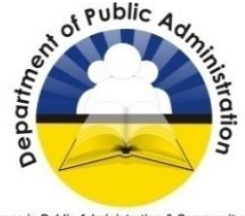




University of Fort Hare
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Excellence in Public Administration & Community Service

School of Public Administration

Faculty of Management and Commerce

Research Project: Masters of Public Administration

Explorative study on the efficacy of the Total Quality Management System as a performance enhancement instrument: The case of Walter Sisulu University (Eastern Cape Province, Republic of South Africa).

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DECLARATION BY THE RESEARCHER

I, Xolani Gwele, declares that unless otherwise indicated, this is my own work and that it has not been submitted for any degree at another tertiary institution in South Africa or abroad.

Signed..... at.....on
the.....of.....2013

.....

Researcher

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ABSTRACT

With the advent of a democratic South Africa in 1994, national public administration has effected reforms to improve government performance and service delivery. The importance of education for the development of excellence, expertise and knowledge leading to overall development in economy cannot be undermined. This has necessitated a sound strategy for the development of higher education in South Africa. Establishing leadership in this country is possible only when there is a developed system of higher education in which efficiency remains the sole criteria to evaluate performance. Higher education institutions are faced with an increasing number of complex challenges including implementing and maintaining a quality management system.

This study seeks to explore the efficacy of total quality management as the performance enhancement instrument at Walter Sisulu University, in the Eastern Cape Province – South Africa. Relevant literature regarding quality, quality assurance, total quality management and performance management has been reviewed in order to establish and test if this study is researchable.

Interviews with students have been conducted in order to understand a sense of student perception towards quality assurance in the university. Observations and Staff questionnaires have been used to collect more data on total quality management and performance management system. The data collected is analysed and interpreted in chapter four and chapter five provides for findings and recommendations in concluding this study.

LIST OF ACRONYMS

B/W	: Butterworth
BCC	: Buffalo City Campus
CHE	: Council on Higher Education
DHET	: Department of Higher Education and Training
DOE	: Department of Education
DVC: PQAD	: Deputy Vice Chancellor: Planning, Quality Assurance and Development
ECSA	: Engineering Council of South Africa
ETQA	: Education and Training Quality Assurance
FET	: Further Education and Training
GENFETQA	: General Further Education and Training Quality Assurance
HE	: Higher Education
HEIs	: Higher Education Institutions
HEQC	: Higher Education Quality Committee
HOD	: Head of Department
IBK	: Ibika
ICT	: Information and Communication Technology
IQAC	: Institutional Quality Assurance Committee
IQAP	: Institutional Quality Assurance Policy
IQMS	: Integrated Quality Management System
ISO	: International Organisation for Standardisation
MBS	: Management by Strikes
NBS	: National Bureau of standards
NCHE	: National Commission on Higher Education

NQF	: National Qualifications Framework
NSBs	: National Standardisation Boards
PCO	: Programme Coordinator
PMS	: Performance management System
QA	: Quality Assurance
QATT	: Quality Assurance Task Team
QMD	: Quality Management Directorate
SA	: South Africa
SAQA	: South African Qualifications Authority
SER	: Self Evaluation Report
SETA	: Sector Education and Training
SGBs	: School Governing Bodies
TQMS	: Total Quality Management System
WSU	: Walter Sisulu University

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GLOSSARY

Accreditation

Recognition status granted to a programme for a stipulated period of time after an HEQC evaluation indicates that it meets minimum standards of quality.

Assessment

Systematic evaluation of a student's ability to demonstrate the achievement of the learning goals intended in a curriculum.

Benchmarking

Within a programme context, a process through which a programme is evaluated and compared against internal and external, national and international reference points/standards, for the purpose of accountability and improvement.

Education and Training Quality Assurer (ETQA)

Body responsible for monitoring and auditing the level of achievement of national standards or qualifications offered by providers and to which specific functions have been assigned by SAQA.

Examination

A written, oral or practical assessment of learning, including supplementary examination and re-examination, continuous evaluation, and evaluation of experiential learning.

Experiential learning

A term traditionally used within the former technikon sector for ‘work-based learning’.

Institutional Audit

An improvement-oriented evaluation of the effectiveness of institutional arrangements for quality and quality assurance in teaching and learning, research and community engagement, based on self-evaluation conducted by the institution. The external evaluation is conducted by a panel of peers and experts on the basis of the HEQC’s criteria and other quality requirements set by the institution itself. The audit panel’s findings form the basis of the HEQC’s report to the audited institution, with commendations on good practice and recommendations for improvement.

Programme evaluation/review

The external quality assurance processes which are undertaken in order to make an independent assessment of a programme’s development, management and outcomes, through the validation of the findings of an internal programme’s self-evaluation.

Qualification

Formal recognition and certification of learning achievement awarded by an accredited institution.

Quality management

Institutional arrangements for assuring, supporting, developing and enhancing, and monitoring the quality of teaching and learning, research and community engagement.

Quality assurance

Processes of ensuring that institutional arrangements for meeting specified quality standards or requirements of education provision are effective.

Self – evaluation

Self-evaluation refers to the process by which an institution critically reviews and evaluates its programmes using the HEQC's programme accreditation criteria. The process leads to the development of the self-evaluation report.

System

A system is a set of interacting or interdependent components forming an integrated whole or a set of principles or procedures according to which something is done; an organized scheme or method.

Performance

The accomplishment of a given task measured against pre-set known standards of accuracy, completeness, cost, and speed.

Measurement

A measurement is a value that is made meaningful from quantifying specific units, it is an action of measuring something.

DEDICATION

I dedicate this study to my family, especially my two beautiful daughters Zinathi and Eminathi. The message is clear ***“take from here and do more”*** but this is not an end though, rather a beginning of an end.

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1. CHAPTER ONE

1.1.Introduction

Higher education can play a crucial role in the economic and cultural reconstruction and development of the nations. With the advent of a democratic South Africa in 1994, national public administration has effected reforms and transformation of higher education to improve government performance and service delivery. Higher Education Institutions (HEIs) are still grappling with the mergers that have left many people unhappy. This has created gigantic organizations of inefficiency and ineffectiveness in administrative and academic processes.

The students or customers are deprived of a quality service by the unwieldy processes. The end users of products from the HEIs are uncertain of the quality of the finished product that would be employable. Employers' measure qualified students to certain quality standards. In the past two decades, industry realized that to remain competitive, continuous improvement became imperative for success. HEIs are not excluded from competitive pressures. The debate currently raging is whether Total Quality Management principles could be applied in Higher Education Institutions (Dr. Kem Ramdass – Presentation on Reposition of Quality Culture in Higher Education, May 2012, Southern Sun Hotel – Johannesburg, South Africa).

1.2. Background

The importance of education for the development of excellence, expertise and knowledge leading to overall development in economy cannot be undermined. This has necessitated a sound strategy for the development of higher education in almost all countries of the world. Establishing leadership in the world is possible only when there is a developed system of higher education in which efficiency remains the sole criteria to evaluate performance.

The system of higher education is found efficacious in making available to the society a dedicated, committed, devoted and professionally sound team of human resources to decide the future of any nation. This is possible only when the principles of quality management are inculcated in the system of higher education. Total Quality Management (TQM) is inevitably a common factor that will shape the strategies of Higher Educational Institutions (HEIs) in their attempt to satisfy various stakeholders including students, parents, industry and society as a whole (Asian Journal of Business Management 2, 2010:9).

In South Africa (SA), where the higher education system has been characterized by decades of fragmentation, uneven provision and racial segregation, the challenges of higher education transformation are part of the demands for social and economic justice that are at the core of the agenda for democratic change in the South African society. The restructuring of public higher education to produce a more just, effective, efficient and responsive system has been underway at systemic and institutional levels for a number of years. Developments in higher education also encompass the growth of the private sector and its associated challenges of

building quality in a relatively new sector of higher education provision and improved articulation with the public higher education sector.

The Higher Education Quality Committee (HEQC) is a permanent committee of the Council on Higher Education (CHE), established by Higher Education Act, (101 of 1997).

The specific functions of the HEQC are to:

- Promote quality assurance in higher learning.
- Audit the quality assurance mechanisms of institutions of higher education.
- Accredite programmes of higher education.

The specific quality-related goals facing the South African higher education sector include increased access and equity opportunities for previously marginalized groups, especially women and black students and staff; greater responsiveness to local, regional and national needs through teaching and research; improved institutional efficiencies leading to increased throughput, retention and graduation rates in academic programmes. The mergers and incorporations in public higher education bring the additional challenge of developing new institutions whose academic functions and products are characterized by improved quality and standards (Framework for Institutional Audits, 2004:1-2).

Walter Sisulu University (WSU), was established on the 01 July 2005 through the merger of the Border Technikon, Eastern Cape Technikon and University of Transkei as Walter Sisulu University for Technology and Science, Eastern Cape.

The name of the institution was later gazetted as “Walter Sisulu University”, in 2008. WSU was established as a comprehensive university, in accordance with the national policy for the Transformation of South African Higher Education, in terms of the Higher education Act (Act 101 of 1997) as amended.

1.3.Statement of the problem

This study is an attempt to explore the efficacy of quality assurance arrangements of Walter Sisulu University as well as the application or implementation of Total Quality Management (TQM) as a system, in different departments and sections of the institution. The Institutional Audit Portfolio (2011:76) indicates that the quality assurance arrangement for teaching and learning at WSU includes among other things the quality management of academic programmes, quality management of short courses and the quality management of support services.

It is not clear how other different sections and departments’ quality assure and manage their activities in order to ensure synergy within the institution. This study seeks to provide methods and techniques that can be used to ensure that synergy amongst various parts of WSU is achieved, and quality assurance and management systems are in place and effective.

1.4.Research Objectives

The main objectives of this study are:

- To explore the efficacy of integrated quality management systems at WSU in an endeavour to assess whether there is synergy between academic and support services departments in the university.

- To establish whether quality assurance and management extends throughout the entire university to include total student life (inside and outside the classroom).

1.5. Significance of the Study

This study is of significance to the domain of Higher Education Institutions in South Africa and Africa as a continent, as it extends the knowledge base that currently exists in this field of Public Administration and Management. The concept of Quality Assurance is generally applicable to all South African universities as it is promulgated by Higher Education Act (Act 101 of 1997).

This research seeks to assess the application of quality assurance in various sectors of higher education institutions in SA but the focus is on WSU. It is a known secret that South African universities should have designated departments or sections that deal specifically with quality assurance arrangements in these universities. These departments should focus at promoting quality assurance in the core business, which is teaching and learning in most cases.

The findings and recommendations of this research will enable other higher education institutions to benchmark at WSU on how Total Quality Management should be applied to promote continuous improvement and synergy in the delivery of quality service to students. This study will also present the infusion of **Performance Management System (PMS)** to **Total Quality Management System (TQMS)** as these both promote effectiveness, efficiency, economy, continuous improvement, motivation, rewarding and professional ethics.

1.6. Research Methodology

This study will employ a qualitative research method, because the principles of TQM should be unavoidably common factors that will shape the strategies of higher educational institutions in a particular manner. This means that, in collecting data, the researcher will use instruments derived from qualitative research method. The discussion will cover how the questionnaire was formulated, the method used to compile the questionnaire and interview questions.

According to Leedy (1997:204) research is a systematic process of collecting and analysing information to increase the understanding of the phenomenon with which we are concerned or interested. Neuman (2006:2) defines research in simple terms as a way of going about finding answers to questions.

Research methodology determines the focus of the study; the population and sample to use; the design of the questionnaire and the analysis of the responses (Leedy, 1997).

Dawson (2002:43) states that many researchers believe in combining both the qualitative and quantitative research methods, which is called triangulation because they believe that this is a good way of approaching research as it enables the researcher to counter the weaknesses of the other.

The topic of this research is very specific but as the researcher researches, the scope can increase because the issue of the application of TQMS and PMS in

higher education landscape is a global phenomenon. It is clear that the researcher should be very careful when perusing literature for the purpose of narrowing the research project.

1.6.1. Qualitative Research Instruments

This study will employ a descriptive qualitative research design. Shank (2002) as cited by Ospina (2004:1) defines qualitative research as a form of ‘systematic’ empirical inquiry into meaning. Ospina (2004:1) further explains that by systematic Shank means “planned, ordered and public”, following rules agreed upon by members of the qualitative research community. By empirical, he means that this type of inquiry is grounded in the world of experience. Inquiry into meaning say a researcher tries to understand how others make sense of their experience.

Babbie (2007:87) argues that social research can serve many purposes. Three of the most common and useful purposes are exploration, description and explanation. A major purpose of many social scientific studies is to describe situations and events. The researcher observes and then describes what was observed. Many qualitative studies aim primarily at description (Babbie, 2007:88). He further argues that descriptive research attempts to describe systematically a situation, problem, phenomenon, service or programme, or provides information about, say; living conditions of a community, or describes attitudes towards an issue.

In order to achieve the outlined research objectives, the researcher will be required to use the following qualitative data collection instruments:

- **Unstructured interviews:** The researcher engages in 'active' listening, which shows the interviewee that close attention is being paid to what they say; and also tries to keep the interviewee focused on the subject, as unobtrusively as possible.
- **Open ended questionnaires:** Questionnaires are not among the most prominent methods in qualitative research, because they commonly require subjects to respond to a stimulus, and thus they are not acting naturally. However, they have their uses, especially as a means of collecting information from a wider sample than cannot be reached by personal interview.
- **Observations:** In seeking to explore the natural scene, the qualitative researcher aims to be as unobtrusive as possible, so that neither researcher's presence nor methods disturb the situation. This is why participant observation is one of the favoured approaches. Here, the researcher adopts a recognized role within the institution or group. Researchers have become, amongst other things, teachers, gang-members, pupils, nudists, hippies, bread salesmen, and medical students (Babbie, 2007).

