulu, general science, biology, and geography. In School D there is one teacher who is teaching biology but is not qualified to do so.

### **Summary of Qualitative Findings**

It is evident that all of the farm schools lack adequate facilities both for academic work and extra-curricular activities. The schools have no sporting equipment and properly marked or tended grounds for sporting activities. There are no specialist classrooms that are equipped for subjects like biology, agricultural science and physical science.

All of these schools have to some extent teachers who are teaching subjects which they are not qualified to teach although a majority of teachers in these schools have more than six years of teaching experience. The subjects offered by the four schools differ from each other to some extent.

Table 16  
*Number of Teachers Qualified to Teach Subjects*

School	English	Africans	Sesotho	Zulu	Maths	General science	Biology	History	Geography	Agriculture	Business economics	Physical science	Accounting	Reading Education
A	5	4	2	2	4	5	1	4	4	-	2	-	-	-
B	3	3	3	-	2	1	1	2	2	-	-	1	-	-
C	1	-	-	-	1	-	-	2	2	-	1	-	1	-
D	6	1	1	2	2	-	1	1	1	1	1	2	-	1

All schools receive support from their governing body in dealing with problems encountered in the school. Corporal punishment is viewed strongly as a means of maintaining discipline at some schools.

The need for learning facilitators and better communication in the school is evident as teachers indicate they need direction with teaching and learning at these schools. These results conclude that given the circumstances of these schools it is difficult for them to operate as quality schools.

### **Quantitative Findings: Baldrige Survey - Total Quality Management (TQM)**

The questionnaire is adapted and constructed from *The Baldrige Award for Education: How to measure and document quality improvement* (Arcaro, 1995). Only the survey on TQM was used from Arcaro. It is a 10 part survey on Total Quality Management for educational institutions, with each section having seven questions rated on a 5-point scale Likert Scale: 5=strongly agree; 4=agree; 3=undecided; 2=disagree; 1=strongly disagree. The results from this 5-point scale measure were summarized into a 3-point scale tabular format of three columns named: Agree, Undecided and Disagree. The weighted averages for each section of the survey for all four schools were calculated. Any score above 3.0 represents disagreement with the claim to the existence of the particular characteristic associated with a total quality school. The results for each sub-section of the questionnaire for each school are as follows:

#### *Section 1: Customer Focus and Satisfaction*

This section is intended to ascertain the degree of satisfaction with the level of involvement and communication between internal and external customers (students,

parents, government, the community and society) in the development of programs and services; thus ensuring that the responsibility for the quality of education received is shared.

The results (see Table 17) show that all schools agree that their school does not focus on customer satisfaction. However, there is a considerable variation in the degree of disagreement with the school's performance on this variable, with School B registering the highest at 73.5% and School A the lowest at 44%. The weighted averages for this measure of quality clearly show the variation of disagreement for each school.

Table 17

*Customer Focus and Satisfaction: Frequency of Responses According to Schools*

School	<i>n</i>	Agree (%)	Undecided (%)	Disagree (%)	Weighted Averages
A	13	40.7	15.4	44.0	3.04
B	7	16.3	10.2	73.5	3.78
C	8	30.4	14.3	55.4	3.33
D	7	18.4	16.3	65.3	3.58

## *Section 2: Leadership Survey*

This section of the survey is intended to show that in a total quality school all managers and administrators must demonstrate their commitment to quality through their personal leadership and involvement in creating and sustaining a customer focus and clearly visible customer values. The results (see Table 18) show that all schools agree that their school does not demonstrate their commitment to quality through leadership and involvement. All schools register a high degree of disagreement with their school's

performance on this variable, with School B being the highest at 71.4% and School A the lowest at 51.7%. The weighted averages for this measure of quality clearly show the variation of disagreement for each school.

Table 18  
*Leadership Survey: Frequency of Responses According to Schools*

School	<i>n</i>	Agree (%)	Undecided (%)	Disagree (%)	Weighted Averages
A	13	25.3	23.1	51.7	3.33
B	7	12.2	16.3	71.4	3.95
C	8	23.2	12.5	64.3	3.50
D	7	22.4	20.4	57.1	3.40

### *Section 3: Continuous Improvement*

This section of the survey is intended to ascertain the degree to which the four schools provide the internal and external customers with high quality products and services that meet or exceed customer requirements.

The results (see Table 19) show that all schools agree that their school does not focus on providing high quality products and services that meet or exceed customer requirements. The responses for all four schools in this section show the highest percentages of disagreement of all the sections in the survey, with School C registering the highest at 85.7% closely followed by School B at 83.7%; the lowest level of response came from School D with 55.1%. The weighted averages for this measure of quality indicate clearly the level of commitment towards high quality service and production.

Table 19

*Continuous Improvement: Frequency of Responses According to Schools.*

School	<i>n</i>	Agree (%)	Undecided (%)	Disagree (%)	Weighted Averages
A	13	20.9	15.4	63.7	3.61
B	7	4.1	12.2	83.7	4.33
C	8	10.7	3.6	85.7	4.17
D	7	24.5	20.4	55.1	3.46

#### *Section 4: Total Participation and Staff Development*

This section of the survey is intended to ascertain the degree to which training and learning requirements are regularly reviewed and programs developed to meet the staff and student training requirements in which all staff participate.

The results (see Table 20) show that all schools agree that their school is not concerned to a large extent about reviewing training and learning requirements for staff participation. All four schools registered similar results and there were no marked differences between schools. The weighted averages for all four schools show the variations for this measure of quality with School A being the lowest.

Table 20

*Total Participation and Staff Development: Frequency of Responses According to Schools*

School	<i>n</i>	Agree (%)	Undecided (%)	Disagree (%)	Weighted Averages
A	13	41.8	11.0	47.3	3.03
B	7	34.7	10.2	55.1	3.28
C	8	30.4	14.3	55.4	3.44
D	7	26.5	18.4	55.1	3.32



### *Section 5: Problem Resolution Survey*

This section is intended to ascertain the degree that educational programs are reviewed and updated to ensure that output consistently meets or exceeds the customer's requirements in order to prevent problems occurring.

The results for this section (see Table 21) show that all schools agree that there is no focus on problem resolution. However there is considerable variation in the degree of disagreement regarding the school's performance on this variable, with School B and School C registering the highest at 69.4% with School A and School C having similar scores of 47.3% and 48.2%, respectively. The weighted averages for this measure of quality show the differences between Schools B and D and Schools A and C.

Table 21

*Problem Resolution Survey: Frequency of Responses According to Schools*

School	<i>n</i>	Agree (%)	Undecided (%)	Disagree (%)	Weighted Averages
A	13	35.2	17.6	47.3	3.99
B	7	16.3	14.3	69.4	3.89
C	8	33.9	17.9	48.2	3.00
D	7	10.2	20.4	69.4	3.67

### *Section 6: Long Term Strategic Planning*

A Total Quality School requires a public commitment from all strata of the management team to develop staff and students so that they may achieve the educational objectives stated in the strategic quality plan.

