

**PARENT INVOLVEMENT AS AN ASPECT OF SCHOOL
MANAGEMENT: IMPLICATION FOR WHOLE SCHOOL
DEVELOPMENT**

by

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DECLARATION

I, the undersigned declare that this dissertation, for the Master's Degree in the Faculty of Education and Nursing at the Rand Afrikaans University, has not been previously submitted by me for a degree at this or any other University. Material contained herein has been acknowledged.

Signed:  _____
M.S Mambane



DEDICATION

I dedicate this dissertation to:

My husband, Royasi Phillemon



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I wish to express my sincere thanks and gratitude to:

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OPSOMMING

Die huidige navorsing het die rol van ouers in die skool ontwikkeling ondersoek. Ek argumenteer dat die betrokkenheid van ouers 'n noodsaaklike komponent van die totale ontwikkeling van skole is. Ek poeg om aan te toon hoe die betrokkenheid van ouers 'n kern rol speel in verskillende aspekte van die ontwikkeling van skole. Aangelleentheids soos finansies, disipline en leerplanne kan nie effektief benader word sonder die aktiewe betrokkenheid van ouers nie.

Dit is noodsaaklik dat ouers deelneem in die ontwikkeling van die leerplan asook in ander skool verbonde aktiwiteite. 'n Konsensus tussen alle belangrike rol spelers is noodsaaklik vir die ontwikkeling van 'n aangename omgewing wat vry van konflik is. Slegs in so 'n omgewing kan skole volkome ontwikkel.

Nie die onderwysers of ouers kan aileenlik die belangrike taak van onderwys vervul nie. Ouers en onderwysers moet hul samewerking konsolideer en behoort alle faktore wat hul eenheid beperk verminder. Slegs wanneer die waarde van die betrokkenheid van ouers aanvaar word sal ouers vry wees om deel te neem aan die komitees wat bydra tot bestuur van skole. Slegs wanneer alle rol spelers die belangrikheid van deelnemende bestuur deur beide die skool en die gemeenskap, sal skole ten volle ontwikkel.

Ouers dink gewoonlik dat formele onderrig slegs die plig van die skool en die onderwys personeel is. Hierdie mispersepsie het aanleiding gegee tot die feit dat ouers die onderrig van leerlinge ignoreer. Ouers moet die formele onderrig wat leerlinge op skool ontvang moniteer en aanvul en moet hul kinders bystaan in die leer proses. Dit sal die prestasie van leerlinge drasties verbeter. Die betrokkenheid van ouers is noodsaaklik vir die algemene ontwikkeling van die skool.

In hierdie studie het ek 'n gestruktureerde vraelys gebruik om die opinies van onderwysers ten sake die betrokkenheid van ouers in die leerproses en skool ontwikkeling vas te stel. Ek bespreek my bevindings in hoofstuk twee van my verhandeling

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CHAPTER ONE: INTRODUCTION

1.1 INTRODUCTION

Parental involvement in schooling is a prerequisite for the effective development of the whole school. Van Schalkwyk (1990:19) states that "parental involvement is a matter of principle". To him, parents are by virtue of their parenthood the primary and natural educators of their children and, for this reason, they bear the chief responsibility for their children's instruction and education. The parents' position in the home grants them the prerogative of making the first important contact with their children. It is this first encounter that has a decisive educational impact on the life of children. "Parents have knowledge of their children not available to anyone else (that is knowledge about interest, motivation, problems and talents). Parents want that knowledge to be usable by others, they see that knowledge as an asset to be mined and will help in developing the school holistically" (Sarason, 1995:46).

For a long time, parents have been largely marginalised in the school arena. In the past, parental involvement and participation in school education was largely sporadic and localised. Parents felt that teachers were qualified and salaried to educate their children and therefore did not get involved in their children's education. Parents put all their faith in the schools to improve the standard of their children's lives (Mkhwanazi, 1994:29). Parents in school committee also served as rubber-stamps to the principal's envisaged governance strategies, engaging in no matters pertinent to them and their children. School authorities were reluctant to allow parent participation. Teachers and principals considered schools as their domain and often reviewed parent participation as interference. Seeley (1981:42) states that "education has been conceived as a governmental service-delivery where only professional people were to deliver education to children. Parents had little say in their children's education". Judith, *et al* (1992:72) support this by saying "parents felt uncomfortable, embarrassed, even guilty when they walked into a school. Others did not feel valued by the school".

Recently, however, parents have been recognised by educators, researchers and education authorities as equal partners in the education of their children. Khan (1996:60) states that "parents have equal strengths and equal expertise, they contribute and receive services on an equal footing and finally share responsibilities and accountability with the professional staff in schools".

The South African Schools Act No. 84 of 1996 (hereafter the 'Schools Act') provides clear terms on the position of parents with regards to education. The Schools Act elevates parents as co-governors of the school. Section 23, dealing with the composition of school governing bodies, provides that parents must be elected members of the school governing body and that they must form not less than half. Moreover, a parent must be appointed as the chairperson, not the school principal. Of late, parents have emerged as prominent players in the innovation and transformation of education.

Parental involvement in education is also recognised as an element of improving learner performance in general whether in academic or sporting codes. Squelch and Lemmer (1994:93) mention that the value of parental involvement is that "it improves performance, reduces drop-out rates, and causes a decrease in delinquency and a more positive attitude towards the school". This statement demonstrates clearly how important parental involvement is in the education of children. This active and meaningful parental involvement in education may improve the culture of teaching and learning which develops the whole school.

Parents' worth as co-governors is seen against the background of the contribution they make in matters of discipline, curricular activities, financial matters, and management of the school. It is all these and other aspects of school development that enhance the recognition of parents as important role players in education.

Parental involvement will embrace the means that could be employed to improve whole school development. Needless to say that such involvement will impact on effective governance in schools if implemented with the required measure of precision.

1.1.1 Assumptions

The following assumptions on parent involvement in education are based on existing literature.

- (a) Parental involvement has an element of improving learner performance in general whether in academic or sporting codes (Gene & Stoneman, 1995: 569; Purkey & Smith, 1983: 443).
- (b) Parental involvement can engender a more positive spirit between parents and teachers (Van Schalkwyk, 1990:25).
- (c) Parental involvement can lead to greater financial support (Van Schalkwyk, 1990:31).
- (d) Parental participation improves the standard of education (Martins, 1997:3).

1.2 STATEMENT OF THE PROBLEM

The involvement of parents in the school arena has long been peripheral. The researcher submits that parental involvement is not just part of government obligation. Parental participation should be a dynamic and conclusive phenomenon, since parents have been granted new rights by government over the education of their children. Therefore, the central questions being investigated in this study can be formulated as follows:

- (a) What is the role of parental involvement as an aspect of school management in relation to whole school development?
- (b) How can parental involvement promote whole school development?
- (c) To what extent are parents involved in school governance?

- (d) What impact does parental involvement have on learner performance?

1.3 AIMS OF THE STUDY

1.3.1 General Aim

The general aim of this research project is to investigate the role of parental involvement in school management and whole school development.

1.3.2 Specific Aims

In order to achieve this general aim, the specific aims of this study are to:

- (a) examine the role of parents as an aspect of whole school development;
- (b) critically discuss the participation of parents in school governance and management;
- (c) examine the relationship between parent involvement and learner performance;
- (d) explore the participation of parents in non-academic activities and curricular activities; and
- (e) discuss teacher-parent cooperation as a necessary cohesion for whole school development.