1.7.Target population

The sampling method which will be used for the successful completion of this study is purposive sampling. This is a type of non-probability sampling in which

the units to be observed are selected on the basis of the researcher's judgment about which ones will be the most useful or representative (Babbie, 2007:184).

Unstructured interviews: with at least two third year students (male and female) from selected WSU campuses so as to understand their total student quality of life and experience. These interviews will allow participants to talk freely and the researcher to ask few questions for more information.

Open ended questionnaires: will be distributed to at least two staff members (both academic and support) per selected departments of WSU. The researcher will be obliged to personally deliver, have them filled and collect these questionnaires, in order for the desired outcome to be achieved.

Observations: During the period of interviews and delivery of questionnaires, the researcher will be engaged in observation of various elements that suggest whether TQM is or can be possible at WSU.

The total number of the respondents that will participate for the benefit of this study is 12 for interviews and surveys only:

- 2 (3rd year students) from 2 WSU campuses = 4 respondents
- 2 support staff from 2 departments = 4 respondents
- 2 academic staff from 2 Faculties = 4 respondents

The researcher will also conduct observations during the course of the study.

1.8. Data analysis

The data collected from the survey will be analysed qualitatively by means of tables, graphs, charts and discussion. The interview process will create a large amount of data. The immediate challenge, which will begin after the transcription of the very first interview, is to reduce the mass of text to something manageable and meaningful.

Babbie (2007:378) defines qualitative analysis as the non-numeric examination and interpretation of observations, for the purpose of discovering underlying meanings and patterns of relationships.

Neuman (2006:181) argues that data for qualitative researchers sometimes is in the form of numbers; more often it includes written or spoken words, actions, sounds, symbols, physical objects, or visual images (e.g. maps, photographs, videos, etc.). He further states that when analysing data qualitative researchers begin with empirical data, followed with abstract ideas, relate ideas and data, and end with a mixture of ideas and data.

The researcher will communicate findings in a manner that is appealing and easily understood by the audience, thus, presenting the results with creativity and professionalism. Analysis of the contents of the responses in order to identify the main themes that emerged from the responses, given by the respondents will be done through identifying the main themes, assigning codes to the main themes, classifying responses under the main themes and integrating themes and responses into the text of the report.

1.9. Ethical Considerations

The researcher will ensure that the rights and freedom of the participants are in any way not violated whether physically, psychologically or emotionally during the course of the study. The researcher will seek for the consent of the participants before any data can be collected, issues of force, fraud, deceit, duress or any other form of coercion will be avoided. Deception of subjects' means deliberately misrepresenting in order to make another person believe what is not true, thus violating the respect which every person is entitled to (Babbie & Mouton 2003).

The researcher will maintain high levels of confidentiality on interviews, there will be no names or identification required. Confidentiality will be maintained throughout the study. The respondents will be assured that all the information will be handled in a confidential manner. To ensure confidentiality names and addresses will not be written on the questionnaires. Furthermore all questionnaires will be destroyed after the study has been completed to protect the identity of the respondents. All information that can identify these individual respondents will be excluded (Babbie & Mouton 2003).

1.10. Delimitation of the Study

The study will focus at Walter Sisulu University - Eastern Cape.

1.11. Clarification of Concepts and Terms

Total Quality Management (TQM) is basically an integration of all functions and processes within an organization in order to achieve continuous improvement on the quality of goods and services produced. Total quality management can be summarized as a management system for a customer-focused organization that involves all employees in continual improvement. It uses strategy, data, effective communications and involvement of all level employees to integrate the quality discipline into the culture and activities of the organization (Hoyle, 2009).

According to Witcher (1989), TQM is composed of three terms: **Total:** meaning that every person is involved including customer and suppliers, **Quality:** implying that customer requirements are met exactly and **Management:** indicating that senior executives are committed.

Performance Management (PM) is a process of harnessing all available resources (human and material) within an organization thereby ensuring maximum performance in an effort to achieve the desired results. It involves building processes, systems, culture and the relationship that facilitate the achievement of organizational objectives; it is therefore aimed at both individual and organizational performance.

Armstrong (2000) defines a **Performance Management System** as a tool that is used by management to manage performance of individuals and teams, identifying goals to be achieved, conducting regular formal reviews on progress towards the

goals and using reviews to identify training and development and rewarding outstanding performance.

This study seeks to introduce and suggest the infusion of Performance Management System (PMS) to Total Quality Management System (TQMS) at Walter Sisulu University (WSU) as these both promote effectiveness, efficiency, economy, continuous improvement, motivation, rewarding and professional ethics. The researcher will focus the study at collecting and analysing data from WSU's documents (policies, research findings etc), staff, students and management of the university in an endeavour to answer the research question.

1.12. Preliminary Framework for the Research

The duration of this study as planned by the researcher will follow the time - frames as stated below. The 5th chapter on conclusion, findings and recommendations will suggest whether there should be further research on this field (TQM) or not.

Table 1.12.1.

Chapter	Heading	Time Frame
One	Introduction and Background This chapter gives an introduction and overview of the study with reference to TQM and PM as complementary systems. The methodology for the research is briefly introduced and key terms defined.	June 2013
Two	Literature review This chapter contains the literature survey providing	July 2013

	an overview of different books and articles on TQM and PM.	
Three	Research methodology This chapter describes research method, including the target population, sampling procedure and resultant sample size as well as data collection instruments.	August 2013
Four	Data analysis, interpretation and results The chapter describes how data is collected, analysed, interpreted and presented. Themes extracted from results are discussed and linked to objectives of the research.	October 2013
Five	Findings, Recommendations and Conclusion. This part of the research project addresses three main sections: findings, recommendations and conclusion.	October 2013

2. CHAPTER TWO: LITERATURE REVIEW

2.1.Introduction

The literature read for the purpose of this research project revealed that this study is researchable, in the sense that there are many books and other material that provide for different perspectives with regards to Quality Assurance, Quality Management, Total Quality Management and Performance Management for efficient and effective public service delivery. This provides for evidence and confidence that this study will achieve what the researcher sought to achieve.

The chapter begins by examining the different interpretations which are placed on the word 'quality'. It then goes on to outline why quality has grown in importance during the last decade in many private organization, higher education institutions and adopted by the public sector. The evolution of quality is described through stages of quality assurance, quality control, quality management, quality management systems and total quality management system as the performance enhancement instrument at Walter Sisulu University.

2.2.What is meant by Quality

Quality is defined as the standard of something when it is compared to other things like it (Oxford English Dictionary, 2010).

Hoyle (2009:24) states that, we are likely to know what quality is when we see or experience it and we are more likely to ponder the real meaning of the word when we buy something that fails to do what we originally bought it to do. He argues

that we thus judge quality by making comparisons, based on our own experiences, but defining it in terms that convey the same meaning to others can be difficult. There are a number of definitions in use, each of which is valid when used in a certain context.

Quality is defined as:

- A degree of excellence (meaning used by the general public).
- Freedom from deficiencies or defects (meaning used by those making a product or delivering a service).
- Conformity to requirements (meaning used by those designing a product or a service or assessing conformity).
- Fitness for use (meaning used by those accepting a product or service).
- Fitness for purpose (meaning used by those selling and purchasing goods).
- The degree to which a set of inherent characteristics fulfils requirements (meaning used by those managing or assessing the achievement of quality).
- Sustained satisfaction (meaning used by those in upper management using quality for competitive advantage) (Hoyle, 2009:24).

Dale and Bunney (1999:2) further argue that many people say they know what is meant by quality; they typically claim 'I know it when I see it', (i.e. quality by feel, taste, instinct and or smell). This simple statement and the interpretations of quality made by lay people mask the need to define quality in an operational manner. They state that in a linguistic sense, quality originates from the Latin

word '*qualis*' which means 'such as the thing really'. There is also an international definition of quality which is the totality of characteristics of an entity that bear on its ability to satisfy stated and implied needs. However, irrespective of the context in which it is used, it is usually meant to distinguish one organization, institution, event, product, service, process, person, result, action, communication, from the other.

Basu (2004:4) argues that if you were to ask quality expert to define 'quality', it is likely that you would receive many different answers, although you would elicit a set of common or comparable themes, such as Fitness for purpose, Right first time, What the customer wants, Conformance to standard, Value for money, Right thing at the right time and so on.

According to Harvey (1995), quality as the fitness for purpose is defined as quality in terms of fulfilling a customer's requirements, needs or desires. Fitness for purpose is usually based on the ability of an institution to fulfil its mission or a programme of study to fulfil its purpose.

Quality is a dynamic state associated with products, services, people, processes and the environment that meets or exceeds customer expectations. Quality education demands a process of continuous improvement by systematically and collectively evaluating and refining the system, practices and culture of education institutions in order to meet the needs of the customers (De Jager & Nieuwenhuis, 2005).

Quality in the context of Higher Education can be defined as a judgment about the level of goal achievement, value and worth of that achievement. It is also a judgment about the degree to which activities or outputs have desirable characteristics, according to some norms or against particular specified criteria or objectives (Dr Kem Ramdass – Presentation on Reposition of Quality Culture in Higher Education, May 2012, Southern Sun Hotel – Johannesburg, South Africa).

Dale and Bunney (1999:25) state that quality is a way of life for many organizations. It is a way of doing business, living and conducting one's personal affairs. In whatever each person does, and in whatever situation, the task(s) must be undertaken in a quality conscious way. Quality is driven by a person's own internal mechanisms (heart and soul, personal beliefs etc). An organization committed to quality, needs quality of working life of its people in terms of participation, involvement and development and quality of its systems, processes and products.

Harvey and Green (1993) in their pioneering paper explored the nature of quality in relation to higher education: "Quality" is often referred to as a relative concept. In other views, quality is judged in terms of absolute thresholds that have to be exceeded to obtain a quality rating, for example, the output has to meet a pre-determined national standard. In other conceptualizations, however, there is no threshold by which quality is judged, rather quality is relative to the process that results in the desired outcomes.

Based on the above literature, the term "quality in higher education" remains a position of controversy in terms of the precise definition and academics and researchers, and it is difficult to discuss in it a concrete way and there is no specific definition that encompasses objectives within these institutions. Also it contains a wide range of attributes and many possibilities to assess. Since it is almost always related to some specific goals that can involve an argument about whether such goals are achieved or not.

2.2.1. Quality Characteristics

There are fundamental parameters that determine the sale ability of products and services; they are price, quality and delivery. Price is a function of cost, profit margin and market forces and delivery is a function of organization's efficiency and effectiveness. Price and delivery are easily defined because they can be quantified. Price can be quantified in terms of units of time. Quality on the other hand describes the condition or properties of the product which can be quantified in many different ways. Price and delivery are both transient features, whereas the impact of quality is sustained long after the attraction or pain of price and delivery has subsided (Hoyle, 2009:35).

To comment on the quality of anything one needs a measure of its characteristics and a basis for comparison. Any feature or characteristic of a product or service that is needed to satisfy customer needs or achieve fitness for use is quality characteristic. Characteristics need to be specified and their achievement planned, controlled, assured, improved, managed and demonstrated. These characteristics form the subject matter of the product or

service requirements referred to in a contract or specification. When the value of these characteristics is quantified or qualified they are termed product requirements or service requirements, which some scholars called quality requirements (International Organization for Standardization, 2005).

2.3. Quality Assurance and Management

Quality Assurance on the other hand is defined by Basu (2004:8) as the activities needed to provide adequate confidence that an entity will fulfil requirements for quality, in other words quality assurance aimed at preventing mistakes.

Quality assurance is the practice of managing the way goods are produced or services are provided to make sure that they are kept at a high standard (Oxford Dictionary 2010).

Quality Assurance in Higher Education is defined as a systematic management and assessment procedure adopted by higher education or system to monitor performance and to ensure achievement of quality outputs or improved quality. It aims to give stakeholders confidence about the management of quality and the outcomes achieved (Dr Kem Ramdass – Presentation on Reposition of Quality Culture in Higher Education, May 2012, Southern Sun Hotel – Johannesburg, South Africa).

Dale and Bunney (1999:28) define quality assurance as all the planned and systematic activities implemented within the quality system and demonstrated as needed to provide adequate confidence that an entity will fulfil requirements for quality.

The systems of improving and managing quality have evolved rapidly in recent years. During the last two decades or so, simple inspection activities have been replaced or supplemented by quality control, quality assurance has been developed and refined, and now most companies are working towards Total Quality Management.

2.4. Quality Control

This is defined as operational and activities that are used to fulfil requirements for quality. Under the system of quality control one might expect, for example, to find in place paperwork and procedures control system, raw material and intermediate stage product testing and feedback of process information to appropriate personnel. With quality control there have been some developments from the basic inspection activity in terms of sophistication of methods, systems, tools and techniques which are employed. Those organizations whose approach to the management of products and service quality is based on inspection and quality control are operating in a detection type mode (i.e. finding and fixing mistakes) (Dale and Bunney, 1999:27).

Basu (2004:9) argues that quality is the next stage above quality inspection. The control process is based on the statistical method which includes the phases of analysis, relation and generalization. Activities relating to quality control include:

- Monitoring process performance
- Acceptance sampling
- Designing and maintaining control charts.