The results (see Table 22) show that all schools agree that their school does not commit at all levels of management to develop staff and students to achieve educational objectives. However there is considerable variation in the degree of disagreement between Schools A and C and Schools B and D, the latter two registering a much higher level of 69.4% and 61.2% respectively. The weighted averages show the differences in this measure of quality.

Table 22

*Long Term Strategic Planning: Frequency of Responses According to Schools*

School	<i>n</i>	Agree (%)	Undecided (%)	Disagree (%)	Weighted Averages
A	13	35.2	20.9	44.0	3.66
B	7	20.4	10.2	69.4	3.83
C	8	26.8	28.6	44.6	3.24
D	7	16.3	22.4	61.2	3.73

#### *Section 7: Management by Fact*

This section is intended to ascertain the degree to which criteria are established for using data to improve processes and services and identify how data will be used to improve performance.

The results (see Table 23) show that two schools agree that their school does focus on management by fact, while the other two schools are in disagreement with their school's performance on this variable: School B registered the lowest at 32.7%; School A at 38.5% and School C with the highest at 44.9%. The weighted averages show clearly the

agreement of Schools A and B and disagreement of Schools C and D on this measure of a quality school.

Table 23  
*Management by Fact: Frequency of Responses According to Schools*

School	<i>n</i>	Agree (%)	Undecided (%)	Disagree (%)	Weighted Averages
A	13	33.0	28.6	38.5	1.85
B	7	32.7	34.7	32.7	2.36
C	8	32.1	10.7	57.1	3.31
D	7	36.7	18.4	44.9	3.10

#### *Section 8: Partnership Survey*

This section is intended to ascertain the degree to which each of the schools establishes both internal and external partnerships that encourage communication and provide approaches to evaluating programs in a non-threatening environment.

The results (see Table 24) show that all schools agree that their school does not focus on establishing internal and external partnerships for the evaluation of programs in a non-threatening environment. There is variation in the degree of disagreement with the school's performance on this variable, with School C registering the highest at 66.1% and School D the lowest at 40.8%. The weighted averages for this measure of quality show the level of disagreement for each school.

Table 24

*Partnership Survey: Frequency of Responses According to Schools*

School	<i>n</i>	Agree (%)	Undecided (%)	Disagree (%)	Weighted Averages
A	13	30.8	24.2	45.1	3.12
B	7	28.6	14.3	57.1	3.56
C	8	23.2	10.7	66.1	3.73
D	7	28.6	30.6	40.8	4.02

*Section 9: Community Responsibility*

This section is intended to ascertain the degree to which the schools recognize their responsibility to promote and support community initiatives to improve the environment and encourage community and citizenship and responsibility.

The results (see Table 25) show that all schools agree that their school does not recognize its responsibility to the community to the extent that it should. There is considerable variation in the degree of disagreement with the school's performance on this variable, with School B registering at 73.5% and School A, the lowest at 45.1%. The weighted averages for this measure of quality clearly show the variation of disagreement for each school.

Table 25

*Community Responsibility: Frequency of Responses According to Schools*

School	<i>N</i>	Agree (%)	Undecided (%)	Disagree (%)	Weighted Averages
A	13	29.7	25.3	45.1	3.20
B	7	18.4	8.2	73.5	3.83
C	8	30.4	8.9	60.7	3.05
D	7	12.2	38.8	50.0	4.02

### *Section 10: Quality in Operation Survey*

This section is intended to ascertain the degree to which a school addresses the following issues:

- a) Action plans focus on reducing the amount of time it takes to respond to customer issues and request for information.
- b) The way systems anticipate the need for change in systems or processes before the system fails and develop a flexible response system that enables all staff to meet their customers' requirements in a cost effective and timely manner.
- c) The need for change in the system or processes before the system or processes fail.
- d) If continuous improvement projects are based, in part on the ability to respond to customer issues in a more timely manner.
- e) Whether the school or district collects data to make decisions that impact staff's ability to respond to customer issues, and whether all staff members are encouraged to contribute to identifying their own job-related training and development needs to enable them to better respond to customer issues.

The results (see Table 26) show that all schools agree that their school does not focus on quality in operation issues. There is some variation in the degree of disagreement with the schools' performance in this variable, with School B registering the highest at 65.3% and School D at 30.6%. The weighted averages for this measure of quality clearly show the range of averages for the schools from the highest to the lowest.

Table 26

*Quality in Operation: Frequency of Responses according to Schools*

School	<i>n</i>	Agree (%)	Undecided (%)	Disagree (%)	Weighted Averages
A	13	37.4	13.2	49.5	3.14
B	7	14.3	20.4	65.3	3.83
C	8	33.9	17.9	48.2	3.33
D	7	24.5	44.9	30.6	3.13

*Summary of Weighted Averages*

Table 27 shows the weighted averages for each section of the survey as well as the total weighted average in Schools A, B, C and D indicating clearly that the responses from all schools show that they are not quality schools.

Table 27

*Summary of Weighted Averages*

Survey	School A	School B	School C	School D
Section 1	3.04	3.78	3.33	3.58
Section 2	3.33	3.95	3.50	3.40
Section 3	3.61	4.33	4.17	3.46
Section 4	3.02	3.28	3.44	3.32
Section 5	3.99	3.89	3.00	3.67
Section 6	3.66	3.83	3.24	3.73
Section 7	1.85	2.36	3.31	3.10
Section 8	3.12	3.56	3.73	4.02
Section 9	3.20	3.83	3.05	3.64
Section 10	3.14	3.83	3.33	3.13
Total Average	3.20	3.66	3.11	3.51

## **CHAPTER 5**

### **DISCUSSION**

The results show that none of the four schools in the study meets the norm for quality schools. There are however specific areas in some of the schools that indicate a move towards a quality school.

The quantitative findings will be discussed in conjunction with the qualitative findings in order to provide a holistic picture of combined farm schools as to how the management may influence pupil achievement. The 10 sections of the questionnaire from Arcaro (1995) will serve as a frame of reference for the analysis and discussion of the data.

#### *Section 1: Customer Focus and Satisfaction Survey*

The results for this section shows that all four schools are not established according to the criteria set by Arcaro (1995) for total quality schools. However the variation in scores shows that School B is to a greater extent closer to showing agreement in this section of the survey than the other schools. Nevertheless, the researcher's field notes indicate contradictions within this picture. Two of the school buildings in School B are situated a kilometer away from the main school. A teacher at this school commented that the teachers there need to be disciplined and indeed four of the 11 teachers at the school were absent at the time of the study, which was undertaken in the first few days of the new academic year after a six week summer vacation. Absenteeism is a frequent occurrence in farm schools especially on Mondays. Pupils were merely classified as lazy

to explain the falling matriculation results for the past three years, indicating a lack of interest in examining the reasons for the poor results.