1.4 RESEARCH DESIGN AND METHODOLOGY

Research methodology refers to the way in which data is collected. These methods were developed for acquiring knowledge by reliable and valid procedures. Research methodology is systematic and purposeful. Procedures

are not haphazard activities; they are planned to yield data on a particular research problem. Methodology refers to a design whereby the researcher selects data collection and analysis procedures to investigate a specific research problem (Macmillan & Schummacher, 1993:08-09).

1.4.1 Literature review

In order to cast light on the statement of the problem and hence the purpose of the study, relevant literature on parental involvement in education, specifically school management, will be reviewed. The literature researches parent involvement in order to determine the nature of parental participation in school activities. The literature study allows the researcher to build on from other studies that have already been undertaken.

Mouton and Marais (1992:43) argue "that the aim of the literature review is to gain insight into the phenomenon and to develop new hypothesis about the existing phenomenon". It becomes clear that in all research a literature review is an important and integral part of the research, because it helps the researcher to look at aspects from different perspectives that may have been overlooked by others in research.

Babbie (1992:104) states that "important aspects of doing research are to find out whether the topic has already been researched, how far the research went, the methodology that was used and to prevent the researcher from reinventing the wheel".

In reviewing literature, professional journals, reports, newspapers, scholarly books, government documents and dissertations will be used (McMillan & Schumacher, 1993:113).

1.4.2 Quantitative Research Technique

Creswell (1994:2) describes quantitative research techniques as an enquiry into a social or human problem, based on testing a theory composed of variables, measured with numbers, and analysed with statistical procedures, in order to determine whether the predictive generalizations of the theory hold true.

In view of the above definition, questions will be formulated in respect of parental involvement in developing the school holistically.

1.4.3 The questionnaire

The research instrument to be used will be in the form of a questionnaire. The questionnaire will be structured in such a way that the importance of parental involvement in school development will be investigated.

The findings from the literature survey and from the empirical investigations will be used to make recommendations to assist principals in their development of parental involvement as an aspect of whole school development.

1.5 DEMARCATION OF THE INVESTIGATION

The research project is on the management of whole school development and 26 M.Ed students are involved in the project Management of whole school development and consists of the:

- Management of the school
- Management of the school community and
- Management of educators

In this particular research nine other students are involved in research on school community on their management and its implication for whole school development. The group formulated 83 items for use in a structured questionnaire and this researcher was responsible for designing 10 items on parental involvement as an aspect of school development.

1.6 CLARIFICATION OF CONCEPTS

1.6.1 Parent

According to Section 1 (xiv) of the Schools Act the word “parent” refers to the parent or guardian of a learner, or any person who undertakes to fulfil the obligations of the persons mentioned above.

A parent is therefore any adult person who might either be a biological father or mother or any person the child is actually entrusted to, who is liable to maintain a child, and has the welfare of the child at heart and also has an interest in the child’s education (Macbeth, 1989:17).

1.6.2 Parental involvement

The Unisa-Metropolitan Life Project (1994:73) defines parental involvement as the “active and supportive participation of parents as partners and allies of the teacher in the primary aspect of formal and informal education of their own child and school and broad education of their community in an individual and collective way in a structured, orderly manner in order to achieve the objectives of education as fully as possible”.

Parental involvement is a continuous presence in a school milieu to help address issues of concern with regards to effective and efficient running of the school. Section 20 of the Schools Act states that “governing bodies must promote the best interest of the school and strive to ensure its development through the provision of quality education for all learners at school. These governing bodies constitutes parents, educators and learners (in secondary schools)”.

1.6.3 School management

School management entails the manner in which the principal, with the management team, executes the management functions at the school such as planning, policy-making, organising, leading, controlling, motivating and communicating (Van der Westhuizen, 1991:47-49). Not only principals execute such functions, but also teachers and parents who are co-workers and the primary and natural educators of children. Badernhost (1993:73) defines school management as one's ability to know and understand his role and place in the school as well as the functioning of the school as an organisation and how certain aspects of the school's organisation influence and determine the manner in which an educator performs the duties in school.

1.6.4 School governance

School governance means determining the policy and the rules by which the school is to be organised and controlled. It includes ensuring that such rules and policies are carried out effectively in terms of the law and the budget of the school (Potgieter, *et al* 1997:11).

1.6.5 Whole school development

Whole school development refers to the collation of constructive ideas from conspicuous local stakeholders absolutely earmarked for a holistic approach to school improvement.

1.7 OUTLINE OF CHAPTERS

This study consists of the following chapters:

CHAPTER ONE: Contextualization of the study

In this chapter, the study is contextualised and the research problem, aim of the study and methodology are described and concepts clarified.

CHAPTER TWO: Literature Review

In chapter two, a literature study is conducted in order to explore the understanding of parental involvement as a strategy for whole school development.

CHAPTER THREE: Research design and methodology

In chapter three, the empirical method of investigation, the process of sampling and the research instrument in the form of a questionnaire will be explained. The results of the questionnaire are also presented

CHAPTER FOUR: Interpretation and discussion of data

Chapter four will be devoted to the presentation and interpretation of the data.

CHAPTER FIVE: Conclusion and recommendation

Chapter five will summarise the findings, discuss them, conclude and make recommendations.

1.8 CONCLUSION

Parents are not mere appendages of the school community. They have an important role to play in the education of their children and are now regarded as equal partners. Parents' contributions to the education of their children is essential as it develops the school wholly. Other than being primary educators, parents also play an important role in imparting norms and values, which are intended to mould learners to fit appropriately to the philosophy of the school. Thus, parental involvement cannot be underplayed like it was in the past.

It is also evident that parental involvement may yield positive results, such as improved learner performance and extra-curricular activities, which projects a positive image of the school, thus helping in school development.

CHAPTER TWO: LITERATURE REVIEW

2.1 INTRODUCTION

It has been indicated in chapter one that parents are by virtue of their parenthood the primary and natural educators of their children and for this reason bear the chief responsibility for their children's instruction and education. The literature reviewed in this chapter demonstrates that, for effective teaching, learning and management, parents should involve themselves in school activities, which will help develop the school wholly. It has always been the responsibility of specialists to handle school affairs while parents were forced to take a back seat in matters pertinent to the education of their children. It is only recently that educators have started to appreciate the valuable contribution parents afford. Squelch and Lemmer (1993:96) argue that "education has been seen as the exclusive domain of the teachers with the result that the involvement of parents in education has been very limited". This notion is substantiated by Beattie (1984:239) who says "parent participation is very far from being a purely educational matter". Parental involvement accordingly will encompass all aspects related to educational activities, improvement of the physical space of the school, and the social and political philosophies prevalent in a given school.

Beattie (1984:243) suggests that almost all schools, particularly in rural areas, do not regard parents as co-governors of the school. This is one of the reasons why they are not participating in the education of their children. But David (1993:3) states that "parents should be given a greater role in education to ensure that schools are more effective." He goes further by saying parents will push for better standards for their children if they are more formally involved. In order to succeed, parents need to work with other stakeholders to continually strive for better education.

It is the teacher's duty to educate the child, that is, to equip him or her with knowledge, attitudes and skills through the development of the body, mental capacities, character and social skills so that the child can become an adult and can be a useful citizen of his or her country. Parents must therefore see to it that children attend school regularly as envisioned in Section 3 of the Schools Act. If parents know their duties, the school will experience fewer problems; thus, school development will be enhanced.