2.5. Quality Management System

A **system** is a set of interacting or interdependent components forming an integrated whole or a set of elements (often called '*components*') and relationships which are different from relationships of the set or its elements to other elements or sets. It is also referred to as a group of interacting, interrelated, or interdependent elements forming a complex whole (Ross, 1999).

According to Hoyle (2009:117), the word 'management' in the term 'management system' is intended to tell us what type of system it is and as systems achieve objectives or fulfil a purpose, it becomes evident that management system achieve management objectives just as clearly as security system achieve security objectives, and the same goes with Quality Management System. He further argues that quality management system is a set of interacting processes designed to function together to fulfil quality objectives.

International Organization for Standardization (2008: Clause 0.1) states that the adoption of quality management system should be a strategic decision of an organization, thus implying that organizations have a choice. International Organization for Standardization (2008: Clause 4.1) further states that, for establishing a quality management systems in terms of what they mean, why they are necessary and how compliance can be demonstrated and in particular:

- The determination of processes;
- The sequence and interaction of process;
- The criteria and methods for effective operation and control;
- Information and resource availability;
- Measure, monitoring and analysing process;
- The management of process;
- System maintenance;
- Continual improvement; and
- Outsourcing.

The Quality Management System developmental approach is based on eight quality management principles:

- **Customer focus:** all the activities within the organization have internal or external customers
- **Leadership:** leadership must be clearly defined and noticeable (top-down)

- **Involvement of the people:** people in the organization should be involved in management decisions whenever possible (bottom-up)
- **Process approach:** whatever happens, it must happen in processes. If the process is right, the outcome will be right. Processes must have clear ownership, there can only be one owner for one process.
- **Systems approach to management:** management must understand the system of processes and linkages between processes.
- **Continual improvement:** a quality system is never cast in stone. Improvement mechanisms have to build into the process.
- **Factual approach to decision making:** meaningful measurements which are the basis for decision making should be built into processes.
- **Mutually beneficial customer/supplier relationship:** if we follow the above principle, the benefits are for all.

2.6.Total Quality Management

According to Ross (1999:1) Total Quality Management is the set of management processes and systems that create delighted customers through empowered employees, leading to higher revenue and lower cost. TQM is basically the integration of all functions and processes within an organization in order to achieve continuous improvement of the quality of goods and services. The main objective of TQM according to quality expert Juran is customer satisfaction.

TQM should be viewed as a systems approach that considers every interaction between the elements of the organization. A corollary is that any product, process, or service can be improved and successful organizations are those that consciously seek and exploit opportunities for improvement at all levels. The load-bearing structure here is customer satisfaction and continuous improvement.

Barrie and Bunney (1999:28), state that TQM involves the application of quality management principles to all aspects of the organization, in every branch and at every level including customers and suppliers. It should be a company-wide approach to quality, with improvements undertaken on a continuous basis by everyone in the organization. TQM fails in many organizations because of the lack of management support. TQM as a management – led, company – wide initiative is intended to improve effectiveness of a process or product related to manufacturing industries or graduates related to training providers and to build quality into the service or training and education delivered.

According to Barrie and Bunney (1999), to achieve TQM in an organization the management must consider the following:

- TQM is in part about processes but, more importantly, it is about attitudes (willingness to listen to customers).
- TQM places quality as the primary objective within the organization (continuous improvement).
- TQM is about developing a learning organization.
- TQM is about teamwork and staff development.

- The objective is to make everyone accountable for their own performance and to get them to commit to attaining quality.

The certification against International Organization for Standardization (2000/2008), however, is not the end of the quality journey. Once a Quality Management System is effectively implemented, the next step certainly is to exceed customer quality expectation and achieve excellence as a competitive advantage. Total Quality Management System models for excellence are available in many variations, e.g. the South African Excellence Model, the European Foundation for Quality Management Model and the American Malcolm Baldrige Award Model. All models have one fact in common; they are based on benchmarking. Even if we think that everything is perfect, let us challenge our processes through benchmarking to become a learning organization.

2.6.1. Potential Benefits of TQM in Higher Education Institutions

Adoption of TQM will help institutions of higher education maintain their competitiveness, eliminate inefficiencies in the organization, help focus on the market needs, achieve high performance in all areas, and satisfy the needs of all stakeholders (Edwards, 1993).

In the beginning of the 21st century, most institutions of HE in the world are facing the same different waves of challenges represented in: low productivity; increased costs; lack of financial resources; adoption of ineffective methods to achieve its goals; low level of job satisfaction among employees; as well as, greater demand for enrollment; a diverse student body; the impact of

globalization and expanding technological demands. How can institutions of HE increase their overall capacity to meet these various challenges (Dimaano, 2009).

To meet these challenges and overcome is very important, not only to enable these institutions in their ability to compete, but also to be able to survive and continue. Therefore, for those institutions in dire need, proper application of the concept of Total Quality Management (**TQM**) to improve quality standards and enable them to excel, through the achievement of several benefits such as increasing production capacity; reducing the cost of performance; and improving the quality of the product or service provided to the beneficiary. However, the traditional perceptions represented in the view that improving quality conflict with increasing productivity; contribute to further costs of performance; makes many of administrative organizations hesitate to invest in applying the concept of Total Quality Management, which leads to many managerial problems; bad service and product; and therefore not achieve customer satisfaction (Al-Alawi, 2000).

Harris (1994) argues that there are three generic approaches to TQM in higher education; firstly there is a customer focus where idea of service to students is fostered through staff training and development, which promotes student's choice and autonomy. The second approach has a staff focus and is concerned to value and enhance of responsibility for action by defined working groups. The third approach focuses on service agreements stance and seeks to ensure conformity to specification at certain key measurable points of the educational processes.

In their model for TQM implementation in higher education institutions, Osseo-Asare and Longbottom (2002) propose enabler criteria, which affect performance and help organizations achieve organizational excellence. These "enabler" criteria are leadership, policy and strategy, people management, resources and partnership and processes. They also suggest "result" criteria including customer satisfaction, people satisfaction, and impact on society and key performance results for measuring the effectiveness of TQM implementation. Non-implementation of TQM was due to institutions pre occupation with funding agencies and non-embracement of continuous improvement culture. Proper education and training of those involved in the implementation process will help to mitigate this problem.

Al-Saoud (2002) states that the achievement of Total Quality Management in institutions of higher education meant the organization's ability to provide a high level of service quality excellence, and through it can meet the needs of students, faculty members, parents, employers, society, and others in a form which is consistent with their expectations and requirements of the age and the environment of scientific and technological resources, including achieving satisfaction and happiness to them. This is done through pre-established standards to assess the output, and check the status of excellence.

Roffe (1998) considers that due to open competition, students are becoming more customers as well as consumers and expected to pay a growing share of the costs of education. The conceptual problems include whether TQM in higher education should be people or problem oriented. There is a difficulty in introducing the application and acceptance of TQM in higher education institutions, which have not embraced tenets of TQM. Another factor is team

individual orientation towards TQM and maintaining the rate of innovation amongst others.

According to Al-Qaisi (2004), it could be argued that behind the growing interest in adopting TQM in higher education institutions, number of justifications including: (1) higher education as a product of the power of human quality, a process working to satisfy the needs of the work market, qualified human powers and utilitarian value in the economy and development; (2) higher education as training in scientific research. HE works to prepare the individuals high and give them the skills of scientific research and quality and is measured depending on the quality of the scientific production that is accomplished and the ability in the discovery and analysis of the facts and address the problems and solve them; (3) HE as a matter of expanding opportunities, as means of social development and opportunities for all to contribute to the building of various institutions.

Sahney *et al.* (2004) consider education system as a transformation process comprising of inputs of students, teachers, administrative staff, physical facilities and process. The process includes teaching, learning, and administration. An output includes examination results, employment, earnings and satisfaction.

2.7. Performance Management

With the advent of a democratic South Africa in 1994, national public administration has effected reforms to improve government performance and service delivery. Many changes have taken place in the public sector thus far, including the Performance Management System in Higher Education Institutions.

According to Grobler *et al* (2003) Performance Management is the systematic process by which an agency involves its employees, as individuals and members of a group, in improving organizational effectiveness in the accomplishment of the organizational mission and goals.

According to Simeka (2003) Performance Management has emerged as a key fundamental and comprehensive tool for developing and managing the public sector. As a means of getting better results from the organization, teams and individuals, performance management facilitates an integrated system of human resource management within an agreed framework of planned goals, objectives and standards. Modern practice in performance management has moved towards linking performance appraisal with the achievement of predetermined institutional objectives. Performance management in such cases becomes a systematic quality process through which institutions involve their employees as individuals in improving organizational effectiveness.

The development of performance standards and the identification of outcomes are highly relevant to quality management in both educational systems and large organizations. The outcomes – based learning reflects the notion that the best way to get where you want to be is to first determine what you want to achieve. Once the end goal has been determined, strategies, techniques and other ways and means

will be put into place to achieve the goal, and this process must be monitored and managed (Council on Higher Education, 2007).

The performance management and development guide (2003) for the Public Service and Administration revealed problems with traditional modes of performance management; notably with mechanism for allocating rewards and incentives, and for dealing with inadequate performance. It went further to reveal that the systems for the allocation of rewards, such as merit increases or rank and leg promotions were not seen to reward staff for actual achievement. In practice the system rewarded long service and formal qualifications, irrespective of the work, quality and performance.

Ray Tricker (2010:38) argues that eight quality management principles defined in Quality management systems – Fundamentals and Vocabulary (2008) can be used by senior management as the basis for improving their organization's performance. They have been derived from the collective experience and knowledge of the international experts making up the technical committee responsible for developing and maintaining International Organization for Standardization (also known as ISO 9001). These quality management principles that organizations must adhere to in order to achieve TQM are:

- | | |
|---|---|
| 1. <i>Customer Focus</i> | 2. <i>Leadership</i> |
| 3. <i>Involvement of the people</i> | 4. <i>Process Approach</i> |
| 5. <i>Systems Approach to Management</i> | 6. <i>Continual Improvement</i> |
| 7. <i>Factual Approach to Decision-Making</i> | 8. <i>Mutually Beneficial Supplier Relationship</i> |

Dick Grote (1995:37), states that to create a well-disciplined organization, the manager has two primary responsibilities: to recognize and reinforce good performance, and to confront and correct poor performance. The discipline without punishment system begins by recognizing that the overall objective of the organization's discipline system should properly be the development of well-disciplined individuals who are committed to the organization.

Fisher (1997:7), advises that the systematic approach to training and development will ensure that workers do not undertake training for the sake of training (training for activity), but rather engage in worthwhile and useful training (training for impact). The systematic approach to evaluation of employee development, training needs and performance enhancement strategies should focus on the following aspects:

- The organization's Mission, Core Program Goals and Operational requirements
- Analyse Employee Performance
- Identify Causes of Performance Gaps
- Select Non-training and Training Strategies to Close Gaps
- Evaluate Training Outcomes

Holbeche (1998:10), argues that more than any other asset of an organization, people are the most volatile and easily damaged. Well motivated people, especially when they are also competent, are the key to outstanding performance. Indeed, it is arguable that rather than being motivated by others, most people can motivate themselves given the right conditions.

2.8. Quality Assurance initiatives in South African Higher Education system

The implementation of quality assurance initiatives in South Africa (SA) is neither new nor familiar. A range of internal and external formal and informal quality assurance arrangements have been in place for many decades. What is new in relation to quality assurance in SA is the need to embed total quality management principles as a culture within Higher Education, thus responding to the rapidly changing landscape that now constitutes higher education. There is no clear indication from authorities on how the required quality improvements can be achieved, institutions are left to their own devices to find and implement improvements.

It was established that the TQM philosophy and the International Organization for Standardization (ISO 9001: 2000) quality standard, applied in an integrated system, was suitable for higher education. A significant finding was that Higher Education Institutions (HEIs) and Further Education and Training institutions (FETs) did not have an internal quality management system in place. This revelation led to the research investigation on finding the needs and deficiencies of FETs and HEIs. A questionnaire, using mainly open-ended questions, was designed and administered to FETs and HEIs for this purpose. The responses revealed that some quality practices were in place but, overall, the quality arrangements were inadequate. This

process led to the formation of an Integrated Quality Model. This Integrated Quality Model was recommended as an internal quality management system for FETs and HEIs.

According to Mabizela, (2004) cited in Naidoo and Singh (2005:6), the Bill of Rights in chapter two section 29 (3) of the Constitution specifies the following right in respect of private provision: “everyone has the right to establish and maintain, at their own expense, independent educational institutions that –

- (a) Do not discriminate on the basis of race;
- (b) Are registered with the state; and
- (c) Maintain standards that are not inferior to standards at comparable public educational institutions.

It is evident, from this provision, that not only is the existence of private providers constitutionally protected but it also forms the basis for regulation, quality assurance and the maintenance of standards. The constitution recognizes the right of private education providers to co-exist (even to compete) with public institutions.

According to Kruss (2004:2), the private higher education sector concentrated mainly on vocational education with a focus on profit generation. A report issued by Study South Africa in 2006 is in agreement with Kruss and adds that the public must be protected against unscrupulous and exploitative private institutions.

Fehenel (2002:236) stated that private institutions are located in city centres and economic hubs of South Africa. According to a report issued by Study South Africa that this imbalance in location and narrow range of courses offered by

private FETs and private HEIs are not in line with national human resources needs. In view of these statements, it is evident that their location is a strategy to attract learners at busy city centres.