Although School A scored lower than School B, it was the only school that showed some interest in having contact with pupils and some kind of feedback from them. It also showed greater interest in the community, including the parent governing body. For example, there were class monitors with whom the Head communicated in order to maintain discipline at the school. The governing body of this school has input in the school, and the farmer on whose property the school is located is supportive.

Schools C and D do not indicate a customer focus either in the survey and field notes.

Customer focus is an important aspect of a total quality schools, and all schools need to do a great amount of work in this area because rural schools have different dynamics to urban schools. Black urban schools, although deprived in comparison with White urban schools of the apartheid era, have proper school buildings with facilities and amenities that are lacking in rural schools including a more qualified staff and subject heads, and benefit from greater monitoring and input from education departments.

The Open University (1997) states that the value given to service is indicative of the excellence of quality and that the aim should be to institute quality improvements in order to reduce poor quality so that customer requirements may be satisfied. In schools the value of the service is reflected by the performance of pupils, and, in order for this to improve, decisions have to be made to institute quality improvements.



Dalin (1998) advocates the humanistic perspective towards a greater involvement of stakeholders with a change in attitudes and behaviors. Schools should involve internal and external customers to develop programs and services, thus ensuring that the responsibility for education is shared.

### *Section 2: Leadership Survey*

Schools A, B, C and D do not demonstrate their commitment to quality through leadership and involvement according to the norm for TQM. School A, however, showed the highest level of agreement when compared to the other schools. This is supported by the field notes which showed that the Head of the school took an active role in meeting with staff and classroom monitors as well as arranging extra classes for senior pupils and ensuring that trial exams and revision were being done. This is however not reflected in the fact that this school achieved only a 28.5% pass rate among rural schools in the Harrismith district, which is not the highest in the grade 12 national examination exam. Other factors, therefore contribute to success in pupil achievement.

School B showed an extremely low commitment in comparison to Schools A, C and D and this could be attributed to the fact that two of the classes which hold the primary grades of the school are each housed about a kilometer away from the main school buildings in two opposite directions. This would mean no contact with or supervision from management on most days in the school year, which would inhibit involvement and participation. To do so would mean that educators would have to leave classes unsupervised. As there are no telephones, messages to educators can only be sent via pupils who have to walk that distance and back again causing them to miss out on

valuable learning time. This school does not have electricity although it has been wired for it. Moreover, the expense of having mobile phones for communication purposes is beyond the budget.

Support and adequate training are vital factors in equipping educators. It is clear that this is not happening in farm schools, as a majority of the teachers in the study state that they are not getting the support they need either from learning facilitators in the Department of Education or through INSET training. The study also shows that there are a number of teachers teaching subjects or grades for which they are not qualified. A leader at all levels of education has to be qualified in order to be able to work confidently and efficiently. The results for teacher qualifications for all schools show that there are a number of teachers who are teaching grades or subjects for which they are not qualified.

Leading without involvement would be authoritarian and totally against the principles of TQM. Blumberg (1989) refers to leadership in a wider sense as the criterion that turns decisions and plans into actions in allowing creativity instead of using prescribed methods. This would mean that properly trained and qualified personnel in farm schools could adapt the criteria for TQM according to their specific needs and for what might work better for their individual situations than it would for urban schools. Truitt (1991) advocates that leadership efficiency will be improved by creating a vision that will motivate and reinforce employees' belief in their ability to succeed.

*Sections 3, 4 and 7: Continuous Improvement, Total Participation and Staff Development, and Management by Fact*

These sections are summarized together given that they complement and are integrated with each other. In these sections none of the schools shows commitment to:

*- Providing internal and external customers with high quality products and services that meet or exceed customer requirements through continuous improvement.*

It is evident from the scores that none of the schools shows commitment to providing high quality products. However, the field notes for School A show attempts towards improving the quality of education. The Head of School A is also aware of the problems encountered in the school and is making an attempt to resolve them as in the case of the teacher who was referred to the DEFS for coming to school continually under the influence of alcohol.

The Head and staff of School B attribute the dropping grade 12 results over the past three years to pupil laziness. In School C, no textbooks were provided although the school has had grade 12 classes for the past three years. School C does not have a photocopier to copy pages of texts while waiting for the delivery of textbooks, and they claim to have no assistance from learning facilitators or the DEFS. Given these problems it is not possible for continuous improvement to take place.

Covey (1992) sees total quality as an expression of need for continuous improvement in the areas of personal and professional development, interpersonal relations and organizational productivity.

Dean and Bowen (1994) see the use of information as a key practice in designing and delivering services. This is supported by Mangham (1988) who views the collection

of information, its analysis and dissemination as aspects vital to the development of quality improvement methods. It is evident that this does not take place in farm schools. This is especially evident for School C when outcomes-based education (Curriculum 2005) was introduced resulting in complaints that teachers did not receive adequate training or the learning materials to equip and enable them to teach according to this new methodology, that is, there was no effort made:

*-To ascertain the degree to which training and learning requirements are regularly reviewed and programs developed to meet the staff and student training requirements in which all staff participate.*

Although none of the four schools comes close to the norm in this survey, this is not surprising given that a large percentage of teachers in all schools indicate a need for greater communication, together with the overwhelming need for learning facilitators to guide them in teaching the subjects allocated to them, bearing in mind that many of the teachers are teaching subjects and at levels for which they are not qualified. Teachers in all schools have indicated a need for INSET which is a clear indication that they require further training. All schools show that educators have embarked on furthering their education of their own accord. Altogether, nine teachers from the four schools in the study are studying to improve their qualifications.

Individual learning involves self-directed discovery where internal motivation takes place with regard to the need in the workplace. This is supported by Davidoff and Lazarus (1997); Bennet and O'Brien (1994), who states that the school should be a learning organization that is continually reflective of its own practice and uses this information to institute change. Organizational development cannot take place without

the professional development of teachers who must make conscious choices to ensure that the school is an effective organization.

*-To use management by fact in ascertaining the degree to which criteria are established for using data to improve processes and services and identify how data will be used to improve performance.*

In this survey all schools showed a negative deviation from the norm in that there is a low level of commitment to management by fact. It is evident that none of the schools uses the data available to ascertain a course of action to improve performance. None of the schools shows concerted efforts to determining methods by which processes and services can be improved. All schools showed no evidence of contacting the Education Departments to make arrangements to acquire learning materials or request the help of learning facilitators.

The document *A policy framework for quality assurance in the education and training system in South Africa* (South African Department of Education, 1998) sees quality management as an integral part of the programs and services offered by learning sites to address their needs. One needs to ask constantly what can be done to enhance the quality of education provided and the outcomes achieved.