2.2 WHAT IS WHOLE SCHOOL DEVELOPMENT?

The researcher subscribes to Rankapola's (2000:4) definition of whole school development elaborates as being an approach which is aimed at transforming all aspects of organisational life in a collaborative, integrated and holistic way with a view to making them more functional. The nature of the school as an open system necessitate whole school development. In the same vein, all aspects of school life such as leadership, school culture, parent involvement, discipline, curriculum, management, human resource development inclusive play an important role.

Whole school development is important for the successful functioning of the school. This means that all the stakeholders namely; parents, educators, learners as well as national and provincial legislatures must work together and accept responsibility to ensure that a culture of teaching and learning is fostered in every school. Not only must the school and the education authorities work together, but parents as primary educators, learners, educators and non-educator members of the staff must all accept and share the responsibility for the governance of the school.

Whole school development also refers to the collation of constructive ideas from conspicuous local stakeholders ear-marked for a holistic approach intended for school betterment. It includes constructive strategies directed at undermining the emergency of incoherency, disunity and separatism amongst stakeholders. In a situation where constructive strategies are limited, the whole systems of developing a whole school will be derailed and will fail to produce results which will support good governance.

Whole school development requires active participation of all stakeholders who have a vested interest in the school. This implies creating the necessary climate, structures and support mechanisms for engendering genuine participation and involvement. This is essential if all stakeholders for example, parents are to be involved in raising the quality of education. Whole school development is also considered to be a more effective means of improving standard of teaching and creating effective schools because it is more inclusive and seeks to meet the collective needs and aspirations of the broader community (Squelch, 1998:103).

2.3 ROLE OF PARENTS AS AN ASPECT OF WHOLE SCHOOL DEVELOPMENT

In many instances, parents do not seem to be aware of their role in schools, and even more in school governance, for while they are elected, their voice is often not heard. Broadly speaking, when it comes to the solving of problems or participation in school matters, the principal is left to make both pleasant and unpleasant decisions on behalf of the school governing body.

Presently, the role of parents in the education system is crucial and increasingly recognised as being so, not only by teachers, but by parents themselves and even politicians (English & English, 1996:79). Parents are therefore seen to have an influential part to play in the support of schools and are also asked to take a more controlling role.

Morgan (1993:2-3) describes the role of parents as being recipients of information, governors, helpers, fund-raisers, experts, co-educators, consultants and clients. This indicates that there are many roles that parents can play in the broader spectrum of life. Amongst the roles that parents can play within the realm of school development, the following are the most pivotal:

2.3.1 Formulation of policies

Munn (1993:8-9) states that "whatever role or roles parents adopt in their relations with schools, it is clear that parents are here to stay as a force in policy-making". Parental involvement in education can no longer be ignored, therefore their participation should go as far as policy formulation is concerned. This is sanctioned by Campbell (1970:173), who puts it that "parents are the right people to formulate policies for the school in conjunction with teachers in school governance". In terms of the Schools Act, school governing bodies are required to make policies on particular issues. For example, Section 6 (3) states that "the governing body may determine the language policy of the school, provided that no form of racial discrimination be practised in implementing such policy".

2.3.2 Realisation of the mission of the school

Parents should see to it that they encourage both educators and learners to realise the mission of the school. For example, if a school's mission statement is "Arise and Build" this encourages everyone not to destroy but to build a good relationship amongst the stakeholders towards developing the whole school.

2.3.3 Restoration of a culture of learning and teaching

It is parents' duty to encourage and help educators and learners to restore a culture of learning and teaching. They should support the school by supplying the school with the necessary resources.

2.3.4 Staff recruitment

Parents' recognition to recommend the appointment of post level one educators puts them in a better position to participate actively. Parents as members of school governing bodies are allowed to take part in the recruitment, interviewing and selection of teaching and non-teaching staff. It is their responsibility to recommend a suitable candidate. If parents are involved in the planing of the school, they will know what type of educator the school needs.

2.4 THE INVOLVEMENT OF PARENTS IN SCHOOL GOVERNANCE AND MANAGEMENT

School governance and school management are viewed as two pillars supporting the efficient and effective delivery of education. School governance concerns the formulation of policy communication with stakeholders and monitoring of progress within a certain given time. Parents in the form of governing bodies are to see to it that they transfer education system, ensure the smooth running of the school, create an environment for all stakeholders to participate, also promote partnership and co-operation between department and the community.

Parents have an important role to play in school governance. Vincent (1996:44) states that "parents are to be involved in the governance of the school as well as the education of their own children". To him their focus should be confined to individual child, whole school, local and national issues.

Section 21(a) of Schools Act states that "to promote the best interests of the school and to strive to ensure its development through the provision of quality education for all learners at school is not a specific function, but rather an important guiding principle that must be kept in mind by the parents (governing body) in the performance of all its other functions". Such governance duties include the development of a clear vision and mission statement for the school. Section 8 of the School Act requires governing body (parents) to adopt a code of conduct after consulting with the parents. Such a code of conduct will facilitate coordination and consolidate the fact of merging the environment in the community and the environment that prevail in schools.

Potgieter, *et al* (1997:18) provides that "parents must see to it that a high standard of education is provided by the school". This demonstrates the invaluable contribution parents have in ensuring quality education for their children.

School management also called professional management is the main function of the principal and members of the management. This concerns the day to day delivery of education through planning, organising, leading, supervising and evaluating activities. The principal should delegate powers to organise and control teaching and learning at school effectively. In this case the Schools Act stipulates that "the governing body (parents) must help and support the principal, educators and other staff at the school and the performance of their professional functions".

It goes without saying that the involvement of parents is an obligation in a wide range of management areas. The involvement of parents should not be seen as supplementary to the school governing body. It should be seen as an inborn, mandated commitment to enhance progress in the education of the children. While this should be existing, parents feel that they cannot manage the school because they are not educated enough to understand what is required of them. Moreover, socio-economic pressures force both parents to work far from their homes. Accordingly it leaves children without parents supervising their school work. Such parents are also

failing to attend parents meetings which develops the school.

2.4.1 Parental involvement in financial matters of the school

Parents have an obligation by virtue of their position as parents to educate their children. The education of children will automatically demand financial contributions on the part of the parents, including guardians who serve as surrogate parents. Parents are obliged to pay school fees for their children's education. The Schools Act is quite clear that all public schools must generate funds to supplement the money supplied by the State. Section 36 of Schools Act states that "a governing body of a public school must take all reasonable measures within its means to supplement the resources supplied by the State in order to improve the quality of education provided by the school to all learners at the school".

If parents are involved in the management of schools, they should also be involved in fund-raising. Parents should be allowed to make decisions concerning activities to be planned to raise funds.



The Schools Act does not request the governing body to raise funds if they are willing but states that "the governing body has a definite duty and responsibility to see to it that schools have money available". Parents must make use of their talents to plan how to raise funds for the school. Their participation develops the school especially in areas where resources are scarce. Robbins and Alvy (1995:212) concur with the statement by saying that "involving parents in school-related activities can build bridges with the parent community and help the school in areas in which resources may be scarce".

A school worthy of the name should be financially sound because any institution needs sufficient finances to run smoothly. Van Schalkwyk (1993:189) has pointed out that "parents are the natural and primary educators, and because the State is unable to carry the financial load of education alone, parents are morally obliged to contribute towards education". Their involvement in financial matters leads to the smooth running and development of the school.