Previously, the measurement of the standard of education or the level of quality did not form part of their business plan. With the transformation of higher education and the creation of accrediting bodies emerging, the role of private higher education providers became more prominent as they were in a position to compete with public higher education institutions. This created a concern to the education ministry because there was an industry created without formal regulations which caused a threat to public institutions (Fehenel 2002:236). According to a report issued by the South African Government Services (2006:1) which is in agreement with Fehenel and adds that the partnership between local private and international educational institutions, also added to governments concern. Kruss (2004:2) states that private providers focus on a limited range of programmes and offer poor quality, narrow-skilling programmes that do not produce graduates who are fully employable.

The report issued by Study South Africa (2006:2) states that private institutions lacked quality assurance and degrees were at FET than higher education level. In view of this limitation, Kruss further states that, for private providers to be on par with public institutions, they have to be subjected to some form of quality assuring audit with the regulation, coordination and quality control treated differently. Consequently, the education ministry decided to transform private higher education.

In an endeavour to transform, regulate and quality assure higher education, South African government through the Department of Higher Education and Training (DHET) proposed and facilitated for the establishment of the following quality assurance bodies:

- Council on Higher Education (CHE);
- South African Qualifications Authority (SAQA);
- National Qualifications Framework (NQF); and
- National Commission on Higher Education (NCHE).

2.8.1. Council on Higher Education

The CHE is an independent statutory body established in May 1998 in terms of the Higher education Act, No.101 of 1997 (CHE News, 1999: 1). The mission of the CHE is to contribute to the development of a higher education system characterised by quality, responsiveness, equity and efficient and effective provision and management of higher education. It seeks to make this contribution:

- By providing informed, considered, independent and strategic advice to the Minister of Higher Education and Training;
- Through the quality assurance activities of its Higher Education Quality Committee (HEQC); and
- Through the publication and dissemination of information on developments in higher education, including an annual report to parliament on the state of higher education.

HEQC is a permanent sub-committee of the CHE and will undertake accreditation of learning programmes of public and private higher education institutions, institutional audits of all higher education providers and promote quality. HEQC was established in May 2001 as a permanent sub-committee of the CHE, an independent statutory body that advises the Minister on all aspects of higher education (Naidoo and Singh, 2005:15). Where necessary, this includes advice on quality promotion and quality assurance.

The HEQC is required to operate within the requirements of the SAQA. According to the HEQC Framework for Institutional Audit (2004: 5), its approach to quality would be to develop a quality assurance framework and criteria based on:

- Fitness for purpose in relation to a specified mission within a national framework that encompasses differentiation and diversity;
- Value for money judged in relation to the full range of higher education purposes. Judgments about the effectiveness and efficiency of provision of education will include but not be confined to labour market responsiveness and cost recovery; and
- Transformation in the sense of developing the capabilities of individual learners for personal enrichment, as well as the requirements of social development and economic and employment growth.

In relation to teaching, learning, research and community service, it is evident from above that the HEQC will determine quality on the basis of the ability of the provider to offer qualifications, programmes and learning experiences which are responsive to the broad development needs of learners, thereby also addressing the knowledge, skills and service needs of the country at large.

According to Greenwood (2003:52), in the process of developing a quality assurance framework, the HEQC embarked on a serious campaign to get rid of unscrupulous operators who received payments and provided inferior and, sometimes, non-existent qualifications. Hence, it is evident that there are private providers that are not providing education of an acceptable standard. This practice has caused concerns for the HEQC in that, firstly, it created negative perceptions of private higher education, and, secondly, the HEQC had no information on the level of education that was offered at all private institutions.

It is clear, from the statements mentioned above, that the CHE is the governing authority of higher education with direct links to the Minister of Higher Education and Training and Parliament.

2.8.2. South African Qualifications Authority

According to Du Pre (2000:8), the South African Qualifications Authority is a body of 29 members appointed by the Ministers of Education and Labour. The members are nominated by identified national stakeholders in education and training. The functions of the Authority are essentially twofold:

- To oversee the development of the NQF by formulating and publishing policies and criteria for the registration of bodies responsible for establishing education and training standards or qualifications and for the accreditation of bodies responsible for monitoring and auditing achievements in terms of such standards and qualifications; and
- To oversee the implementation of the NQF by ensuring the registration, accreditation and assignment of functions to the bodies referred to above, as well as the registration of national standards and qualifications on the

framework. It must also take steps to ensure that provisions for accreditation are complied with and, where appropriate, that registered standards and qualifications are internationally comparable (NQF, 2000:8).

The aim of the SAQA Act (No. 58), which was promulgated on 4 October 1995, is to provide for the development and implementation of a NQF to establish the SAQA, and to provide for matters connected therewith. This act enables South Africa to develop its own integrated NQF accompanied by a supporting quality assurance system which will also govern higher education institutions (Du Pre, 2000:10).

In 1998, SAQA published the National Standards Bodies (NSB) regulations whereby provision was made for the registration of National Standards Bodies and Standards Generating Bodies. These bodies are responsible for the generation and recommendation of qualifications and standards or registration on the NQF (Huyssteen, 2002:7).

According to Du Pre (2000:11), the Education and Training Quality Assurance (ETQA) regulations were also published in 1998 and provided for the accreditation of Education and Training Quality Assurance bodies. In view of these statements, SAQA has two divisions i.e. Standards Setting and Quality Assurance. The sub-structures in the standards setting division are the National Standards Bodies (NSBs) and the Standards Generating Bodies (SGBs), while the sub-structures in the quality assurance division are the Education and Training Quality Assurance (ETQA) bodies. These bodies are responsible for accrediting providers of education and training, standards and qualifications

registered on the NQF, monitoring provision, evaluating assessment and facilitating moderation across providers, and registering assessors.

The formation of SAQA started the transformation process in higher education. SAQA's quality assurance system of accrediting ETQAs started the quality cycle in higher education. ETQAs are accredited in two sectors i.e. the economic sector and the education and training sub-system sector. The nature of an ETQA depends on the educational sector concerned. ETQAs can be a professional body, such as the Engineering Council of South Africa (ECSA) or a Sector Education and Training Authority (SETA). The ETQA for higher education is the HEQC of the CHE (Huyssteen, 2002: 7).

The ETQA for the further education and training is the Umalusi Council which is legislated by the General and Further Education and Training Quality Assurance (GENFETQA) Act (No. 58 of 2001). An ETQA applies for accreditation to SAQA and on receiving accreditation, the ETQA is then in a position to accredit providers. The ETQA is responsible for ensuring that the provider maintains and improves the quality of learning provision and learning achievements. The criteria and guidelines for providers, document (SAQA 1998:20), states that the SAQA's criteria followed by ETQAs and providers cannot guarantee quality improvements but have to be linked into a broader national quality assurance strategy that includes a measure of external quality control as well as the development of internal quality processes.

In view of the above statements, SAQA's approach is one that has external quality assurance controls and mechanisms based on an internal quality management and evaluation system. It is also evident that providers of higher

education need to have internal quality mechanisms in place. The theme of quality assurance is promoted in the transformation process of higher education, which affects private further and higher education providers. According to the NQF (2000:8), it is evident that SAQA's concern is to ensure that learners, who are awarded with an NQF registered qualification, are able to demonstrate the outcomes of the qualification.

2.8.3. National Qualifications Framework

The White Papers on Education and Training (1995) and Reconstruction and Development (1994) underscored the need for the development and implementation of the NQF. An inter-Ministerial Working Group was established to draft the NQF Bill, which was passed into law as the South African Qualifications Authority Act (No. 58 of 1995) on 4 October 1995.

According to NQF (2000:1), the NQF is a set of principles and guidelines by which records of learner achievements are registered to enable national recognition of acquired skills and knowledge. Qualifications are registered at specific levels on the framework and have a credit value. SAQA has adopted an eight level framework; level 1 is the General Education and Training Certificate, levels 2, 3 and 4 are the Further Education and Training Certificate, and levels 5 to 8 are Higher Education and Training. Learners, in the course of study, may accumulate credits over time towards a qualification.

Du Pre' (2000:11) summarizes the objectives of the NQF as follows:

- To create an integrated national framework for learning achievements;
- To facilitate access to, and mobility and progression within education, training and career paths;

- To enhance the quality of education and training;
- To accelerate the redress of past unfair discrimination in education, training and employment opportunities; and
- To contribute to the full personal development of each learner and the social and economic development of the nation at large.

It is evident that the objectives of the NQF underpin the notion of quality in the new educational system. The NQF supports a comprehensive quality cycle, which includes standards setting and quality assurance. All standards and qualifications, before being registered on the NQF, are measured against the principles enunciated in the objectives of the NQF to ensure that they meet the criteria of the framework that support lifelong learning (Du Pre' 2000: 33). The NQF ensures that a learner is given credit for all types of learning that has taken place. Private providers would submit their qualifications to SAQA for registration on the NQF before offering them to learners (NQF: An Overview, 2000: 6). On completion, the learner would receive a qualification registered at a NQF level.

2.8.4. National Commission on Higher Education

The first democratic government established a National Commission on Higher Education (NCHE) which charted a programme of transformation for the education sector. By 1997, key higher education policy and legislation informed by the work of the Commission was in place to enable the systematic programme for the transformation of higher education to unfold.

In the decade since the adoption of the White Paper on Higher Education and the Higher Education Act, change has manifested on many fronts. The focus

on quality and the role of quality assurance in a transformed higher education system is flagged prominently in the recommendations of the NCHE.

In the NCHE Report, it is clear that a “comprehensive development oriented quality assurance system is central to the creation of a single co-ordinated higher education system” (NCHE, 1996: 108). The commission also viewed quality assurance as “an important element of the new form of governance proposed for higher education” as well as “one of the ways of drawing private higher education into the new system”(Naidoo and Singh, 2005: 7).

The Higher Education Act (Act 101 of 1997) as amended provides a framework for the regulation of private higher education institutions. It provides for registration by the registrar of private higher education an institution (who is the Director General of the Department of Education). The Act also provides for the application of quality assurance requirements to private higher education institutions.

The Act stipulates that registration by the Ministry of Education depends on a demonstration that the applicant:

- a) is financially capable of satisfying its obligations to prospective students;
- b) Further, with regard to all of its higher education programmes:-
 - That it will maintain acceptable standards that are not inferior to standards at a comparable public higher education institution;
 - That it will comply with the requirements of the appropriate quality assurance body accredited by SAQA in terms of the South African Qualifications Authority Act (Act 58 of 1995); and

c) That complies with any other reasonable requirement prescribed by the Minister (Higher Education Act 101 of 1997 as amended, 2001: 52).

From the review of the main stipulations of the act, it is clear that private HEI's must meet the above registration requirements of the Department of Education (DOE) for them to operate. The process, by registration status, is a form of assuring quality because it requires the provider to demonstrate competencies in all aspects of the institution's operations. The Higher Education Act allows the DOE to be informed of an institution's financial status by reviewing audited financial statements. In this way, the learner's interest is protected. The Higher Education Act requires that programmes offered by private HEI's need to be at the same quality level as those of public institutions. Therefore, private HEIs need internal quality mechanisms in place. Further, they must go through an external audit by the appropriate ETQA to show evidence that their programme offered is of an equivalent quality level.

External audits must be undertaken by an education and training quality assurance body formed and funded by the government. This control created a need for statutory bodies to be installed with the responsibility for quality assurance in higher education. The statutory bodies formed are the CHE, with the HEQC as the ETQA of higher education and the UMALUSI Council for the further education and training. Private HEI's would need to prepare for such audits. This preparation process would require a criterion to be followed and internal quality assurance mechanisms to be in place. The quality process begins with the South African Qualifications Authority accrediting the ETQAs, as stipulated by the Higher Education Act (Act 101 of 1997) as amended. These ETQAs will, in turn, accredit private higher and further education institutions.

2.9. Quality Assurance Arrangements at Walter Sisulu University

Walter Sisulu University (WSU) discharges its quality assurance and management duties through the Quality Management Directorate (QMD), which reports to the Institutional Quality Assurance Committee which is the sub-committee of the Senate, chaired by the Deputy Vice Chancellor: Planning, Quality Assurance and Development (DVC: PQAD).

The goals, objectives and core values of the institution, as outlined in the Institutional Strategic Plan and Institutional Operating Plan, include a specific reference to quality assurance and management. Goal 7 of the Institutional Operating Plan states “To promote a culture of quality and integrity throughout the institution” and there are three objectives specified in routes to achieving this goal, namely:

- To embed quality in all programmes, services, processes and systems of the institution.
- To maintain acceptable standards of quality in teaching and support services.
- To develop and implement a plan for monitoring, evaluating and reporting on learning and teaching as well as all other activities (WSU Institutional Operating Plan, 2007:29).

For the purpose of this study much attention is paid and literature is reviewed on the quality arrangements of:

- Support services
- Academic enterprise

- Students' life

The reason for this exercise is that the above mentioned elements are perceived to be the main contributors towards the achievement of the TQM in any institution. If the above elements do not talk to each other, it is more likely that the institution might collapse and this does not entirely exclude management but incorporates it as the driver of the TQM in many institutions.