Stewart (1990) states that without top management commitment, the lack of skills causing customer dissatisfaction is largely based on lack of knowledge or bad management decisions.

*Sections 5, 6 and 8: Problem Resolution, Long Term Strategic Planning and Partnership Survey*

In these sections none of the schools shows that they are committed to:

*- Problem Resolution: reviewing and updating educational programs to ensure that the output consistently meets or exceeds the customer's requirements in order to prevent problems occurring.*

None of the schools met the norm in this survey. All schools indicated that the problems encountered were: poor attitude of students to work, not being punctual for classes and the lack of communication between student, teachers and management. The solutions to these problems are stated as: corporal punishment, a reliable transport system and improved communication. Teachers felt that pupils should be beaten to maintain discipline and get them to learn. The improvements suggested by teachers were that they needed guidance from learning facilitators. Another complaint was the lack of follow-up visits by learning facilitators after initial consultation and that learning facilitators for some subjects had never consulted with teachers.

Bushe (1988) agrees that the successful implementation of TQM by organizations has been attributed to the culture of the organization which is conducive to a continual learning process in identifying problems and handling them in a proactive manner, thus adopting a holistic approach to problem solving.

*-Long Term Strategic Planning: TQM schools require a public commitment from all strata of the management team to develop staff and students so that they may achieve the educational objectives stated in the strategic quality plan.*

All of the schools do not show commitment at all levels of management to develop staff and students to achieve educational objectives through long term strategic

planning. This is evident in the responses for this section. None of the schools shows what plans they have for addressing problems both as an ongoing process, nor for the future. The results of the grade 12 examinations for the four schools show clearly that educational objectives are not being achieved. The schools had the following pass rate: School A: 22.5%; School B: 28.13%; School C: 31.58%; School D: 38.89%

From the available evidence, the scores can not be attributed solely to the ability of pupils, given that the variation may also be affected by other variables such as the quality of teaching, teacher qualifications, the availability of teaching and learning materials, together with the extent that learning facilitators advise and assist teachers with problems that may be encountered in the various subjects. Another variable to consider is the quality management and quality assurance experienced in these schools.

Quality management refers to the actions, processes and structures necessary to ensure that the delivery of education is of the highest quality. As a function, quality management is seen as the responsibility of those in operational or management roles throughout the system at all levels in education. Quality assurance refers to actions, processes and structures necessary to ensure that the delivery of education is of the highest quality, is meeting expectations and is relevant to the needs of South Africans. Quality assurance cannot work by itself and is reliant on quality management. The attainment of quality requires the commitment of all members of the organization, while the responsibility of quality management belongs to senior management at all level of the structures in education, within and without the organization (South African Department of Education, 1998).

It is therefore proposed that an organization lacking vision, strategic planning and implementation of policy towards a customer focus will be unlikely to succeed in achieving the aims and objectives of TQM.

*-Partnership Survey: establishing internal and external partnerships that encourage communication and provide approaches to evaluating programs in a non-threatening manner.*

When there is a lack of communication, partnerships cannot exist because communication is vital to problem resolution. The fact that problems exist has to be communicated and partnership in resolving all problems is necessary especially within a school situation when many educators may be experiencing similar problems that occur at the school. In my experience very often problems are hidden because it is presumed that others may see it as a sign of weakness or a lack of knowledge or skills.

Dalin (1998) states the following concerning evaluation towards improvements in education:

- Plans should be prepared for the evaluation of the school's activity (at all levels), or to help others prepare the evaluation. On the basis of goals on which there is agreement, criteria must be developed for achieving goals, different types of evaluation approaches must be prepared, and the information thus gained must be discussed, interpreted and used in the process of renewal.
- Teachers need to be helped to master their own work situation and develop in the direction of the goals that they have set themselves and the school; teachers need to be observed in their work situation where their behavior can be responded



to and the work produced can be compared to the goals they have set for themselves.

#### *Section 9: Community Responsibility*

None of the schools in the study shows an inclination towards recognition of their responsibility to promote and support community initiatives to improve the environment and encourage community and citizenship responsibility. The only way that there is some kind of community involvement is through parent representation on the school governing body. It must be realized that most if not all of these parents have a very basic education. Their work hours, dependency on farmers for a livelihood and availability of transport restrict the extent of their involvement. Very often they are guided by the viewpoints of the principal or teachers in their decision making, and involvement is reduced to participating in fund raising efforts for the school or disciplinary problems encountered, for example, vandalism, truancy or theft. School C has an unsupervised hostel for pupils during the week. They are required to go home on the weekends to avoid causing problems for the farmer.

#### *Section 10: Quality in Operation*

It is evident in the results that Schools A, B, C and D do not focus on quality in operation issues. No action plans are geared towards reducing the time it takes to respond to customer issues and request for information. There are no systems in place to anticipate the need for change in the systems or processes before the system fails, nor to develop a flexible response system that enables all staff to meet customer requirements in a cost effective and timely manner.

Continuous improvement projects are not based on the ability to respond to customer issues in a timely manner as is evident by the reasons given for the poor performance of pupils in the examinations. The school or district department does not encourage staff members to identify their own job related training, and their needs for development which will enable them to respond better to customer issues.

Stewart (1990) states that job definitions and descriptions should be well defined and that managers should be good listeners, be able to handle available resources to enable them to plan for the future and take up opportunities that will benefit the organization, and have the ability to set a climate conducive to cooperation which enables employees to give of their best.

Dalin (1998) characterizes schools by their long term trends. These trends can be seen to exist in farm schools in view of the study.

These may involve a lack of clarity of goals; resulting in conflict between them; lack of cooperation between classes at various levels and schools; weak knowledge base as schools do not have a predictable technology. Schools are vulnerable in that they are dependant on financial support and seldom have recourse to self-determination; there is also a lack of competition between schools and therefore their existence is not based on the quality of their production.

It is thus evident that farm schools need to undergo various changes in restructuring systems for monitoring and quality assurance. Bushe (1988) agrees that the successful implementation of TQM by organizations has been attributed to the culture of the organization which is conducive to a continual learning process in identifying

problems and handling them in a proactive manner, thus adopting a holistic approach to problem solving.

### **Limitations of the Study**

Limitations of the study may occur with respect to the degree of accuracy of the data collected. It is thus necessary to remind the reader of a number of limitations that need to be taken into consideration in reading or acting on the recommendations coming out of this study. While, in the researcher's opinion, they do not detract from the general conclusions drawn from the patterns revealed in the analysis, they do warn us against drawing such hard conclusions that any errors might be overlooked.