2.4.2 Parents curricular and non-curricular activities in schools

Parent governors are often encouraged to become involved in decision-making about financial matters but they are less involved in discussions about the curriculum and extra-mural activities. Creese (1995:02) clearly states that "when curriculum issues arise, teachers on the one hand are all too ready to say 'leave it to the professionals' and governors, on the other hand, uncertain of their ground and not necessarily well informed, are often happy to do so." Therefore, if school governors as representatives of parents are totally excluded from the discussions about policies and developments in this area, they are being excluded from the main business of the school.

Parents need to realise the importance of active involvement in curricular and non-curricular issues. Parents, as co-designers of the curriculum, should also have a vision of the type of adult who will be produced to serve the community. Parental involvement in matters of curriculum is meant to improve educational activities in schools. Curricular packages that do not keep abreast with the times retard progress. More topical recently has been the issue of sex education. It is only parents who are flexible and who have developed sensitive strategies who will manage to handle it with ease. Parent co-operation regarding this sensitive issue will see them succeeding in alleviating teenage pregnancies and rowdiness attitudes related to adolescents.

Parents should therefore be involved in planning the curriculum of the school as well as other types of extramural activities which are organised for the school. If the school excels in sports, parents with learners who are gifted in sports will be able to encourage and support them. Involvement should not only be narrowed to sports but an attempt should also be made to promote cultural education.

Denying parents the privilege of being involved in the curricular activities of the school could give rise to problems which will hinder the progress of the school. Parents have a right to know what their children are learning and must be kept informed of their children's progress and performance. Activities in which parents can participate, for example, are monitoring their children's progress, discussing involvement in reading programmes, involvement in developing learning programmes for children with special needs, supervising homework, assisting in the classroom, for example, by listening to reading and helping their children study (Squelch & Lemmer, 1994:99).

In non-education activities, parents may also be involved in fund-raising, organising social events and assisting with extra-mural activities. Parents are therefore expected to organise fetes, which promote the image of the school and thus help in school development. Profits accrued out of sales will boost the financial stability of the school. Such involvement will help develop the whole school.

2.4.3 Parental involvement in school decision-making

The nature of decision-making that parents are engaged in also raises the question of whether parents do participate in substantive issues. It is common for parents to deal with less important issues that bear little impact on improving education. Curricular matters, personnel evaluation that could improve learner performance are left to be done by the principal and staff. Teaching personnel believe that parents are not equipped to participate in such matters. However, the Schools Act has placed parents in a very strong position and, effectively, they have the power to influence decisions on very fundamental issues, for example, the school budget, language policy and discipline. For a long time, authority and decision-making remained with the principal because he or she was the key educational leader. It is common that parents dealt with less important issues that had little impact on improving education. The Schools Act empowers parents and makes specific provision for parents to participate in substantive issues, for example, adopting a code of conduct, after consultation with parents, teachers and learners.

Van Schalkwyk and Oosthuizen (1994:135) state that "it is essential that parents as partners of teachers, should be involved in practising, as well as the management of education which begins with planning, policy-making and control".

According to Wolfendale (1992:07), "parental involvement should include decision - making and not simple information giving. In the past, parents were not involved in decision - making processes". This was solely the prerogative of the top management team. Parents were not expected to involve themselves in decision-making instead of simply being given information regarding the decisions made in their absence (Winters, 1993: 31; Wolfendale, 1992:3). This is also true of parent involvement in South African schools. In whatever decisions the schools make, parents as partners in education should be involved.

2.4.4 Parental participation in matters of discipline

Parents should play a major role in school discipline. Discipline is important for the maintenance of order and harmony in the school. Discipline and anti-social behaviour can have a negative effect on teaching and learning. In order to promote good behaviour it is necessary for schools to have a school disciplinary policy which would include details of school rules and expected behaviour as well as the consequences of deviation from school rules (Squelch, 1993:239). This will never be feasible if parents on the home-front are not capable of maintaining discipline amongst their children. Sometimes ill-disciplined children are a manifestation of the behaviour of their parents. Thus, in maintaining discipline, it requires the school authorities to involve parents in matters to collate discipline employed by parents on the home-front. A product of such bilateral consultation will bear fruit and contribute constructively to whole school development. Such discipline, however, should be positive and aimed at influencing learners to behave appropriately and to be self-disciplined.

Despite this, many secondary schools in South Africa today are ungovernable because of the lack of discipline. This view is shared by Donga (1998:06) who says, "the question of indiscipline and misbehaviour in schools is expanding in such a way that both teachers and learners forget that the school is a learning institution, not a fighting place". A turbulent environment calls for parent intervention. During the time when parents' worth was undermined, volatile situations which created tension were stalled without proper redress. Such shelved problems served as seeds for explosive situations.

Donga (1998:39) continues, "if the school has to curb indiscipline it must have a focus on issues that may enhance discipline and eliminate indiscipline problems in a school". There is no doubt that the involvement of parents in this regard will help the whole school to develop as discipline in schools forms the cornerstone of effective learning and teaching.

Reid (1987:48) has a point when he states, "in a school where there is no discipline, the price is paid in poor teacher-pupil relationships, very low external examination pass rates, reluctance to enter the sixth form and unacceptably high levels of daily absenteeism, three or four times above national average". In South Africa, similar consequences have occurred as a result of poor discipline in many schools. Parents who were once overlooked by the government have the ability to help teachers and learners by visiting the school and taking part in school policy-making.

It is imperative for schools to be guided by documented directives. Such documentation will, amongst others, include the mission statement, and school policy, normally conceded by deliberations of all stakeholders having vested interest in the welfare of their schools. For Davies and Ellison (1991:77), "the existence of such documents assist the whole school development, for they say schools without a distinct vision are often indisciplined and disruptive behaviour often prevails".

According to Van Schalkwyk and Oosthuizen (1994:143), "parents also have rights and duties in respect of all aspects of a child's life, development and welfare. Common law principles stipulate that a parent has a right and a duty to educate, nurture and provide to his child". This includes disciplining a child and helping them develop appropriate social skills.

Van Wyk (1987:68) also maintains that "a parent is entitled to take reasonable disciplinary measures against a child in order to properly fulfil his or her duties to educate". The parental competency to take disciplinary measures enables the parent to ensure that a child is obedient, which allows both teachers and learners to work harmoniously. This inevitably requires knowledge and skills on the part of parents to handle matters of discipline.

According to Prinsloo and Beckman (1990:48), "all education does not function in an area free of the law; all education management and training comply with the requirements of the law". Mortimore (1980:37), sanctions the above in saying "compliance in provisions of law, rules and regulations reduces indiscipline in school and academic achievement is maintained, if not improved, when proper guidelines are followed by staff in schools as surrogate parents of children and parents should be effectively involved".

According to Reid (1987:48), "schools which do not administer discipline end up having large numbers of pupils remain on the premises but absent from lessons daily, the disruptive behaviour and indiscipline are common place in some classrooms and a number of teachers are unable to cope". Parents who know and understand their children better should help schools to maintain discipline.

2.4.4.1 *A code of conduct*

A code of conduct contains prescriptions emanating from educator-parent-learner deliberations aimed at maintaining a healthy relationship in schools. A consensus on and implementation of such prescriptions will see schools maintaining the essence of their existence.

A code of conduct should, as its ultimate objective, bring about a harmonious environment in school. The prevalence of such an environment will serve to promote whole school development. Schools with a code of conduct which has been jointly agreed upon will have fewer disciplinary problems to address.