2.9.1. Quality Assurance of Support services at WSU

Within the context of WSU's vision and mission, Central Administration aspires to become an excellent administrative support services. Its purpose statement is to provide an excellent, cost effective and efficient administrative and support services that complements the University's mission, goals and objectives (Institutional Operating Plan, 2007:90). The key primary goals of WSU's support services are:

- To enhance administrative support services as a response to student needs.
- To promote a culture of quality, integrity and high standards through Central Administration.
- To improve the utilization of information technology infrastructure to provide access to information for staff and students
- To provide efficient support services that ensures student access, success and retention.
- To promote management practices that foster a shared vision of Central Administration.

- To uphold effective governance in the administrative sector of the university.
- To improve communication with the university community regarding operational policies and procedures.

According to Institutional Audit Portfolio (2011:79) the Quality Management Directorate intends to undertake internal reviews of support service units and departments which supply services to students, as a corollary to the reviews of academic departments and in terms of the Policy for Quality Management and Assurance. The purpose of these reviews will be to monitor the management, operations and the effectiveness of the support services units, to explore how these units aim to support the general educational purpose of WSU, and to ascertain the extent to which they are being successful.

2.9.2. Quality Assurance of Academic Enterprise at WSU

According to the Institutional Operating Plan (2007:60), WSU has four campuses: Buffalo City, Butterworth, Mthatha and Queenstown with eleven delivery sites. Some programmes are duplicated in these delivery sites and this points to a sharp need for consolidation of delivery sites and programmes for effectiveness, efficiency and economy. The intention is to make each campus a centre of excellence in its focus areas. The creation of specialized site will off-set the following disadvantages of programme duplication:

- Costs of staff movement between distant campuses.

- Non-equivalent of quality across sites (resources and standards).
- Human resources cost.
- Management and control of programmes.

In consolidating sites, care will be taken to create and ensure programme coherence across the campuses. The consolidation of programmes in one delivery site will give WSU the following advantages:

- Promotion of efficiency and synergy.
- Maximum utilization of resources.
- Centre of excellence.
- Quality management (Monitoring, evaluation, control and accountability).

The Quality Management and Assurance Policy which was approved in 2009, commits the academic aspect of the university to internal programme reviews in a five year cycle, to be conducted in accordance with the Internal Programme Review Processes and Procedures Policy, which was approved by Senate in 2010. The internal programme review is concerned with teaching and learning, assessment and community engagement; academic management, research and resources as they relate to teaching and learning and assessment; and quality assurance and enhancement procedures. Parallel to the internal programme review follows a process of self – assessment by academic departments in accordance with the template prepared for that purpose, in which peer review and national benchmarking are strongly encouraged.

Benchmarking against the National Key Performance Indicators as stated in the National Working group Document (2001) is also encouraged. The students' experience of a programme is central to the approach of the internal programme review. In addition, individual academic departments are required to exercise responsibility in the maintenance and monitoring of the quality of the academic programmes. The department of Business Management is a case in point. Students in the department are required to provide formal feedback on the quality of every course in the form of evaluation questionnaires prepared by QMD before the end of the semester. Responses are analysed by lecturers and if the students have what are judged to be serious concerns, these are discussed in departmental meeting for continuous improvement.

The responsibility for the direction of the quality management function of the institution is vested in the first instance, in the Institutional Quality Committee (IQAC), which is a committee of the Senate chaired by the Deputy Vice Chancellor: Planning, Quality Assurance and Development (DVC: PQAD), and consist of all university officers with an immediate stake in their functions (WSU Institutional Audit Portfolio, 2011:77).

2.9.3. Quality Assurance of Students at WSU

The quality of the academic and research results of the university is proportional to the quality of the students attracted to the university. This being the case, it is a strategic imperative that value propositions be developed and communicated which position WSU as the study and research institution of choice for students having the desired profiles. The entity then needs to provide value propositions which retain such high-quality students by attending

to course content, lecturer quality, provision of research grants and the academic reputation of the university. WSU also needs to ensure that all students who graduate from there reflect the academic, didactic and developmental interventions which characterize future leaders who will contribute meaningfully to academia, science, business, the Province and to the society.

According to the Institutional Operating Plan (2007: 86), within the context of WSU's vision and mission, Student Development and Support Services aims to provide comprehensive quality support services to ensure development of student. Its purpose statement is to:

- Provide relevant quality services and facilities for students, staff and community.
- Provide developmental programmes to students, which allow them to realize their full potential and play a meaningful role in society.
- Develop community partnership programmes that will benefit students.
- Promote advancement of moral regeneration amongst the broader community.
- Create a conducive environment for students' academic excellence.
- Respond to national imperatives for the general well-being of the students.

The issue of the quality of student life must be managed carefully as part of the value proposition to students. This encompasses the specification and development of the required standards in terms of facilities available to students, student centres, laboratories, internet access, social life offered to students (residences & Sport) and ergonomics of attending at WSU(WSU Institutional Audit Portfolio, 2011:161).

2.10. Conclusion

Former President Thabo Mbeki in his speech at the official opening of Parliament in 1999, emphasized the importance of and the need to accelerate service delivery and transformation by all. Government called for extensive exploration of new and innovative mechanisms by departments to deliver effective, efficient and economic services to the citizens. The transformation of Higher Education Institutions and the effective delivery of services are *sine qua non* for a better quality of educational services for all in South Africa.

The work of the HEQC, including its institutional audit activities, is conducted within the ongoing reform and restructuring in order to produce a transformed higher education system of high quality, which is able to address the complex knowledge and development needs of the South African society.

For the purpose of this study, certain elements of quality assurance and management may be described briefly: **Firstly**, top management is the main driver of TQM. **Secondly**, quality is a strategic issue for corporate management and is not just an operational issue for lower levels of the hierarchy. **Thirdly**, quality

includes innovation, which is the search for more effective ways of meeting customer requirements, as well as improving the efficiency of existing operations. **Fourthly**, top management determines quality priorities, establishes the systems of quality management and procedures to be followed, provides resources and leads by example.

This chapter defined key concepts and unpacked their inter-relatedness. However, this literature review comprises the basis for the lines of enquiry during interviews and identifies issues to be included in the research questionnaire, for exploration and further analysis.

The next chapter, which is chapter three deals with the research methodology.

3. CHAPTER THREE: RESEARCH METHODOLOGY

3.1. Introduction

There are two types of research methods mentioned by Silverman (2000:1), namely, qualitative and quantitative. The type of method selected depends on the nature of information the researcher wishes to seek for the project. According to Mertens (1998:3), the quantitative method of research measures and quantifies variables, and qualitative method of research captures an overall picture by the use of words.

This study employs a qualitative research method, because the principles of TQM are unavoidably common factors that will shape the strategies of higher educational institutions in a particular manner. This means that, in collecting data, the researcher used instruments derived from qualitative research method. The discussion covers how the questionnaire was formulated, the method used to compile the questionnaires and interview questions.

According to Leedy (1997:204) research is a systematic process of collecting and analysing information to increase the understanding of the phenomenon with which we are concerned or interested. Neuman (2006:2) defines research in simple terms as a way of going about finding answers to questions.

Research methodology determines the focus of the study; the population and sample to use; the design of the questionnaire and the analysis of the responses (Leedy, 1997).

Dawson (2002:43) states that many researchers believe in combining both the qualitative and quantitative research methods, which is called triangulation because

they believe that this is a good way of approaching research as it enables the researcher to counter the weaknesses of the other.

The topic of this research is very specific but as the researcher researches, the scope can increase especially because the issue of the application of TQMS and PMS in higher education landscape is a global phenomenon. It is clear that the researcher will be very careful when perusing, collecting and analysing data for the purpose of narrowing the research project.

3.2. Qualitative Research Design

Silverman (2000:1) describes qualitative research methods as investigating the history of the topic and the daily behaviour of the subjects related to the research project. Neuman (1997:7) describes quantitative methods of research as data expressed in numbers and qualitative research as data expressed in words.

This study employs a descriptive qualitative research design. Shank (2002) as cited by Ospina (2004:1) defines qualitative research design as a form of ‘systematic’ empirical inquiry into meaning. Ospina (2004:1) further explains that by systematic Shank means “planned, ordered and public”, following rules agreed upon by members of the qualitative research community. By empirical, he means that this type of inquiry is grounded in the world of experience. Inquiry into meaning say a researcher tries to understand how others make sense of their experience.

Babbie (2007:87) argues that social research can serve many purposes. Three of the most common and useful purposes are exploration, description and explanation. A

major purpose of many social scientific studies is to describe situations and events. The researcher observes and then describes what was observed. Many qualitative studies aim primarily at description (Babbie, 2007:88). He further argues that descriptive research attempts to describe systematically a situation, problem, phenomenon, service or programme, or provides information about, say; living conditions of a community, or describes attitudes towards an issue.

3.3.Data Collection Techniques

Permission to collect data at Buffalo City and Butterworth campuses through interviews with students and distributing questionnaires to staff was sought. The researcher wrote to the campus directors (Buffalo City and Butterworth), requesting permission to conduct research in these campuses and the permission was granted.

In order to achieve the outlined research objectives, the researcher has chosen to conduct the study in Buffalo City (BCC) and Butterworth (B/W) campuses. The rationale behind this choice is the consideration that WSU is strategically located in both rural (Butterworth & Mthatha) and urban (Buffalo City & Queenstown) areas and their history, experiences and operations might be different.

3.3.1. Target Population and Sampling Method

According to Brink (1996) a research population is the entire group of persons that is of interest to the researcher and to which the researcher would generalize the results of the study. A target population is a group of persons that meets the criteria of the research population and is the group the researcher is interested in and to which the researcher can generalize the results

of the study. The sampling method which was used for the successful completion of this study was purposive sampling. This is a type of non-probability sampling in which the units to be observed are selected on the basis of the researcher's judgment about which ones will be the most useful or representative (Babbie, 2007:184).

The researcher used the following qualitative data collection instruments:

- **Unstructured interviews:** With at least two third year students (male and female) from Buffalo City and Butterworth campuses were conducted so as to understand their total student quality of life and experience. The researcher allowed participants to talk freely and asked fewer questions for more information.

The researcher engaged in 'active' listening, which showed the interviewees that close attention is being paid to what they say; and also tried to keep the interviewees focused on the subject, as unobtrusively as possible. The interview questions were designed to stimulate the respondents to talk more and give detail of their experience as students studying at WSU. These interview questions were based on the research objectives and chapter two of this project (literature review) was used as the guide to design interview questions in order to avoid duplication with the existing researches (**Appendix A attached**). The data collected out of these interviews with students will be presented and analysed on next chapter.

- **Open ended questionnaires:** were distributed, filled and collected as follows:
 - One male academic staff from the Faculty of Business Management, Sciences and Law (lecturing in Buffalo City and Butterworth campuses).
 - One male academic staff from the Faculty of Science, Engineering and Technology (lecturing in Buffalo City campus).
 - One female academic staff from the Faculty of Science, Engineering and Technology (lecturing in Buffalo City campus).
 - One female academic staff from the Faculty of Business Management, Sciences and Law (lecturing in Butterworth campus).
 - One female support staff servicing Butterworth campus.
 - One male support staff servicing Buffalo City campus.
 - One female support staff servicing both Butterworth and Buffalo City campuses.
 - One male support staff servicing Butterworth campus.

White (2000:55) is of the view that questionnaire design begins with an understanding of the capabilities of the questionnaire and how it can help the researcher. In this study the purpose of the questionnaire is to find the needs and deficiencies of TQM and PM at WSU. The questionnaire was developed by reviewing relevant literature, appraisals by academic researchers, and by pre-testing the questionnaire. The structure of the questionnaire comprised of fifteen questions, divided into the following three sections:

(Appendix B attached).

Section A: Total Quality Management (9 questions)

Section B: Performance Management (5 questions)

Section C: Open Comments (1 open ended question)

Neuman (1997:240) mentions that questionnaires can be designed using open-ended or closed-ended types of questions and the choice of a technique depends on the researcher and the information required for the project. A questionnaire was designed using closed-ended and open-ended questions. The closed-ended questioning type was used because it presented questions which were quick and easy to answer. The open-ended questions were used so that respondents had an opportunity to provide answers in their own words.

According to Leedy and Ormrod (2001:31) well defined goals are the best way to assure a good questionnaire design. The authors further state that when the objectives of a study can be expressed in a few, clear and concise sentences, the design of the questionnaire becomes considerably easier. The structured questionnaire in this study was designed with the research objectives in mind, to appear simple, unambiguous and to facilitate ease of completion. The survey of literature in chapter two was used as a basis to design the questions. The researcher was obliged to personally deliver, have them filled and collect these questionnaires, in order for the desired outcome to be achieved.

Questionnaires are not among the most prominent methods in qualitative research, because they commonly require subjects to respond to a stimulus, and thus they are not acting naturally. However, they have their uses, especially as a

means of collecting information from a wider sample or from respondents who are far away that cannot be reached by the researcher personally.

- **Observations:** the researcher was afforded an opportunity to be the member of the Quality Assurance Task Team (QATT), which was responsible to conduct the internal programme reviews in one of WSU academic departments for a programme that is offered in both BCC and B/W. The main responsibilities of the QATT was to read, comment and recommend on self-evaluation report (SER), which was submitted to QMD for consideration. After the QATT has read through the report, quality assurance interviews were conducted with staff and students of the department separately to verify claims made on the SER.

Out of this entire exercise the researcher observed that WSU, through QMD, is trying very hard to conform to national standards especially at academic level. It has also been observed that a lot of work with regards to embedding quality to support services departments still has to be done. Students are observed to be having divided feelings with regards to their quality of life, inside and outside the classroom. The researcher's analysis of the problems and solutions presented during this observation will be given in chapter four.

