

Abstract

The main purpose of this study is to explore the willingness and perception of primary and secondary school leaders toward the implementation of Total Quality Management (TQM) in Macao. This research aims to provide constructive insight into the applicability of TQM in primary and secondary schools in Macao. Survey was the research method adopted and the “Opinion toward the Implementation of Total Quality Management in Primary and Secondary Schools in Macao” questionnaire was designed based upon the TQM principles and skills of school management. A total of seventy principals, vice-principals or administrators were chosen from all primary and secondary schools in Macao as subjects of this study. The collected data was then analyzed with one-way ANOVA to measure the correlation between background variables of school leaders and their willingness and perception toward TQM implementation. Based on the findings, the following conclusions and recommendations are suggested:

I. Conclusions

1. Leaders from primary and secondary schools in Macao are willing to devote their effort to improve educational quality.
2. Leaders from primary and secondary schools in Macao know relatively little

about the technological aspect of TQM, which required to be improved.

3. Leaders from primary and secondary schools in Macao are only slightly supportive of parents' involvement in administrative affairs of schools. Better communication between schools and parents is required.
4. There are no significant differences between leaders with different backgrounds over various dimensions of TQM.
5. The leaders are unanimously leaning toward the implementation of TQM with rather high levels of willingness and perception. This indicates that there is a good foundation for implementing TQM in the primary and secondary schools in Macao.

II. Recommendations

1. Policy indicators must be established for the preparation of TQM implementation.
2. Run more professional training activities for educators to thoroughly familiarize them with the concept and technology of TQM.
3. Strengthen and promote "Home-School Cooperation", in order to break the communication barrier between schools and parents.
4. Offer supports to schools in order to enhance conditions and positive attitude towards TQM.