The necessity of parental involvement in drafting a code of conduct is underlined by Macbeth (1989:49), who argues that "when the child truants, it is the parents who are called to account, when the child is expelled from school, it is parents who become responsible for ensuring the child's continuing education".

Good discipline is one of the most important characteristics of an effective school. Codes of conduct must, therefore, be aimed at establishing a disciplined school environment that is conducive to effective teaching and learning. The code of conduct is regarded as one of the important means of developing the school, i.e. learners will concentrate on their school work as the environment encourages them to do so, and teachers are able to teach effectively under good conditions.

It is the duty of the governing body to adopt a code of conduct for learners. The legal basis for the development of a code of conduct is Section 8 of the Schools Act which states that:

"... subject to any applicable provincial law, a governing body of a public school must adopt a code of conduct for the learners after consultation with the learners, parents and educators"... "a code of conduct referred to in subsection (1) must be aimed at establishing a disciplined and purposeful school environment, dedicated to the improvement and maintenance of the quality of the learning process".

A code of conduct should lead to an improvement in results, effective and efficient management of school discipline, and improved learner performance in extra-mural activities. The code of conduct thus becomes an essential document in whole school development as it assists all stakeholders to work cooperatively and to achieve the expected results.

The Schools Act recognises the importance of involving the whole school community in developing the code of conduct. A discipline policy that is developed by consensus amongst school community is more likely to work effectively, than one which is imposed from above by the principal and staff.

Parents must be consulted when developing a code of conduct so as to develop whole school. Jones *et al.* (1989:151), maintain that some teachers and parents have been ready to "blame the other side that it contributes towards the downfall of education". This shows for example that teachers see behaviour problems as deriving from the home. Therefore the inclusion of parents in developing a code of conduct will help the school to move towards more positive procedures. They should share responsibilities in order to respond in more collective and effective ways to the problems facing institutions. Parents are therefore expected to discuss, deliberate and review discipline needs and problems in the school. Constructive contributions of parents in matters of discipline in collaboration with teachers has shown signs of improving school development.

2.5 PARENTAL INVOLVEMENT AND LEARNER PERFORMANCE

School performance often affects how learners relate to and communicate with their parents. According to Squelch and Lemmer (1993:96), "parent involvement in schools helps to strengthen the parent-child relationships and can positively influence children's attitudes towards school, their academic progress and their behaviour". Broadly, it improves and promotes home-school relations, reduces misunderstandings and conflict, and prevents the school from becoming isolated from the community.

The parent-child relationship is more than a cordial relationship. Parent and learner relationships are strengthened, especially when parents understand the school's mission, aims, and objectives. Learners' progress and behaviour can be better assessed as parents will be able to visit schools to check on learners' progress.

It is the right of a parent to gather information pertaining to an individual child (Van Schalkwyk & Oosthuizen, 1994:144). This right entitles a parent to obtain information regarding his child's school records on performance, behaviour, work and other aspects of his or her child's education.

The school should not be a safe-haven for teachers' activities only. Parents should be part and parcel of what transpires there. Parental access to school records helps the school to communicate with parents about children's progress. The main purpose is to check on learners' progress. Learners will therefore work very hard knowing that their parents will come to school to access the records. On the other hand, teachers will have to work very hard, knowing that parents will oversee their work. The whole school will therefore benefit from such involvement. Therefore, in order for the learners to perform excellently, "parents need to deal effectively with the problems of home work, schools work, habits, discipline and motivation" (De Roche, 1985:169; Ulich, 1989:70). It thus calls for all parents to monitor on a daily basis the work of their children to see if they are doing their work as expected.

2.6 PARENTAL INVOLVEMENT IN EDUCATION: AT HOME AND SCHOOL

The school should be seen as an extension of the prevalent culture that prevails in the home. The value systems and norms which are informally instilled in the home should be formalised through education. Thus the researcher wants to support what David, (1993:143) states that "schooling in its early origins was seen as an entirely 'professional' process and the preserve of professional educators rather than the amateur parent." The researcher wishes to concur with Connel *et al*, (1982:78) when they put clearly that "..... family and school are [not] separate spheres containing separate processes." Kapambwe (1980:01) also notes that "schools and homes can then be thought of as complementary to each other in the sense that what takes place outside the classroom continually influences what goes on inside and vice-versa."

Connel *et al*, (1982:78) states that "the family does not form a child's character and then deliver it ready-packed to the doorstep of the school. The family is what its members do, a constantly continuing and changing practice is recognised around their schooling". Parents are individuals who have different levels of expertise and experience. This is experienced when electing co-opted members on the school governing body. They co-opt people with particular expert, knowledge e.g. lawyers and accountants. Their knowledge could contribute to the professional development of educators, thus developing the whole school.

This is one of the main reasons parents are compelled to continue educating their children at home for the school. By so doing, the relationship binds the parents and teachers to work together which develops the whole school. According to Epstein (1990:137), 'most parents love their children and want the best for them, but many do not know how to translate their care and concern into positive involvement in education.' Some of the parents shift their responsibility to educators. They regard qualifications as very important in helping their children. Educators with good qualifications are highly considered by parents. For them, highly qualified educators have the vision and the necessary skill that help in school development.

Parents must feel obliged at all times to support their children. Accordingly, teachers must guide parents in monitoring, assisting and interacting with their own children at home in learning activities that coordinate with classwork or that contributes to success

in school. This involvement also includes parent-initiated, student-initiated and teacher-directed discussions about homework or school subjects (Epstein, 1990:181). It is also the responsibility of parents to see to it that learners attend school regularly. Parents must see to it that “a learner attends a school from the first day of the year in which a learner reaches the age of seven years, until the last school day of the year in which a learner reaches the age of fifteen year or grade nine” (Potgieter, 1997:18). This benefit the learners to perform excellently.

Parents should promote the idea that success results from hard work, reward positive performance at home or school, and thus support and encourage achievement. “As parents, they must help children to be punctual and learn to get tasks done on time (De Roche, 1985:173).” The whole school becomes well developed.

Teachers should work towards the merging of the home-school milieu. In merging these environments, a valuable relationship will be developed. This relationship, for the most part, revolves around parental involvement. There is a need for cooperation between those two organs of school governance. The reason for slow progress is because neither of the two stakeholders have exerted efforts to facilitate the process. Lareau (1989:252-253) maintains that “teachers feel parental participation in school improves children’s educational performance”. This has been demonstrated by other studies. As a result, it is predictable that teachers believe that failure of parents to participate in schooling reduces the children’s potential for success.

Thus family-school relationships appear to shape not only children’s school experiences but also those of their teachers. Many teachers seek a broad range of activities from parents and are severely disappointed by a lack of response. These attempts encourage parents to participate in schools. This leads to parent-teacher cooperation.

2.7 PARENT-TEACHER COOPERATION: A NECESSARY COHESION

Neither the parent nor the teacher alone can fulfill the education task completely. As partners, they should collaborate in the closest possible way. Children’s progress will be diminished if their parents are not seen as partners in the education process with unique knowledge to impart. According to Hornby (1995:21), “professional help can

seldom be effective unless it builds on parents' capacity to be involved and unless parents consider that professionals take account of what they say and treat their views and anxieties as intrinsically important". The Schools Act aims to ensure that there is a partnership between all the stakeholders in education, which are the State, parents, educators, non-educator staff and learners (in secondary school).