In seeking to explore the natural scene, the qualitative researcher aims to be as unobtrusive as possible, so that neither researcher's presence nor methods disturb the situation. This is why participant observation is one of the favoured approaches. Here, the researcher adopts a recognized role within the institution

or group. Researchers have become, amongst other things, teachers, gang-members, pupils, nudists, hippies, bread salesmen, and medical students (Babbie, 2007).

The total number of the respondents which participated for the benefit of this study is 12 for interviews and surveys only:

- 2 (3rd year students) from 2 WSU campuses = 4 respondents
- 2 support staff from 2 departments = 4 respondents
- 2 academic staff from 2 Faculties = 4 respondents

The researcher also conducted observations during the course of the study as indicated above and the number of the groups which were observed varied.

3.3.2. Pilot study

Aldedridge and Levine (2001) define a pilot study as a small preliminary investigation of the same general character as a major study, which is designed to acquaint the researcher with problems that can be corrected in preparation for a larger research project. It is done to provide the researcher with the opportunity to detect errors and flaws in the instrument to be used for gathering of data.

With this in mind, a pilot study was conducted to detect problems that needed to be eradicated before the major study was attempted and to establish the face validity of the instrument, and also to refine the instrument. The instrument

was tested on three (3) respondents. When examining the results of the pilot study the researcher found that some subjects did not meet the criteria for the sample; the subjects did not understand certain items; a given question did not elicit the desired information and important items had been omitted. Reformulation of items was done and comments were incorporated into the final instrument version.

3.4. Ethical Considerations

The researcher ensured that the rights and freedom of the participants were in any way not violated whether physically, psychologically or emotionally during the course of the study. The researcher seek for the consent of the participants before any data was collected, issues of force, fraud, deceit, duress or any other form of coercion have been avoided. Deception of subjects' means deliberately misrepresenting in order to make another person believe what is not true, thus violating the respect which every person is entitled to (Babbie and Mouton 2003).

3.5. Conclusion

The research methodology used to collect data from the population selected for the purpose of this study has been outlined and described in this chapter. The data collected from the questionnaires and interviews is subjected to presentation and analysis.

The methodology for the design and use of the questionnaire followed in the study took into consideration the areas covered in the literature review and research objectives on Total Quality Management and Performance Management. The

interview questions serve as the stimuli to the respondents and they assisted the researcher to focus the research study to encourage alignment with research objectives and try to find solutions to identified research problem.

Following to this chapter, is chapter four that will provide details on data presentation, analysis and results.

4. CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND RESULTS

4.1. Introduction

The data collected from the surveys, interviews and observations is analysed qualitatively by means of tables, graphs, charts and discussion in this chapter. The interview process has created a large amount of data. The immediate challenge, which began after the transcription of the very first interview, was to reduce the mass of text to something manageable and meaningful.

Babbie (2007:378) defines qualitative analysis as the non-numeric examination and interpretation of observations, for the purpose of discovering underlying meanings and patterns of the relationships. Neuman (2006:181) argues that data for qualitative researchers sometimes is in the form of numbers; more often it includes written or spoken words, actions, sounds, symbols, physical objects, or visual images (e.g. maps, photographs, videos, etc.). He further states that when analysing data, qualitative researchers begin with empirical data, followed with abstract ideas, relate ideas and data, and end with a mixture of ideas and data.

In this chapter, the researcher is bound to present the information in a manner that is appealing and easily understood by the audience, thus, presenting the results with creativity and professionalism. Analysis of the contents of the responses in order to identify the main themes that emerged from the responses given by the respondents is done through identifying the main themes, assigning codes to the main themes, classifying responses under the main themes and integrating themes and responses into the text of the report.

The researcher maintained high levels of confidentiality on interviews, there were no names or identification required. Thus far, confidentiality and professionalism were demonstrated and maintained throughout the study. The respondents were assured that all the information will be handled in a professional manner. To ensure confidentiality, departments, people's names and specific addresses were not included in the questionnaire and were also not asked during interviews. Furthermore, all questionnaires will be destroyed after the study has been completed to protect the identity and integrity of the respondents. All information that can identify the individual respondents is excluded as advised by Babbie and Mouton (2003).

4.2. Student Interviews

Two third year students (male and female) from both Buffalo City and Butterworth campuses were interviewed for the purpose of this study. The following are the stimulating research interview questions which were asked by the researcher and their responses from the respondents.

- **What do you understand about quality assurance at WSU?**

-BCC Female: Quality assurance at WSU is not understood by students, they do not know what quality assurance is. And the university seem to be doing absolutely nothing about that.

-BCC Male: I do understand QA according to the book but in the context of WSU, the entire meaning of QA is lost both in theory and in practice.

-B/W Female: Yes and no because this campus is located in rural areas of former Transkei and as students we find it very difficult to access a lot of learning material because we only depend on one library and a computer lab with limited internet coverage. On the other hand some lecturers are trying their best to provide us with

additional learning material through bringing copies in class. I feel that quality assurance in this campus is compromised.

-B/W Male: I doubt if there is any student who understands QA in this campus because it is neither taught nor practised.

- **Do you think that WSU has good standards compared to other S.A. universities?**

-BCC Female: Compared to other universities, WSU is average, it does have potential to do better but the staff is not motivated because of poor management which results in students and staff strikes

-BCC Male: No I don't think so, WSU has low standards for a university, nothing more nothing less.

-B/W Female: I do not know which university I can fairly compare it with WSU because University of Fort Hare is an old traditional university located in rural areas like WSU but is better off than WSU. The merger that has created WSU makes it difficult for it to be compared with any university in S.A.

-B/W Male: WSU has low standards, it cannot be compared with any university in S.A.

- **What can you say about your experience as a student at WSU (generally inside and outside the lecture room)?**

-BCC Female: it is neither good nor bad because it is an advantage that WSU is located nearer to rural and poor areas for it to cater for children of such areas and the experience inside the classroom gives you the feel that you are really in a university especially in the first year of study. Things change as you move up and begin to be open minded that you begin to compare WSU with other institutions you visit. The entire exciting experience changes. In a nutshell, WSU is not bad

both inside and outside the lecture room but it is overcrowded and needs some improvements academically and infrastructurally.

-BCC Male: WSU residences are limited within the university and others are far away, student are expected to use buses to go to school and are expected to pay for their bus fares, which is not fair because those staying in campus enjoy privileges. Sports, recreation, arts and culture are good at BCC, we are very much exposed to a lot of opportunities, we have our famous Berita (musician) who is the student in this campus, we have professional boxers because we are nearer to Mdantsane boxing stables and we have a department of arts and culture which conducts arts and culture exhibitions every year. In the class, we do not struggle much as our lecturers are qualified and sought of trying to assist us in many different ways where we are experiencing some difficulties.

-B/W Female: I started studying at WSU as a student in Queenstown campus. It was difficult to understand a university without sports facilities because in high school I was playing sport. In my second year, I moved to Butterworth where I found a little bit of comforting change because at least there are sport facilities for different codes and there are residences within the campus, the setting is of university nature really. The only problem I have discovered is that residences are insufficient to cater for the number of students admitted. Some students are squatting in residences, others are staying in townships around the university and are exposed to a lot of danger especially women and students with disabilities. In class, lecturers are doing their best to ensure us that we feel that we are really studying at the university in spite of limited resources like library material, computer labs, laboratories etc.

-B/W Male: Butterworth and Queenstown campuses are regarded as non-existing by the management as a result students do not have quality life like those in BCC and Mthatha campus, whether inside or outside the lecture room. WSU does not

operate the same in all four campuses, BCC students are enjoying good life and are treated with darling hands because they are in a big city. Mthatha campus students are rubbing shoulders with the Administrator and as a result they have access to a lot of sports, recreation, arts and culture.

- **Is WSU under good administration and why?**

-**BCC Female:** No, strikes are evidence that things are not normal.

-**BCC Male:** No, the Administrator is not managing WSU properly hence students and staff strikes. The general administration of WSU is characterised by irregularities, poor implementation of policies by the staff. Staff morale is very low for both academic and administration staff and that victimises students as recipients of services.

-**B/W Female:** WSU administration and management is a problem because there are always strikes. Staff at administration block are not friendly at all and there is no value for money.

-**B/W Male:** Administrator, administration and management are not good at all because they seem like they do not know what they are doing.

- **Can you recommend WSU to your friend, siblings or any other person as the University of Choice? Why?**

-**BCC Female:** No, standards are low.

-**BCC Male:** No, WSU's image is damaged.

-**B/W Female:** I do not think so because everything negative about WSU is on the front page of the newspapers.

-**B/W Male:** No, WSU has low standards, it must be closed down.

4.2.1. Analysis of student interviews

The overall analysis of student interviews revealed the following weakness:

- It is clear from the information given by the students that the student quality assurance platform is not available at WSU, where students are made aware of their quality assurance rights and responsibilities.
- Student showed lack of confidence to the entire WSU setting as the higher education institution especially with regards to its standards and operations compared to other institutions around South Africa. The poor or lack of an institutional policy implementation by the administration staff also presents itself as a weakness.
- Lack of uniformity in operations and treatment seem to be putting other students in discomfort as it is alleged that for some reason some campuses are treated better than the others.
- Administration and Management of the institution is seen to be putting university image at risk of not attracting any potential student in the coming future as it cannot be recommended by the existing students themselves to the outside world.

4.3. Staff survey

Questionnaires were distributed to WSU staff at Ibika (Butterworth) and Buffalo City campuses. These questionnaires were filled and collected by the researcher in person. Following is the presentation, analysis and results of the survey that has been undertaken. Below is the presentation of the questions and responses directly taken from the questionnaire as they are. The numbering of the analysis hereunder is therefore consistent with the questionnaire design (**Annexure A, chapter 3**).

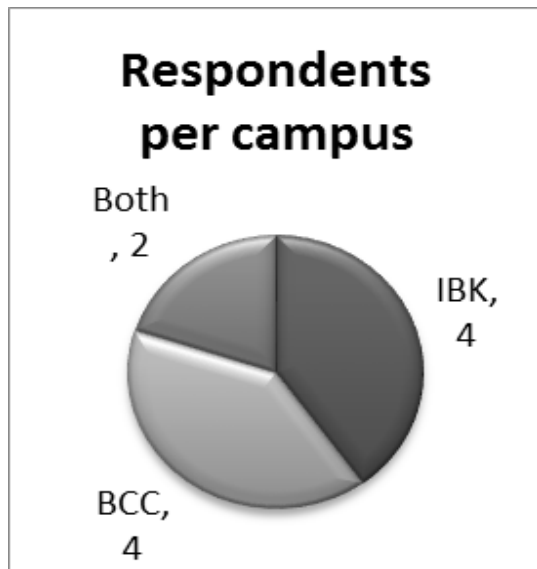
Section A

Name of the campus

Table 4.3.1.

Campus	Number of respondents
Ibika	4
Buffalo City	4
Both	2
Total	10

Figure 4.3.1.



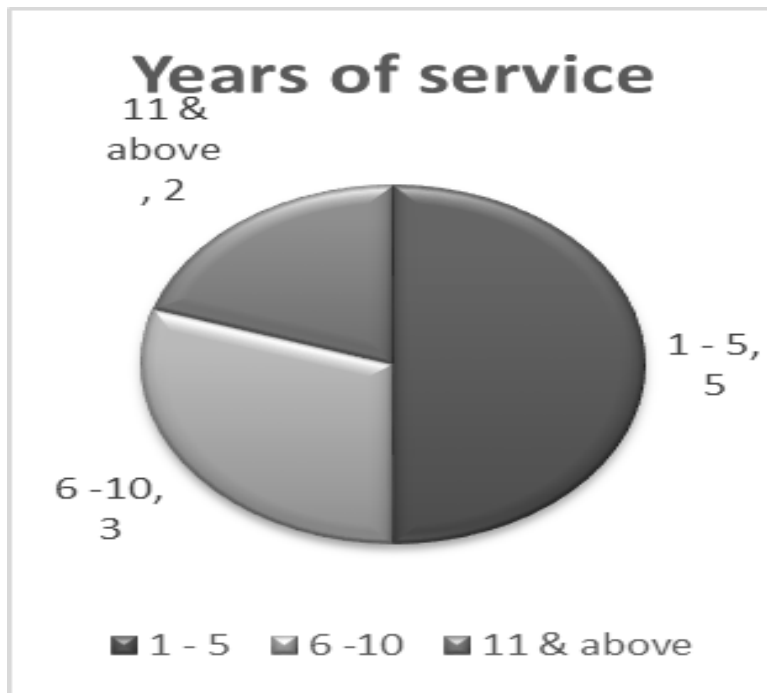
From the table (table 4.3.1.) and pie chart (figure 4.3.1.) above is the presentation of the number of sampled respondents from two WSU campuses as per the sample decision of the researcher which was guided by the purposive sampling method that was chosen for the completion of this study. In chapter 3, the researcher indicated that questionnaires would be distributed to a sample number of four (4) staff members per selected campus (BCC & B/W) but as the data was collected, the researcher noticed that there were staff members both academic and support, which are servicing both campuses alternately.

However, the researcher further noticed that these individuals could contribute positively towards the success of this study and a decision was then taken by the researcher to include at least one (1) support staff member and one (1) academic staff member to fill the questionnaires and share their experience of both campuses. The table (table 4.4.1.) and pie chart (figure 4.41.) above demonstrate the above mentioned statement and also show that the sampled number has increased by two (2) respondents to give a total of ten (10) respondents for the survey study conducted.