One source of errors is the possibility that teachers may not be aware of the term "Total Quality Management" or fully understand what it means. This was partly overcome by briefing teachers before they completed the questionnaire. Also, the reality is that the teachers may act as gatekeepers when filling in the survey. This may be dependent on the relationship they have with the management of the school. This type of error is difficult to correct for. In addition to this there are a number of factors affecting the performance of schools as the study has defined it. Many of these variables are qualitative or express a state rather than a physical form. Measuring these variables involves the need to measure the more concrete manifestations of the state expressed. In such cases the measures are expressed in the form of the degree of belief or disbelief in the existence or presence of the condition. The sampling method used ensures that some of the external variables, which impact on total quality management, are controlled for. The study also looks at factors that may inhibit total quality management.

The research is, strictly speaking, only pertinent to the Harrismith District and thus can provide the Department of Education with information on the needs of the school in that district and give direct feedback on the areas of management that need to be developed. The results cannot be generalized to the Free State or the school system as a whole.

However, the study design can be replicated for use in other districts of the Free State, and other provinces in South Africa, to examine conditions and needs in other types of farm schools, as well as to assess the managerial strategies employed.

### **Recommendations**

One has to assess the needs of all stakeholders, as a quality school must have a customer focus. Problem areas will therefore be exposed in order that they might be addressed.

At present in some areas run-down or abandoned farm houses serve as schools. It is recommended that schools be built at given central points to service the children living in surrounding farms. These schools should be fully equipped with all the necessary amenities (e.g., water, electricity, furniture, teaching aids, recreation facilities), as well as specialist teaching rooms, depending on the subjects that will be offered to pupils (e.g., biology, physical science and domestic science). Currently, most farm schools have agricultural science as a compulsory subject because this would prepare them for future employment as farm laborers and ensure the supply of labor.

None of these farm schools has a library, and pupils cannot borrow books from libraries in nearby towns because they live on farms and cannot provide an acceptable

address. Pupils are not allowed to take home from their school books which have been provided by charity organizations. A library with circulation facilities is therefore a necessity in each farm school.

Transport should be provided to bring pupils in from surrounding areas to the schools. During the apartheid regime in South Africa the government provided White schools with free bus transport for pupils and this continues in many areas in the Free State Province although it is no longer funded by the government. In some urban areas buses collect children who live 1 to 3 km away from school, whilst farm school pupils walk from 1 to 20 km to get to school. Some farms are so remotely situated that they have no access to transport. In such cases, hostel facilities should be provided for pupils, as was done for some White children under the apartheid system. If the current government is committed to redressing issues in education then these issues should be seriously looked into, as they are vital to the education of farm school pupils.

Provincial education departments should set up systems to ensure that farm schools are complying with regulations. The study shows that educators have remarked that trial examinations were not done in their schools, or that they were done and not marked, therefore pupils did not receive feedback.

Training should be given to all Heads of schools in identifying problems and giving job descriptions to the staff so that roles can be properly defined. This can be a difficult task for schools as there are many teachers who are not adequately qualified. Many of these educators want further training but are not prepared to attend INSET outside of teaching hours. Education departments could offer incentives for upgrading of

qualifications after a set number of courses taken by teachers. It is evident that none of the schools studied had senior teachers / heads of department (subject heads), and therefore lack knowledge for subjects that are highly specialized, for example, the sciences. Departmental learning facilitators should therefore ensure that all farm schools have guidelines and materials to teach these subjects, and where there is a need for further training, arrangements should be made for INSET. Finally, training and learning requirements should be reviewed regularly and programs developed to meet staff and pupil training requirements.

To qualify as a TQM school, all managers and administrators must demonstrate their commitment to quality through personal leadership and involvement in creating and sustaining a customer focus. This means that they should always be informed of trends in education and the needs of all stakeholders. Regular staff meetings should be held for problem solving, long term planning and to keep abreast of issues that affect the school and all stakeholders.

Examinations need to be carried out according to regulations stipulated by the Education Department. In farm schools it was found that these are not taken seriously. Examinations are not strictly invigilated and classes are not organized to accommodate exam conditions. Examination questions are written on the chalkboard both at primary school and secondary school level and erased to add more questions. This means that pupils cannot answer easy questions first and then go back to the more difficult questions. The only time pupils get to see an authentic examination questionnaire is in the national school-leaving examination or if they get to write a trial exam. Therefore all

educators should be trained in examination protocol, which should be supervised by the head of the school. The Education Department should stipulate deadlines for various aspects of examinations such as moderating of exam papers, time tables for subjects and invigilation rosters, deadlines for marking, to ensure that examinations are prepared well in advance. The Education Department may have to take on the task of printing examinations, because many of the farm schools do not have photocopiers and/or computers or typewriters. This will standardize the way in which examinations are taken and provide equitable conditions for farm school pupils.

Educators should be taught how to analyze data from tests as well as how to carry out action research in the classroom on an ongoing basis to improve teaching and learning skills. This will ensure continuous improvements to meet and exceed customer needs.

There is a dire need for communication in schools both between internal and external customers. Governing body members who are parents should undergo training workshops to better equip them in handling education issues that may arise at schools and to enable them to make informed decisions concerning their children's education. These schools need a strong management team which is innovative in its approach to resolving problems faced by farm schools.

Teachers could be delegated on a rotational basis to collect requests from teachers for materials from the education authorities. Meetings could be held to ascertain these requirements on a monthly basis as well as to assess the needs of educators and learners.

## **Conclusions**

The schools in this study are clearly not quality schools. Given the political background of farm schools and the evident fragmentation of schools as educational institutions, they can be viewed as dysfunctional within the context of a total quality school. It is evident in the results of the matriculation results that the learning objectives are not being met.

What is also evident is that although School A showed positive indications towards the norm in certain areas, it achieved the lowest matriculation results of all the farm schools. This suggests that all the criteria for a quality school are essential according to the norm for TQM as stated in Arcaro (1995). It is therefore vital that all aspects be met in order for a quality school to be fully functional. TQM does not allow for a segmented approach to problem solving where the organizational culture promotes quick fixes to problems, where information is withheld as a source of power or only disseminated when the need arises (Sashkin & Kiser, 1993).

Farm schools are not the same as Black urban schools. Their situation is indeed unique given their historical background. They are schools deprived of proper school buildings with necessary amenities and facilities. A culture of teaching and learning is lacking, perhaps because farm schools have always in the past been provided with a different syllabus from urban schools.

In addition, farm schools have always been a dumping ground for outdated textbooks from the more privileged schools. Educators who work at farm schools are always aware of the stigma attached to being identified as a farm school teacher. This



could be because many of the teachers are under qualified or unqualified or that the schools are regarded as inferior. In spite of these known circumstances, teachers in farm schools were asked to introduce outcomes-based education (Curriculum 2005) (South African Department of Education, 1997) without receiving adequate training or teaching aids.

Finally, these schools have not been properly monitored by education authorities because they are situated a great distance out of the towns where Education Department offices are located, and some of the roads to these schools are inaccessible in rainy weather.