Partnership means that all the stakeholders must have a common goal, cooperate with each other by contributing something of value to a relationship with the aim of making a profit (Potgieter, *et al*, 1997:8). By so doing, the whole school will be developed.

Teachers are viewed as being experts on education and parents are viewed as being experts on their children. The relationship between them involves the sharing of expertise and control in order to provide the optimum education for children with special needs (Mittler & Mc Conachie, 1983: 97). Postma (1990:164) adds that "educative teaching is unified action in which parents and educators are both concerned with the education of the same child, and in the interests of the child". If both partners are working cooperatively and collaboratively, it is obvious that parents will provide the children with greater incentives to use to the full the educational opportunities available to them.

The partnership that is being referred to here should have a cordial footing. Poor partnerships yield negative consequences. Sallis (1988:178) states that "the results of both parties when not in harmony brings about poor results to the learners". This view is shared by Tomlison in Mohanty, 1994:73, who aptly puts it that "in particular remember that any clash between parents and teachers must always be harmful to the child. Harmonious working together can alone bring us the results we want." Needless to say that, to participate effectively, parents must become informed about the school system and how it functions. Efficient management is a precondition for parental involvement.

The teachers at school should have a programme which shows how parents will be managed. This brings about effective teaching and learning that develops the school to work together as a whole. The need for working with parents is validated by several factors. According to Morton - Young (1995:77):

- Children learn more when parents and teachers work together.
- Most parents would like to be more active in their children's school experience but don't know how to begin.
- Parents are natural advocates for their children, but many must be helped in assuming this role.
- Parents who help their children in their educational activities also help to improve themselves.

Tomlison (1991:04) is concerned to ensure that this relationship between home and school is more structured and not based on voluntary cooperation which may or may not be effective.

Therefore a positive partnership between teachers and parents should be accepted as necessary for educational progress and developing the school as a whole.

Kochhar (1995:140:) states that parental involvement is essential because it makes "its scope more comprehensive and enables the parents and teachers to pull in the same direction". In the past, parents may not have understood the direction in which the school was going. This hinders the whole school from progressing. Parents and teachers may understand each other better if parents are involved, thereby gaining a better understanding of the direction in which the school is going because they plan, make decisions, organise and control school property together. Such a relationship helps to develop the school as a whole.

Whitaker and Moses (1994:93) state that "parents must review the school as a place where they feel comfortable interacting with teachers, administrators and children without fear of intruding on someone's turf". Parents and teachers should know that they are equal partners in the education of their children, and that this relationship is characterised by respect and trust. The whole school benefits from such a relationship.

2.8 CONCLUSION

In this chapter it was argued that parental involvement is an essential tool for whole school development. For schools to run efficiently and effectively, parental involvement is necessary. Throughout this review, it has been indicated how parental involvement plays a pivotal role in diverse school aspects. Matters related to finance, discipline and curricular activities cannot be fully dealt with without the active involvement of parents.

Parents should also participate in the curricular activities of their children. However, this is done within the confines of government legislation and for the most part should correspond to this philosophical assumptions of the community. A consensus between leading role players related to curriculum activities results into a harmonious environment free of conflict. It is in such an environment that the whole school is developed fully.

Parents, being joint funders of public schools, should also set school fees as determined by parents in a parents' meeting, chaired by the chairperson of the governing body or finance committee. In a situation where the financial matters of the school are run jointly with parents, an element of responsibility and accountability is usually there to stay.

A school which does not discipline its learners will not succeed in its mission of teaching and learning. Matters of discipline should be a co-operative venture amongst members of the school community. Discipline should be intended to reinforce value systems and norms embedded in the philosophical assumptions of the community. To curb incessant delinquent behaviour, parents should make themselves readily available for the education of their children on the home front.

A school with disciplined children is more likely to produce good results, and as such the image of the school will be elevated, thus helping in whole school development. To underline the importance of discipline in school, authorities are expected to draw up a code of conduct which should serve as a directive at school. A parent-teacher partnership is therefore regarded as very important to restore a culture of teaching and learning which results in the whole school being developed.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The previous chapter underlined the importance of parental involvement in school activities. This is based on the notion that parents have a natural right to educate their children. Parental involvement in schools is significant as it is related to improved student academic achievement, improved student attendance at school, improved student behaviour in school and increased community support for school, particularly when it comes to human, financial and material resources. Nhlapo (1998:41), makes a succinct point when he says "parents are the child's primary educators." Parents' involvement in the education of their children should not be sporadic, but a continuous process aimed at producing a responsible adult. Thus, parents should involve themselves in all facets of school life.

This chapter explains the research design and methodology, including the process of data collection, sampling and data analysis. The data was collected by questionnaires administered among educators in the Acornhoek District of the Northern Province.

3.2 RESEARCH DESIGN AND METHODOLOGY

Research design refers to a plan for selecting subjects, research sites and data collection procedures intended to respond to research questions. The design shows which individuals will be studied, and when, where and under which circumstances they will be studied. The goal of a sound research design is to provide results that will make credible judgement possible (McMillan & Schumacher, 1993:157).

3.2.1 Quantitative research

A quantitative approach has been chosen because it makes the computation of research data easier and it uses statistical manipulations of numbers to process data and summarise results (Locke, Silvermand & Spirduso, 1998:123). Statistics in quantitative research is a mathematical tool for manipulating and analysing numeric data.

McMillan and Schumacher, (1993:14) state that “quantitative research presents statistical results reprinted with numbers.” They maintain that it is usually based on what is called a “logical positivist philosophy because it assumes there are social facts with a single objective reality separated from the feelings and beliefs of individuals”. The importance of quantitative research is that it seeks to establish relationships and explain causes of changes in measured social facts. The researcher is also detached from the study to avoid bias. Most quantitative research attempts to establish universal, context-free generalisations.

Quantitative techniques are used with experimental, descriptive and correlational designs as a way of summarising a large number of observations and to indicate numerically the amount of error in collecting and reporting the data (MacMillan & Schumacher, 1993:14). In this study, descriptive research is used.

3.2.2 Data collection

The methods used to gather quantitative data include questionnaires, interviews and observation or non-reactive measures. In this study, a questionnaire is used to collect data. Questionnaires are used to discover what experiences have taken place in the past and what is occurring at present. The information obtained is most often transformed into numerical or quantitative data by using scaling and rating techniques (De Meillon, 1989:188). A questionnaire was constructed in order to obtain information about the involvement of parents as an aspect of school management and the way in which it contributes to whole school development.

The questionnaires consisted of close-ended questions to determine the views of the participants. The questionnaires were designed for educators in schools. Ten statements relate to parent participation enabled participants to indicate their views on parental involvement.

Each statement was scored on a six point scale which indicated the extend of agreement of the participants with the statements as follows:

1. Strongly disagree
2. Disagree
3. Partially disagree
4. Partially agree
5. Agree
6. Strongly agree

Section A of the questionnaire consisted of items on biographical data and Section B consisted of 84 items, 10 (ten) of which are related to parental involvement.

3.2.3 Sample

The term 'sampling' refers to strategies which enable the researcher to identify and select subgroups from a larger group and then use this sub-group s a basis for making judgements about the larger group. In order to use such a sub-group to make decisions about the larger group, the sub-group has to resemble the larger group as closely as possible (Vockell, 1983:103). A sample of this study consisted of educators and school principals. The members of this sample are from five provinces.