Years of service at WSU

Table 4.3.2.

Duration in years	Respondents
1-5	5
6-10	3
21 – above	2
Total	10

Figure 4.3.2.

The table (table 4.3.2.) and pie (figure 4.3.2.) chart above present the number of years that each respondent has spent working at WSU. This information is important because the experiences and changes that occur within the university might be perceived differently by staff with different service periods. This information will also help the researcher to explore ideas, comments and suggestions by newer staff as against the older staff especially on issues of performance and quality assurance.

Staff category

Table 4.3.3.

Category	Respondents
Academic	5
Support	5
Total	10

Figure 4.3.3.

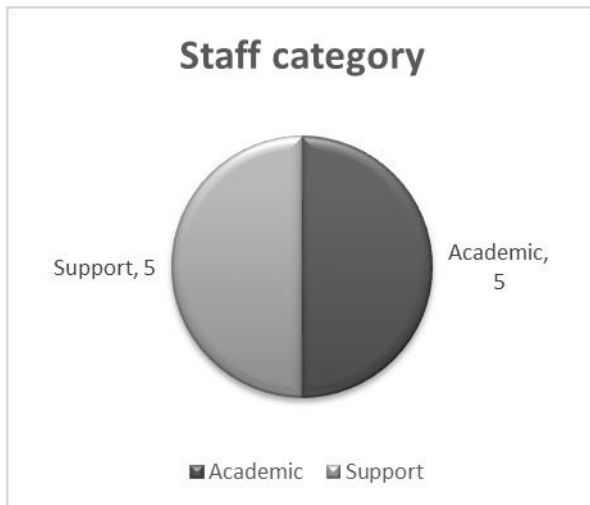
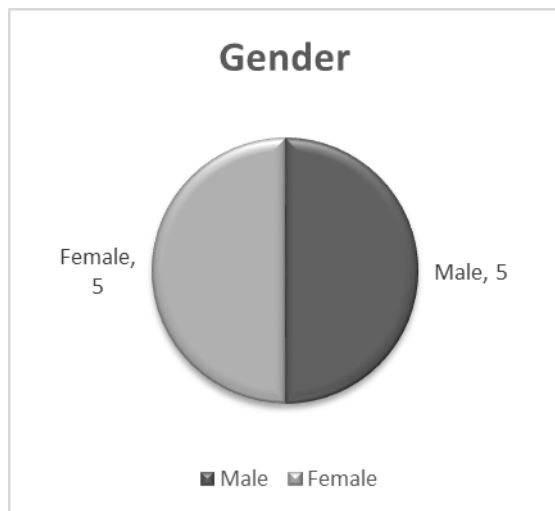


Table 4.3.3. and figure 4.3.3. above show the sample size and category of the staff which contributed for the success of this study. This is crucial in any research study because it provides for clear representation of respondents at different categories of employment.

Staff Gender

Table 4.3.4.

Gender	Respondents
Male	5
Female	5
Total	10

Figure 4.3.4.

From the above, table 4.3.4. and figure 4.3.4., it is demonstrated that the researcher has been sensitive and complied with the relevant legislation on gender issues. As a Masters student of Public Administration it should be common knowledge that discrimination on the basis of gender has been abolished in South Africa and chapter 2 of the Constitution provides for that clause. Table 4.3.4. and figure 4.3.4. provide for the evidence that the researcher was aware of the aforementioned statement.

Following are the graphical illustrations of the responses from question 5 to question 9 of section A. These questions are first listed (below) and following to that are the responses, analysis and results.

- Are there any departmental arrangements and structures for quality assurance at WSU?
- Is there any inculcation of the quality culture between faculties and support services?
- Are internal quality assurance reviews ever conducted in your department to ensure total quality management?
- Is WSU senior management quality assurance and management wise?
- Is WSU having an integrated quality management strategy in place to drive TQM?

Figure 4.3.5. Questions and answers on TQM

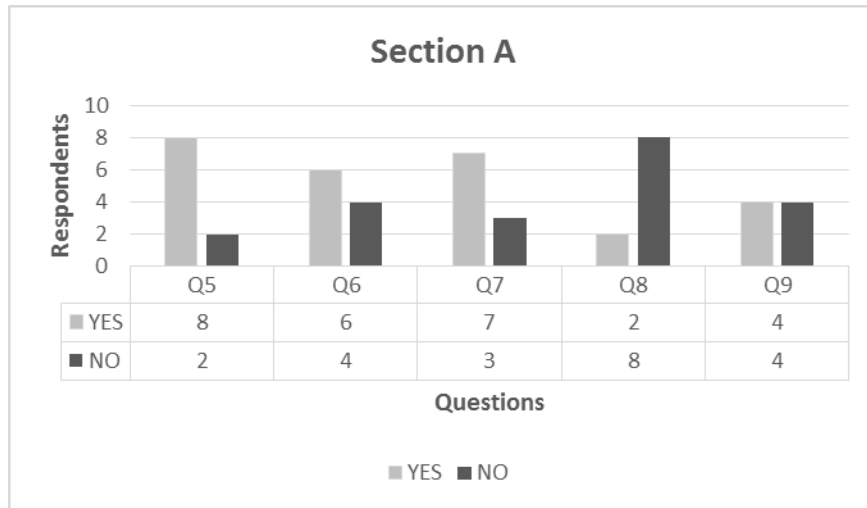


Figure 4.3.5. above on total quality management provides for the following analysis and results to the questions asked:

- Some work is being done to ensure that quality assurance arrangements are in place at WSU but it is also evident that not all employees are aware of the structures and departments that drive this process.
- Synergies that promote quality culture seem to be lacking somewhere and according to the responses from staff, it can be concluded that departments (academic and support) are working in silos, if not, some work has to be done to improve synergy.
- Staff showed lack of confidence in the management of the institution. According to the responses, most staff members doubt if the management cares about issues of quality assurance at the university.
- With regards to the availability of TQM strategy, policy document or framework, the staff members appear to be confused because half of them

confirm its existence but half of them deny if it ever existed and some did not even answer that question.

Section B

Following is the graphical illustration of the responses from question 1 to question 5 of section B. These questions are first listed (below) and following to that are the responses, analysis and results.

- Are you motivated and willing to work at WSU?
- Are there any performance management appraisal strategies in place at WSU?
- Is quality work (job well done) rewarded through incentives/benefits?
- Can you take your children to study at WSU?
- Do you think management cares about WSU staff development?

Figure 4.3.6. Questions and answers on PM

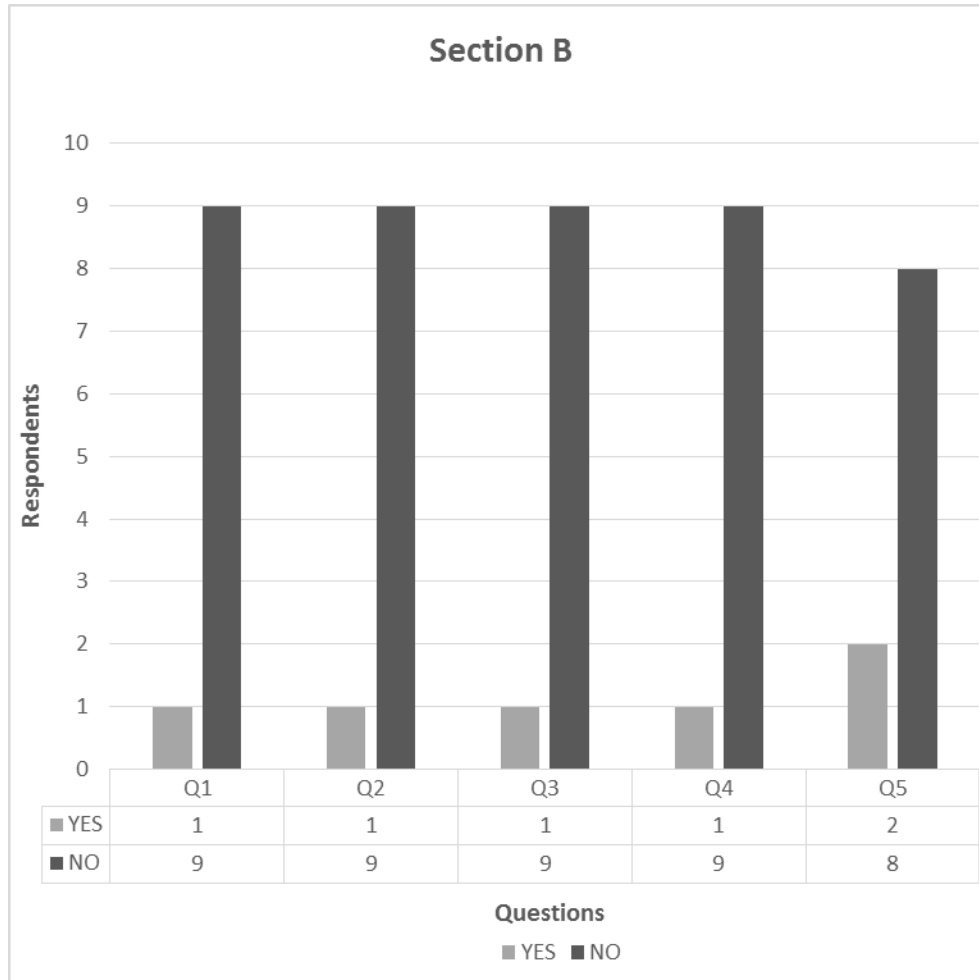


Figure 4.3.6. above on total quality management provides for the following analysis and results to the questions asked:

- WSU staff show signs of demotivation and distress, which is caused by poor management style.
- It is clear and evident that there are no performance management systems or strategies in place at WSU to measure individual staff performances.

- As a result of the lack of PMS as aforementioned, performance rewards and benefits are not catered for and this has a potential to demoralise staff in any organisation. The fingers are pointing at the poor management style of the university for the absence of PMS, which makes staff to lose confidence in taking their kids to the same university for which they are working.

Section C

This section was made open for any comments that the respondents would have liked to make. Comments are captured as they are, no changes have been made by the researcher in trying to modify them. However, it is of paramount importance in any study to allow the respondents to voice out their views and vent out their anger (if any), so that some decisions could be made based on what people are saying they would like to see happening (consultation). Respondents commented as follows:

- If seven weeks can pass with students not attending class, there's no future, and quality is compromised.
- If it was not for quality assurance at WSU, the university would have collapsed. This department is doing a marvellous job and is an eye opener.
- QMD has a great, hardworking team at WSU, all they need is management that will work hand in hand with them. Then WSU will function well in all departments.
- QA policy might exist but no implementation plan in place.
- WSU should seriously consider putting TQM in place and make sure they are effective.

4.4.Observations

The overall analysis of the observations made by the researcher during the internal programme reviews as mentioned in chapter three revealed the following conflicting results:

- The attitude and understanding of quality assurance related issues presented by the lecturers suggest that they are aware of what is expected of them, from a quality point of view. They know and showed evidence that they perform their duties as informed by institutional policies and procedures. They also demonstrated that they are aware that their programmes should undergo both internal and external reviews.
- There seems to be confusion on the side of the academic department management (HOD & PCO) regarding the process to be followed when a new programme is introduced and offered.
- Student's attitude towards teaching and learning is conflicting considerably at different levels of academic study. First year students are excited that they are at the university but have noted the difficulties they have experienced during the registration period, however, are happy to be part of the university.
- Third year and postgraduate students stated that they are with WSU because they do not have a choice but rather because of various factors such as poor background (financial constraints), being rejected by other universities and other personal related matters. They made it clear before the QATT (which the researcher was a member) that they were not with WSU by choice anymore.

- The lack of synergy between academic and support services departments presented itself, where it transpired that there were no uniform standards with regards to handling of assessment marks by lecturers and examinations section across WSU campuses. The policy is clear on the matter but the interpretation and implementation differed from campus to campus.
- Both academic and support staff presented and demonstrated the absence of performance management systems to enhance quality assurance. Bad performance is not corrected or punishable and good performance is not rewarded or promoted.
- Management by strikes (MBS) was the concept given to WSU's management style by both staff and students.

4.5. Conclusion

The extent of quality arrangements at WSU is fragmented. Certain practices are consistent with the literature reviewed in chapter two while other practices lack a strategic approach and implementation. A quality driven culture can only evolve in this institution when top management is committed in ensuring that policies are implemented towards attaining and sustaining a strong learning and teaching focus, customer care service and employer – employee relations.

Nevertheless, without fully understanding quality assurance, institutions have applied some principles which involved the use of business quality tools. Although these principles are essential to quality, they have not been effectively applied. Traditionally,

quality assurance has been equated to checking for “what is wrong” and finding who is responsible for the error. This concept has been changed by the introduction of TQM elements and management principles as informed by ISO9001. This shift has been identified by the HEQC of CHE and they incorporated these principles in their institutional audit criteria document. In chapter two, the literature review points out that quality assurance mechanisms should be implemented in all functional areas of the institution.

The results of the studies previously conducted indicate that, mechanisms for assuring quality were implemented in certain areas of HEIs as minimum requirements only to meet the audit criteria, thus creating a fragmented implementation of internal quality assurance mechanisms. This situation created a need for a revised and improved quality model, which would recommend that higher education institutions should install internal mechanisms to ensure that quality is embedded in the daily functioning of the institution. It would also be advisable for the institution to keep its staff and students aware and updated about the quality assurance arrangements imperatives.