Educational reform is a vital factor in turning farm schools around towards becoming quality schools. Policy documents do exist for reforming the South African school system, and to date, it appears that all energies have been ploughed into the development of urban schools, leaving rural schools still very much neglected. These reforms now need to be directed towards changing the culture of learning in farm schools.

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## APPENDIX A

### LETTER OF PERMISSION FROM THE FREE STATE DEPARTMENT OF EDUCATION



## FREE STATE PROVINCIAL GOVERNMENT

### *Education*

Private Bag X20565 - Bloemfontein - 9300 - South Africa  
55 Elizabeth Street - CR Swart Building - Bloemfontein  
Tel.: +27 (0) 51 - 4074911 - Fax : +27 (0) 51 - 4074036

Enquiries : Mr W.B. van Rooyen/LB  
Reference no. 0-1/11/3/3

Tel. : 051-405 5504  
Fax : 051-403 3421

02 August 1999

Mr T. I. Makume  
Director (South Africa): Uniqiwa / Concordia Project  
University of the North  
Qwa Qwa Campus  
Private Bag X 13  
PHUTHADITJHABA  
9866

Dear Mr Makume

#### REQUEST TO CONDUCT RESEARCH IN THE FREE STATE DEPARTMENT OF EDUCATION

1. Your request dated 9 June 1999 and the detailed research requests for eleven students received on 1 July 1999 refer.
2. Research titles applied for:

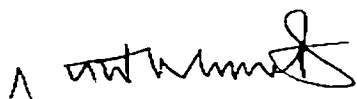
<u>Name:</u> Me Makgoarai Mofutsanyana:	<u>Titles:</u> The effect of intervention strategies used by teachers on the academic performance of learners with behaviour and/or emotional disorders in the Eastern Free State.
Mr Letekatoa Taoana:	Conceptual difficulties experienced by grade 12 pupils in basic concepts of chemistry, specifically the Mole.
Mr Molefi Tbobileng:	A survey of what facilitates or hinders ESL learning in QwaQwa high schools.
Ms Maria Nkosi:	How effectively do pre-primary school playroom(s) assist children to develop holistically (i.e., Intellectually, Emotionally (affective), Socially and Physically (fine and gross motor) through various learning centers (areas)
Mr Molefi Mofokeng:	Rethinking the sources of disaffection among secondary school students.

Mr Tatolo Edgar Molebatsi:	An investigation into the high failure rate of ESL grade 12 Exams.
Mr Thabo Letho:	An effective student - Teaching practice programme.
Mr Mohapi Mohaladi:	The relationship between matric pass rate and the extent of Total Quality Management (TQM) principles implemented in Harrismith District Schools.
Mr Paseka Maboya:	A study of parental / guardian involvement in decision making structures and processes at tertiary-level institutions in South Africa with special reference to tertiary educational institutions in the Free State Province.
Ms Varaluxmi Chetty	The role of organisation and management towards increasing pupil achievement in rural schools.
Me Mamokhele Julia Mami Maduna	Supporting curriculum change in the classroom: An analysis of the impact of the use of teaching aids in mathematics teaching and learning in QwaQwa primary schools.

3. Permission is granted for the above students to conduct research in the Free State Department of Education under the following conditions:
- 3.1 The names of teachers/learners (where applicable) must be provided by the principals.
  - 3.2 Officials / Principals / HOD's / Teachers / Learners (where applicable) participate voluntarily in the projects.
  - 3.3 Where applicable, the names of schools and respondents involved remain confidential in all respects.
  - 3.4 Completion of questionnaires by teaching staff and learners must take place outside normal tuition time of the school.
  - 3.5 This letter must be shown to all participating persons.
  - 3.6 Individual reports on the 11 projects must be donated to the Free State Department of Education after completion of the projects where it will be accessed in the Education Library, Bloemfontein.
  - 3.7 You must address a letter to the Head: Education, for attention  
W.B. van Rooyen  
Room 1211  
C.R. Swart Building  
Private Bag X20565  
BLOEMFONTEIN  
9301  
accepting the conditions as laid down.