There are many approaches to sampling such as random, stratified random, cluster and many more. In this research, convenient stratified random sampling was used. In stratified random sampling, the population is divided into sub-groups or strata on the basis of a variable chosen by the researcher such as gender, age or level of education. Once the population of the research has been divided into sub-groups, samples are drawn randomly from within each sub-group (McMillan &Schumacher, 1993:162).

Three questionnaires were distributed to primary and secondary schools in provinces where students are residents. The sample consisted of 1240 respondents of which 1040 were English speaking and 200 were Afrikaans speaking (5,2E:1A). Of the 1240 questionnaires 980 were returned of which 957 were usable representing a return rate of 77%.

TABLE 3.1: PROVINCE IN WHICH SCHOOL IS SITUATED

Province	Frequency	Percentage
Eastern Cape	69	7,2
Free State	130	13,6
Gauteng	239	25,0
Kwa-Zulu Natal	120	12,5
Northern Province	386	40,3
Total	957	100,0

TABLE 3.2: GENDER OF RESPONDENTS

Gender	Frequency	Percentage
Female	340	56,5
Male	416	43,5
Total	956	100,0

TABLE 3.3: POST LEVELS (Grouped for convenience)

Post levels	Frequency	Percentage
Promotion posts	245	25,6
Educators	710	74,4
Total	955	11,0

TABLE 3.4: LANGUAGE OF RESPONDENTS

Language	Frequency	Percentage
Nguni	525	54,9
Afrikaans	135	14,1
English	45	4,7
Sotho	252	26,3
Total	957	100,0

TABLE 3.5: LANGUAGE OF INSTRUCTION

Language	Frequency	Percentage
English	644	67,3
Afrikaans	79	8,3
Double-medium	131	13,7
Parallel-medium	85	8,9
Other	18	1,9
Total	957	100,0

3.3 DISCUSSION OF ITEMS ASSOCIATED WITH PARENTAL INVOLVEMENT AS AN ASPECT OF WHOLE SCHOOL DEVELOPMENT

In the following table all the items pertaining to the management of educators are arranged according to their mean score. The items indicated by means of an asterisk are the ones that are relevant to this particular research topic and are discussed after the table.

TABLE 3.6 ITEM ASSOCIATED WITH THE MANAGEMENT OF THE SCHOOL COMMUNITY ARRANGED ACCORDING TO THEIR MEAN SCORE

Item	Description	Mean score	Mode	Rank order	Factor
B45	Our principal is actively involved in the development plan of the school	4,96	6	1	1
B61	Our principal encourages educators to play an active role in the development of the curriculum	4,95	6	2	1
B33	Our principal encourages educators to reflect on their teaching practices	4,93	6	3	1
B7	Our principal encourages good interpersonal relationships between educators and learners	4,91	6	4	1
B10	Our school's vision has academic achievement as one of its core values	4,88	6	5	1
B68 (R)	Item repeated	4,80	6	6	1
B69	Our principal assists in making the school's academic programme easy	4,74	6	7	1
B13	In our school, parents acknowledge the authority of the principal	4,74	6	7	1
B74	Our school's strategic plan promotes teamwork	4,74	6	7	1
B27	Staff development is an important aspect of our school's strategic plan	4,72	6	9	1
B16	Our principal involves educators in the formulation of school policy	4,71	6	10	1
B1	Our principal involves participative decision-making	4,67	6	11	1
B14	Our school's management team consults with the school's governing body	4,67	6	11	1

Item	Description	Mean score	Mode	Rank order	Factor
B89	Professional development of educators is part of our school's strategic plan	4,67	6	11	1
B20	The common vision of our school fosters support among educators	4,66	6	14	1
B8	Our school's common vision is the result of collaborative planning	4,65	.6	15	1
B86	Our principal facilitates the process of consensus decision-making	4,65	6	15	1
B12	Our school governing body must be given greater authority to implement a code of conduct for learners	4,63	6	17	1
B53	Our school's common vision inspires commitment from educators	4,63	6	17	1
B50	Our principal encourages the formation of dynamic structures to ensure the participation of all in the decision-making processes	4,62	6	19	1
B48	Our school's organisational structure makes effective teaching possible	4,60	6	20	1
B19	In our school, educators are involved in setting specific goals for the school as part of the strategic plan	4,59	6	21	1
B55 *	Parent involvement is essential for the successful academic performance of learners in our school	4,58	6	22	1
B24	Our school's vision tries to accommodate the aspiration of the educators in our school	4,56	6	23	1
B22	Our school governing body encourages parents to become involved in their children's education	4,55	6	24	1
B42	In our school, partnerships are characterised by mutual respect	4,54	6	25	1

Item	Description	Mean score	Mode	Rank order	Factor
B44	In our school, frequent feedback on the progress of the school's action plan is important for strategic planning	4,52	6	26	1
B46	Our school has a supportive partnership with the district office	4,51	6	27	1
B35	In our school, partnerships are characterised by a sharing of information	4,50	6	28	1
B80	Our principal encourages active parent involvement	4,49	6	29	1
B3	Our strategic plan clearly specifies what needs to be done in our school	4,48	6	30	1
B71	In our school, partnerships are characterised by shared responsibility	4,47	6	31	1
B15	The organisational structure of our school ensures effective networking	4,45	6	32	1
B23	The organisation structures in our school make the co-ordination of school activities possible	4,43	6	33	1
B75	Our school's common vision provides for outcomes-based education	4,43	6	33	1
B87	In our school, partnerships are characterised by a sense of shared purpose	4,43	6	33	1
B85	Our school's governing body listens to educators' opinions	4,39	6	36	1
B57	Our school's vision enables stakeholders to feel a sense of pride in their school	4,38	6	37	1
B63	Participation in the control of educators' work will enhance the capacity of our school's governing body to govern effectively	4,37	6	38	1
B91 *	Our parents regard good educators qualifications as important	4,37	6	38	1

Item	Description	Mean score	Mode	Rank order	Factor
B41	Our school management team facilitates the development of a common vision	4,32	6	40	1
B72	Participation in the selection of educators contributes to our school governing body's capacity to govern effectively	4,32	6	40	1
B25	The values of our school are compatible with the values of the school community	4,31	6	42	1
B70	The leadership in our school encourages community involvement in school affairs	4,31	6	42	1
B84 *	Our parents encourage learners to attend school regularly	4,31	6	42	1
B9	Our school governing body allows educators to express their opinions on issues of school governance	4,30	6	45	1
B49	Our school governing body does not interfere with the professional duties of educators	4,30	6	45	1
B51	Our school's constitution is the result of participation of all stakeholders	4,30	6	45	1
B81	Our school governing body acknowledges the achievements of educators	4,30	6	45	1
B36	Strategic planning in our school focuses on long-term planning	4,29	6	49	1
B28	Our school governing body makes educators feel valuable	4,27	6	50	1
B79	In our school, collaborative structures assist in achieving high standards of performance	4,25	6	51	1
B32	Our school's vision attempts to accommodate the common expectations of the community	4,24	6	52	1

