

**The Decentralisation of Power within the Total Quality  
Management (TQM) Paradigm in Classroom  
Management (DPTQM)**

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**ABSTRACT** This paper investigated how the decentralisation of power within the Total Quality Management (TQM) paradigm can be implemented in the classroom so as to enhance the learning process in the educational arena. The success stories of how industries have employed the TQM model in the production of goods and services calls for a revolutionary approach in the educational field in general and classroom in particular. The survey design was used by means of both open and closed ended questionnaires, focused group approach and participant observation. The findings of this case study of a Standard Six class of learners revealed that TQM as a management tool in classroom practice enhances accountability, collective decision making, communication and quality of discipline in the classroom. These were achieved through brainstorming and force field analysis. Contradictory though, learners saw it worthwhile to be called snitchers in the wake of indiscipline as opposed to being silent as both teacher and learners collaborate towards providing a conducive-learning environment.