4. We wish the students every success with their research.

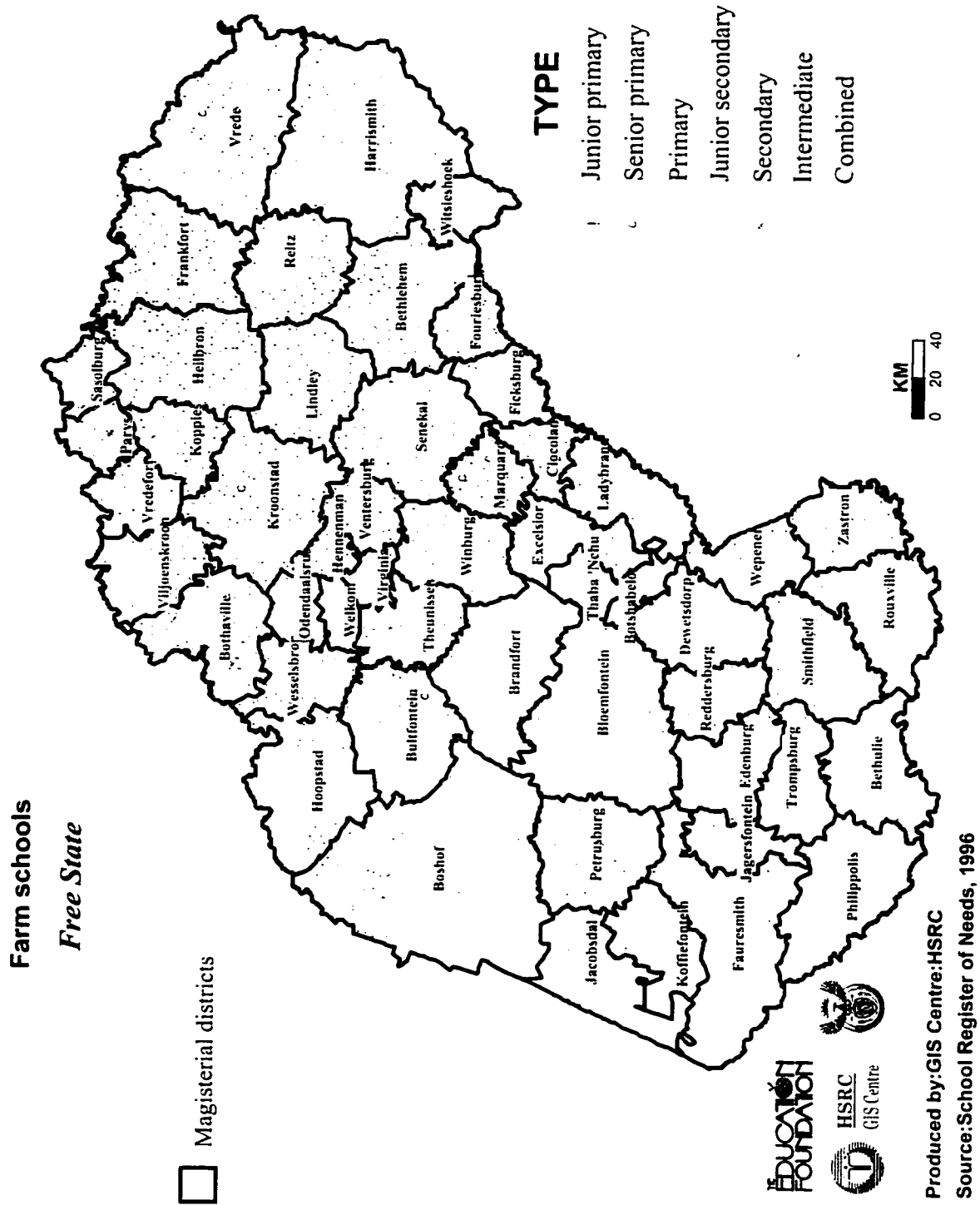
Yours sincerely



**HEAD: EDUCATION**

## APPENDIX B

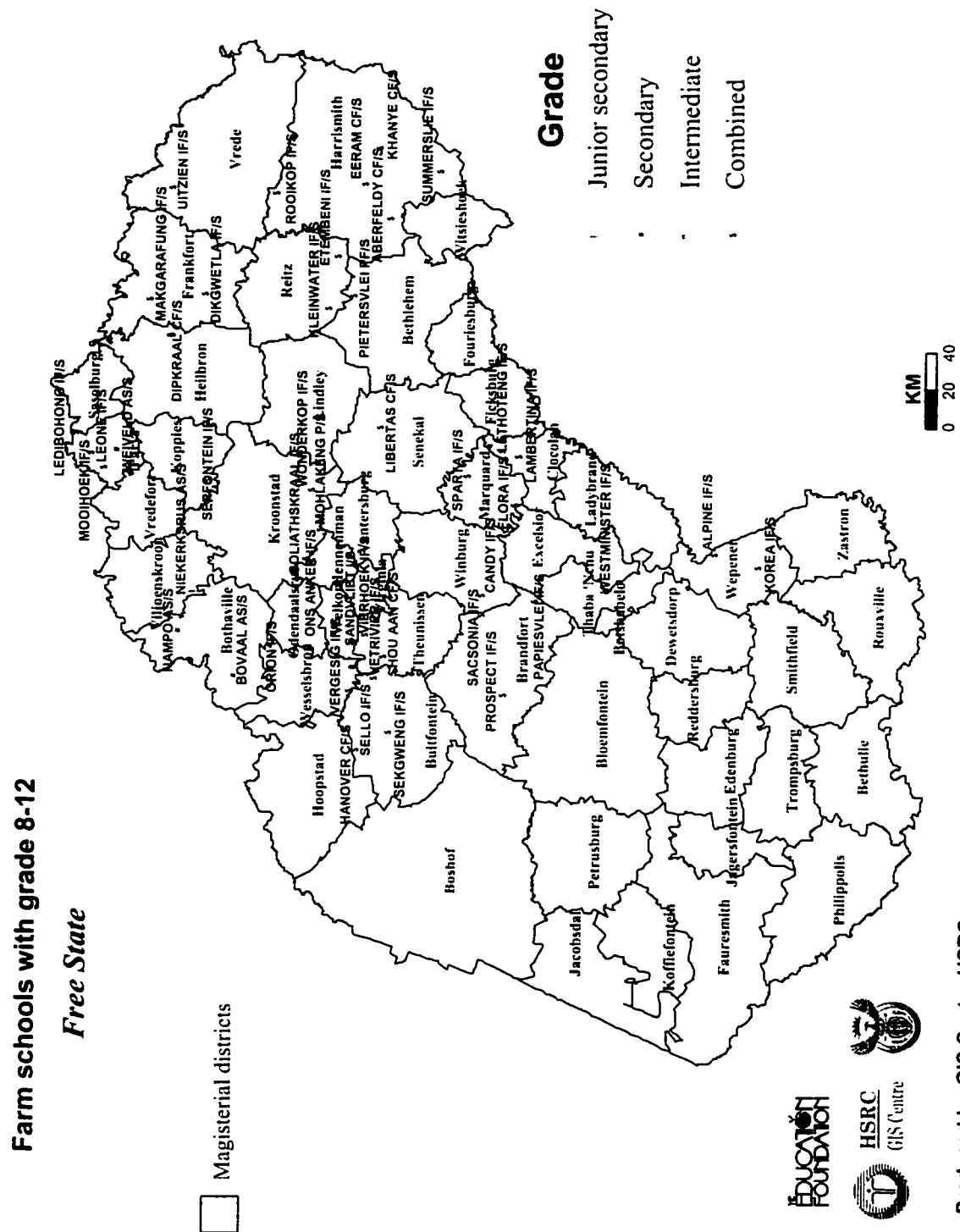
### MAP OF ALL FARM SCHOOLS IN THE FREE STATE





## APPENDIX C

## MAP OF FARM SCHOOL WITH GRADES 8-12 IN THE FREE STATE



Produced by:GIS Centre:HSRC  
Source: School Register of Needs,1996

## MAP OF FARM SCHOOLS IN HARRISMITH, FREE STATE



Produced by: GIS Centre:HSRC  
Source:School Register of Needs, 1996

APPENDIX E  
QUESTIONNAIRE

**The Role of Organisation and Management in Farm Schools Questionnaire**

**Instructions:** Read all statements carefully and fill in the relevant numbers on a scale of 1 to 5:

**5= strongly agree; 4=agree; 3=undecided; 2=disagree; 1=strongly disagree**

**Customer Focus and Satisfaction Survey**

1. The needs of the pupils, parents and community are reflected in the plans of the management. \_\_\_\_
2. Our management has defined who the recipients of the service provided by the school are. \_\_\_\_
3. All teachers, pupils, parents and the community are contacted regularly to assess the quality of the educational services. \_\_\_\_
4. The management system supports the staff's goals and objectives to satisfy pupils, parents and the community. \_\_\_\_
5. All teachers, pupils, parents and the community participate in the planning process.
6. The participation of all staff members in decision making is given fair consideration before decisions are made. \_\_\_\_
7. Management staff take an active role in identifying student problems. \_\_\_\_