The next chapter focuses on the findings, recommendations and conclusion.

5. CHAPTER FIVE: FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1. Introduction

In chapter four, a detailed discussion of data analysis was presented and the implications for the implementation of total quality management principles and performance management system were outlined. Findings, recommendations and conclusions will be relating to the research objectives and the problem statement as set out in chapter one as well as interviews, observations and questionnaire analysis as set out in chapter four will be presented.

5.2. Findings

Informed by the literature review, the study obtained data from three research instruments namely:

- Student interviews
- Staff questionnaires
- Observations (students and staff)

The data analysis undertaken by the researcher identified the gaps in the efficacy of the implementation of total quality management principles at WSU. It also revealed the non-existence of performance management systems in the university.

5.2.1. Student interviews

Data collected and analysed from the student interviews revealed the following findings:

- Quality assurance platform is not available or known by students at WSU, where students are made aware of their quality assurance rights and responsibilities.
- Students showed lack of confidence in the entire WSU setting as the higher education institution especially with regards to its standards and operations compared to other institutions around South Africa.
- The poor or lack of an institutional policy implementation by the administration departments and staff also presented itself as a weakness.
- Lack of uniformity in operations and treatment seem to be putting other students in discomfort as it is alleged that for some reason, some campuses are treated better than others by the university management.
- Administration and Management of the institution is seen to be putting university image at risk of not attracting any potential students in the coming future as it cannot be recommended by the existing students themselves to the outside world.

5.2.2. Staff questionnaires

Data collected and analysed using a questionnaire to WSU staff revealed the following findings:

- WSU staff showed signs of demotivation and distress, which is caused by poor management style.
- Performance management systems or strategies are not in place at WSU to measure individual staff performances.

- Performance rewards and benefits are not catered for and this has a potential to demoralise staff in the university.
- Poor management style and lack of PMS in the university is blamed to make staff to lose confidence in taking their kids to the same university for which they are working.

5.2.3. Observations

Data collected and analysed from a researcher's observations point of view revealed the following findings:

- The attitude and understanding of quality assurance related issues presented by the lecturers suggest that they are aware of what is expected of them, from a quality point of view. They know and showed evidence that they perform their duties as informed by institutional policies and procedures. They also demonstrated that they are aware that their programmes should undergo both internal and external reviews.
- There seems to be confusion on the side of the academic department management (HOD & PCO) regarding the process to be followed when a new programme is introduced and offered.
- Student's attitude towards teaching and learning is conflicting considerably at different levels of academic study. First year students are excited that they are at the university but have noted the difficulties they have experienced during the registration period but are however happy to be part of the university.
- Third year and postgraduate students stated that they are with WSU because they do not have a choice but rather because of various factors

such as poor background (financial constraints), being rejected by other universities and other personal related matters. They made it clear that they were not with WSU by choice anymore.

- The lack of synergy between academic and support services departments presented itself, where it transpired that there were no uniform standards with regards to handling of assessment marks by lecturers and examinations section across WSU campuses. The policy is clear on the matter but the interpretation and implementation differed from campus to campus.
- Both academic and support staff presented and demonstrated the absence of performance management systems to enhance quality assurance. Bad performance is not corrected or punishable and good performance is not rewarded or promoted.
- Management by strikes (MBS) was the concept given to WSU's management style by both staff and students. This statement suggests that the WSU management is perceived by staff and students as mismanaging the university.

5.3.Recommendations

The results of this study on perceptions of WSU staff and students concerning the efficacy of the implementation of total quality management system as a performance enhancement instrument stimulated the following recommendations:.

5.3.1. Strategic management

It is recommended that WSU management should focus at developing and improving the following areas:

- Existing Institutional Quality Assurance Policies (IQAP) should be implemented institution wide. This can be done through the delegation of authority to a certain support services department (e.g. QMD) that will conduct roadshows on quality assurance awareness campaigns across WSU campuses. Academic and support departments will be encouraged to develop and implement their own quality assurance policies as informed by the IQAP. If this exercise is proven to be tedious, departments will be encouraged to implement the IQAP in their units and sections.
- Institutional Performance Management Policy should be developed as a matter of urgency so as to ensure that staff performance is measured and rewarded. This will automatically improve staff morale and motivation levels, and will also enable various departments within the university to take corrective measures where staff is under performing.
- Top management must design a reward system that has competitive reward levels and performance based pay. This will improve attraction and retention of talent.
- Student representatives from four WSU campuses should be involved in decision making processes. This will eliminate the perception that some students in certain campuses are treated better by the management. Students will feel as part of the entire WSU community and this could improve communication and understanding between students and the university management. Consequently, student grievances could be managed and strikes eliminated.

- Management should find a prompt way of handling staff grievances before they spill over into strikes, it is inconveniencing and embarrassing when HEI staff go on strike. Employer – employee relations should be improved where a platform for the representative of staff and management is created to enable them to sit down and negotiate whenever there is a dispute.
- A fusion or integration of quality assurance policy with performance management policy is recommended, where the outcome would be the integrated quality management system (IQMS). This system will enable the university to attract and retain qualified and motivated staff that will deliver quality services at administrative level and produce quality graduates at academic level. This system will encourage continuous improvement in the university, thereby meeting and exceeding customer expectations.
- Top management needs to ensure that there is continuous communication to all managers and employees about the reasons for the existence and application of the system (IQMS) as well as the functioning of the system. Information should also be provided about how the system relates to the vision, mission and goals of the organisation. This will create a shared understanding of the system among all managers and employees and greater commitment towards the attainment of the goal will be instilled.

5.3.2. Communication dissemination

WSU is a multi-campus university with significant distances between them. In light of this, the researcher observed that it is not easy for the information to flow between these campuses. Alignment will be achieved by ensuring that employees are aware of corporate and functional goals and that individual objectives are consistent with the organisational goals. Managers should explain how each individual's goals relate to and support the organisation's goals.

However, the study conducted recommends the following communication channels and ways between campuses:

- Central strategic venue for face to face departmental meetings at least once per semester. This will help the university departments to cut on travelling costs. Face to face meetings improve employee relations and understanding of individual staff by the managers.
- Use of video conferencing for operational meetings. This will help the university and its departments to save time and travelling cost.
- Use of media, emails, telephones, cell phones, notice boards and social networks for general institutional information. The researcher is aware that the university has started using some of the above mentioned communication tools.
- Roadshows, assist especially when a new policy or strategy has to be sold across WSU campuses for clarity, buy-in and implementation. This demands a lot of planning, preparation, money, time and effort but its results are rewarding.
- Communication through student representative bodies (e.g. student representative council, student academic societies etc).
- Communication through staff unions.

5.3.3. General policy implementation

Various WSU departments should have workshops where departmental policies will be analysed, clarified and interpreted in order to promote uniform standards during the implementation period at various WSU campuses.

5.3.4. Student's quality assurance platform

Quality assurance cuts across every activity, at any level and affects everyone in the university, this means that quality assurance is everyone's business at WSU including students.

However, WSU through QMD should create a platform for students to voice out their interpretation, perception and understanding of quality assurance. QMD should also run roadshows across the four campuses where they inform students of their quality assurance rights and responsibilities as they are both customers and stakeholders of the university. HEQC proposed for the creation of Student Quality Literacy Programmes by all HEI in S.A. where students will be afforded an opportunity to be role players in quality assurance activities of these universities.

5.3.5. Library resources

It is recommended that the institution investigates other methods of integrating the library into the academic programme. Some examples of other methods are organising library open days on a particular theme, the release of new materials on certain subjects to be communicated to learners, and library orientation to be organised for each discipline taught at the institution. A further recommendation would be to implement a computerised system to manage library short loans. This type of system will also assist in the generation and utilisation of library reports.

For quality assurance purposes, utilisation levels of resources and learner satisfaction surveys need to be conducted and results implemented for the improvement of library services. This recommendation should be integrated in

the design of the proposed IQMS as it fits with the continuous improvement philosophy of TQM.

5.3.6. Teaching facilities and computer labs

It is recommended that learner satisfaction surveys be conducted and results be implemented on this matter as students know better what they expect on how their learning environment should be. Information, Communication and Technology (ICT) should come up with upgrading plans for computer labs and internet facilities should be integrated into the academic programme. This could be achieved by incorporating this recommendation in the suggested IQMS. This recommendation addresses the second and last objective of this study.

5.3.7. Residences

It is recommended that WSU management considers expanding student residences because this study revealed that there is a shortage of accommodation, and this is exposing WSU students to a lot of danger as they are forced to stay outside the institution.

A policy to restrict squatting of students should be developed and be strictly implemented because buildings are designed and structured to accommodate a certain number of people. This will help alleviate a plethora of problems that come with overcrowding caused by squatting.

5.4. Recommendations for further research

This study revealed that quality assurance arrangements at various universities around South Africa need to be investigated to see if there is any alignment and standardised approach to quality as informed by Higher Education Quality committee (HEQC) of the Council on Higher Education (CHE). This was an explorative study on the efficacy of total quality management system at WSU and the results stimulated curiosity to further explore and compare if there are any similarities or dissimilarities in the application of TQM and performance management in HEIs around the Eastern Cape Province. The researcher is left tempted to investigate further if HEIs around Eastern Cape Province do have IQMS, which assists them to continuously improve and enhance quality service delivery thereby meeting and exceeding customer/stakeholder expectations.

5.5. Conclusion

Higher education plays a crucial role in the economic and cultural reconstruction and development of nations. For hundreds of years, the universities and effective educational systems have been development factors and agents of change in their societies. Over the last ten years, a lot of innovative experiments were done to help improve performance of HEIs, and these culminated into the introduction of several laws and policies for both academic and educational standards aimed to further develop and improve their ability to be competitive with other global universities by successive democratic South African governments. Realising the importance of higher education sector for socio-economic and cultural development, this requires an ideal governance and service delivery. This study revealed that the system of higher education in S.A. needs to be reshaped, the strength must be maintained and weaknesses must be addressed in order to serve a new social order, meet the pressing national needs, and respond to a context of new realities and opportunities.

With regards to issues of performance management and IQMS at WSU, this study pointed out that the commitment of management and that of employees to the system must be tightened by ensuring that all employees understand how the system relates to the organisation's vision and value system, and how it supports the vision and value system. Managing performance of subordinates should be included as key performance areas in senior manager's performance agreements so that they are evaluated also on this aspect. Performance planning could be improved by ensuring that managers and supervisors are trained in facilitating goal setting sessions with subordinates to ensure that subordinates develop their own objectives and action plans that are aligned with the mission and strategy of the institution. It is also important to involve subordinates in goal setting sessions so that they participate in giving inputs about the creation and description of goals. Managers must ensure that performance targets are set with the subordinates and are understood and agreed upon.

The findings of this study revealed that it is time to think proactively about the future of current approaches to quality assurance and management in higher education to ensure that the quality of teaching and learning is not neglected or compromised. The proposed system (IQMS) in this study should be tested to assess quality assurance and evaluate performance through relevant processes by WSU and other higher education institutions in South Africa.

For future research related to this study, the following topic is recommended: *A comparative analysis of the efficacy of Total Quality Management System among higher education institutions in the Eastern Cape Province.*

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APPENDIX A

School of Public Administration

Faculty of Management and Commerce

Stimuli for Masters of Public Administration

Interview questions to students

1. What do you understand about quality assurance at WSU?
2. Do you think that WSU have good standards compared to other S.A. universities?
3. What can you say about your experience as the student at WSU (generally inside and outside the lecture room)?
4. Is WSU under good administration and why?
5. Can you recommend WSU to your friend, siblings or any other person as the University of Choice? Why?

Thanks

Researcher

Xolani Gwele



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APPENDIX B

School of Public Administration

Faculty of Management and Commerce

Research Questionnaire for Masters of Public Administration

Dear Respondent

This is a research project towards the completion of Masters of Public Administration. This questionnaire will be destroyed after it has been analysed to protect the integrity of the respondent.

You are therefore requested to participate in this study by completing the attached questionnaire.

Thanking you in advance.

Researcher

Xolani Gwele

SECTION A: TOTAL QUALITY MANAGEMENT**Directions: tick or write next to the relevant box**

1. Name of the Campus ☒ BK ☐ BCC ☐ Both
2. Years of service at WSU 1 – 5 ☐ 6 – 10 ☐ 21 – above ☐
3. Are you Academic staff ☐ or Support staff ☐
4. Male ☐ Female ☐
5. Are there any departmental arrangements and structures for quality assurance at WSU?
☐ Yes
☐ No
6. Is there any inculcation of the quality culture between faculties and support services?
☐ Yes
☐ No
7. Are internal quality assurance reviews ever conducted in your department to ensure total quality management?
☐ Yes
☐ No
8. Is WSU senior management quality assurance and management wise?
☐ Yes
☐ No
9. Is WSU having an integrated quality management strategy in place to drive TQM?
☐ Yes
☐ No

SECTION B: PERFORMANCE MANAGEMENT

1. Are you motivated and willing to work at WSU?
☐ Yes
☐ No
2. Are there any performance management appraisal strategies in place at WSU?
☐ Yes
☐ No
3. Is quality work (job well done) rewarded through incentives/benefits?
☐ Yes
☐ No

4. Can you take your children to study at WSU?

☐ Yes

☐ No

5. Do you think management cares about WSU staff development?

☐ Yes

☐ No

SECTION C:

ANY COMMENT.....