**Leadership Survey**

1. The education department, principals and heads of department actively participate in maintaining the quality and standards in education. \_\_\_\_
2. The school establishes standards for every educational process. \_\_\_\_
3. Management and staff are recognized for their school's success. \_\_\_\_
4. The school reflects a commitment to health and environmental issues and does not see this as the sole responsibility of the parents and community. \_\_\_\_
5. The education department and the school management provide all staff with information relative to the latest developments in quality management. \_\_\_\_
6. All staff are encouraged to participate in the decision making process. \_\_\_\_
7. All staff members participate actively in maintaining quality standards. \_\_\_\_

**Continuous Improvement**

1. Our school focuses on developing new methods in which to improve teaching and learning methods. \_\_\_\_
2. Our school has adopted a continuous improvement process that is supported by all staff. \_\_\_\_
3. All problems are easily identified and open to discussion in order to find a solution. \_\_\_\_

4. Continuous improvement is the objective for all staff, students and parents. \_\_\_\_
5. Our school has a vision and mission statement that staff and students strive to uphold. \_\_\_\_
6. Meetings with department heads take place on a regularly scheduled basis to obtain feedback on initiatives that are implemented. \_\_\_\_
7. All staff is involved in action research. \_\_\_\_

**Instructions:**

**Fill in the relevant number for each statement on a scale of 1 to 5**

**5=strongly agree; 4=agree; 3=undecided; 2=disagree; 1=strongly disagree**

**Total Participation and Staff Development Survey**

1. Long term planning at the school clearly identifies the resources, which will be used to meet staff training and development needs. \_\_\_\_
2. The process that will be used to encourage all staff to participate in the development initiative is identified. \_\_\_\_
3. The school management reviews all staff training and development needs, especially when educational objectives change. \_\_\_\_
4. The management and the department of education has a process for regularly reviewing the student learning programs. \_\_\_\_
5. Our school establishes targets and standards for both staff and student development activities. \_\_\_\_
6. Learning facilitators assist regularly in training or developing the staff. \_\_\_\_
7. Learning facilitators are open to discussing problems encountered with teaching and learning and do not force their ideas on us. \_\_\_\_

**Problem Resolution Survey**

1. The school has established a clear procedure for responding to student issues. \_\_\_\_
2. Programs within the school reflect the changing needs of the students. \_\_\_\_
3. The school has established a special process by which problems are resolved. \_\_\_\_
4. When problems do occur staff seek to find the root cause of the problem and does not blame the staff. \_\_\_\_
5. All staff members are encouraged to resolve small problems before they become major issues. \_\_\_\_
6. The working environment at the school reflects a positive attitude toward problem prevention and resolution. \_\_\_\_
7. Staff is encouraged to change their work process to improve the quality of their work. \_\_\_\_

### **Long Term Strategic planning**

1. Our school has developed a long-term plan that is carefully implemented and regularly updated. \_\_\_\_\_
2. The school has planned for staff development and training requirements. \_\_\_\_\_
3. We have a clear view of how people of all levels in the community or school can contribute to our success. \_\_\_\_\_
4. The school recognizes staff, students and community members for their contributions towards the success of the school. \_\_\_\_\_
5. The schools vision for producing quality standards is regularly communicated to the student community and staff representatives. \_\_\_\_\_
6. The staff, community and students are told regularly how they can contribute to the success of the school. \_\_\_\_\_
7. The staff members readily accept change even when it means changing their teaching and learning methods drastically. \_\_\_\_\_

### **Instructions:**

**Fill in the relevant number for each statement on a scale of 1 to 5**

**5=strongly agree; 4=agree; 3=undecided; 2=disagree; 1=strongly disagree**

### **Management by Fact**

1. The school identifies how data will be used in the decision making process. \_\_\_\_\_
2. All staff is encouraged to use data to develop solutions to current problems. \_\_\_\_\_
3. The school endeavors to regularly update and maintain a current and accurate database. \_\_\_\_\_
4. All staff is provided training in the collection and application of data. \_\_\_\_\_
5. The use of data has improved the quality of the service to students. \_\_\_\_\_
6. The school always looks for ways to use data to improve the standards of education. \_\_\_\_\_
7. The use of data reflects the schools commitment to producing quality standards. \_\_\_\_\_

### **Partnership survey**

1. The school focuses on developing partnerships between the community and the school as a whole in order to promote a high standard of education. \_\_\_\_\_
2. Management and staff meet regularly to discuss ways in which the school can create better learning and working environments. \_\_\_\_\_
3. Our school has made links with other outside independent and government organizations. \_\_\_\_\_
4. These links help and support the development of programs that encourage people to become lifelong learners. \_\_\_\_\_
5. Our school has developed a long-term approach to building relationships with the community. \_\_\_\_\_

6. Every member of the community is encouraged to participate in improving the educational process. \_\_\_\_
7. Relationships between the school and the community are built on trust and mutual respect. \_\_\_\_

#### **Community Responsibility**

1. The school's plans include supporting the community in improving the environment and the removal of waste. \_\_\_\_
2. Our school shares its quality standards and initiatives with other schools in the area. \_\_\_\_
3. We strive to create safe working and learning environments. \_\_\_\_
4. The school has adopted a strong sense of ethics and commitment to public health and safety, environmental protection, and waste management. \_\_\_\_
5. Management is focused on helping all staff understand the community's needs. \_\_\_\_
6. All staff is encouraged to develop programs that support community activities. \_\_\_\_
7. The staff is concerned with the health and safety of everyone and does not see this as the sole responsibility of the parents and community. \_\_\_\_

#### **Instructions:**

**Fill in the relevant number for each statement on a scale of 1 to 5**

**5=strongly agree; 4=agree; 3=undecided; 2=disagree; 1=strongly disagree**

#### **Quality in Operation Survey**

1. Our school develops flexible systems that enable all staff to respond more quickly to requests for information and assistance. \_\_\_\_
2. All staff is encouraged to identify new ways in which to respond to student needs and improving response time and student satisfaction. \_\_\_\_
3. Our school provides all staff with training relative to what is expected to them. \_\_\_\_
4. Our school provides all staff with training that enables them to improve problem-solving skills. \_\_\_\_
5. All training and development are effectively implemented. \_\_\_\_
6. Management assist staff in meeting needs related to education in an efficient and cost effective manner. \_\_\_\_
7. We have developed programs that identify student needs and requirements. \_\_\_\_

APPENDIX F  
CHECKLIST FOR INFORMAL INTERVIEWS

**Checklist for Informal interviews with Heads of schools and Administrators in the Department of Education in the Free State.**

- 1) Physical structure of the schools.
- 2) Amenities and facilities available.
- 3) Size of the school: no. of pupils and staff members.
- 4) Disciplinary problems encountered with pupils and staff.
- 5) Problems encountered with rural schools.
- 6) Qualifications of teachers.
- 7) Management of the farm schools.
- 8) Hiring of teaching staff.
- 9) Training given to Heads of schools and staff.
- 10) Problems that hinder the pass rate of pupils.
- 11) Problems that hinder learning.