Item	Description	Mean score	Mode	Rank order	Factor
B83	Our school governing body informs the community about positive aspects of our school	4,24	6	52	1
B4	Our school governing body is accessible to educators	4,23	6	54	1
B77	In our school, partnership between the school governing body and the district office is characterised by a willingness to negotiate	4,23	6	54	1
B26	Our school governing body is given regular reports on the academic progress of learners	4,21	6	56	1
B38	Our school excels in academic activities	4,21	6	56	1
B17	Parents on our school governing body should visit the school during school hours to ensure effective attendance by educators	4,18	6	58	1
B88	The beliefs and values of our community are accommodated in strategic planning sessions	4,17	6	59	1
B56	Collaborative organisational structures in our school do not interfere with policy decisions	4,15	6	60	1
B18	In our school, organisational structures involve stakeholders to facilitate good working relationships	4,14	6	61	1
B29	Our school makes school facilities available to the community	4,14	6	61	1
B40	In our school, hierarchical structures assist effective school management	4,14	6	61	1
B82	During strategic planning in our school, leadership styles of the school management team are analysed	4,06	6	64	1

Item	Description	Mean score	Mode	Rank order	Factor
B39	Our school governing body establishes working relationships between educators and parents	4,03	6	65	1
B43 *	In our school, parent involvement leads to parent-educator co-operation	4,02	6	66	1
B2	Our school's vision was developed by a majority of stakeholders	4,00	6	67	1
B34	Our school governing body has benefited from the training sessions that were provided	3,99	6	68	1
B62	In our school, there is a meaningful partnership between the school and the community	3,98	6	69	1
B37	Our school governing body is tactful when communicating with educators about complaints received about them	3,97	6	70	1
B76	Our school community is involved in the governance of the school	3,93	6	71	1
B65	Our school community can/should/is able to provide for the needs of the school	3,88	6	72	1
B58	Our school community shares in the success and failures of our school	3,87	6	73	1
B67	The organisational structures of our school assist collaborative communication	3,85	5	74	1
B90	Our school governing body encourages feedback from educators concerning their job satisfaction	3,84	6	75	1
B5 *	Our parents do not have the necessary expertise to contribute to the professional development of educators	3,81	6	76	3
B52	Our school community is aware of the school's strategic plan	3,78	6	77	1

Item	Description	Mean score	Mode	Rank order	Factor
B47 *	Our parents want to be involved in the management of the school	3,75	6	78	1
B59 *	Our parents are reluctant to become involved in the management of the school	3,71	6	79	2
B64	Collaborative organisational structures in our school contain no status level	3,67	4	80	2
B11	Our community is actively involved in school affairs	3,61	6	81	1
B60	Our school governing body criticises educators for unsatisfactory work	3,57	1	82	2
B78 *	In our school, parents attempt to promote culturally-bound education	3,47	1	83	1
B21	Our school community assists with the physical maintenance of the school	3,43	1	84	1
B31	In our school, the communication process between parents and parents governors is effective	3,29	1	85	2
B73	Collaborative organisational structures in our school lead to uncertainty as to who must accept accountability	3,29	1	86	2
B6	There is no partnership between our school governing body and the district office	3,20	1	87	2
B30 *	Our parents have sufficient time to assist with the management of the school	3,15	1	88	1
B54	In our school, there is a partnership between the governing body and the business sector	3,10	1	89	1
B66 *	In our school, parents are involved in coaching extra-mural activities	2,62	1	90	1

**TABLE 3.7 DISTRIBUTION OF RESPONSES FOR PARENTAL INVOLVEMENT
AS AN ASPECT OF WHOLE SCHOOL DEVELOPMENT**

ITEM	RANK	SD 1	D 2	PD 3	PA 4	A 5	SA 6	TOTAL	% selecting response 5 OR 6
B 5	76	148	154	103	129	164	255	953	44,0
B30	88	243	182	131	118	150	132	956	29,5
B43	66	113	128	97	149	223	244	954	49,0
B47	78	134	163	116	141	200	203	957	42,1
B55	22	68	106	56	115	192	419	956	63,9
B59	79	151	169	121	109	178	227	955	42,4
B66	90	409	161	87	90	100	110	957	21,9
B78	83	189	156	117	172	157	165	956	33,7
B84	42	92	118	85	122	191	349	957	56,5
B91	38	86	93	89	124	241	323	956	59,0

1. SD = Strongly disagree
2. D = Disagree
3. PD = Partially disagree
4. PA = Partially agree
5. A = Agree
6. SA = Strongly agree

3.4 DISCUSSION OF QUESTIONS ASSOCIATED WITH PARENTAL INVOLVEMENT AS AN ASPECT OF WHOLE SCHOOL DEVELOPMENT

Each of the above items relating to parental involvement in schools is discussed below.

Question B5 Our parents do not have the necessary expertise to contribute to the professional development of education.

Mean score = 3,81

Mode = 6

Median = 4

Rank order = 76

% respondents choosing 5 or 6 = 43,7%

A mean score of 3,81, a median of 4 and a mode of 6 give rise to a positively skewed distribution as the mean lies to the right of the median (Grimm, 1993:61). The mean indicates that the respondents partially agree with the statement. Furthermore, the rank order is 76 and 43,7% of respondents chose a 5 or 6. This suggests that the respondents partially agree that parents do not have the necessary expertise to contribute to the professional development of education. When judging them (parents) from the level of education, they have inadequate expertise. For the parents to help develop the whole school, workshops are needed to empower them with the understanding of their powers and roles in developing the whole school (Squelch, 1998:112).

The inclusion of parents in educational matters of their children can lead to an improvement in the support received from the community. The reason that they are parents of children can mean valuable service in the interests of the school. Oosthuizen (1989:107-109) stipulates that "parents have a legal obligation in respect of their children's education such as a responsibility for the physical education of the child, developing child's character, developing the child's intellectual abilities and responsibility for the cultural development of the child".

Parents must join with schools in providing a meaningful education for the adults of the future (Porter, 1992:7-9). Humphrey (1993:71) says "the idea here is that parents have talents, skills, knowledge and expertise that can add considerably to the effectiveness of the school system". Retired professionals such as policemen, teachers and nurses, to cite a few, might be willing enough to contribute their professional skills in a variety of ways to improve whole school development.

Question B30 Our parents have sufficient time to assist with the management of the school

Mean = 3,15

Mode = 1

Median = 3

Rank order = 88

% respondents choosing 5 or 6 = 29,5%

A mean score of 3,15, a median of 3 and a mode of 1 gives rise to a positively skewed distribution as the mean lies to the right of the median (Grimm, 1993:61). The mean indicates that the respondents partially disagree with this statement. Furthermore, the rank order is 88 and 29,5% of the respondents chose a 5 or 6. This suggests that the respondents do not think that parents have sufficient time to assist with the management of the school.

Parental involvement in the management of schools does make demands on parents' time. Even though parents might be willing to get involved, they often do not have time because of manpower shortages, high economic expectations and a high standard of living in many families. Both parents work outside the home and they become uninvolved in their children's education. To develop the school wholly the school can use different strategies that might involve parents by creating conditions at home and at school. The appointment of time will broadly impact on parents' availability in honouring meetings which will directly or indirectly advance the image of the school. In situations where inconvenient hours are scheduled, for example, parents are prevented from being able to participate.

If parents' status is elevated in recognising their worth as being partners in the education of their children, and shoptalks are arranged frequently, parents will develop a keen interest in making contributions to develop the school.

Question B43 In our school, parent involvement leads to parents - educator cooperation

Mean score = 4,02

Mode = 6

Median = 4

Rank order = 66

% respondents choosing a 5 or 6 = 46,0%

A mean score of 4,02, a median of 4 and a mode of 6 gives rise to a positively skewed distribution as the mean lies to the right of the median (Grimm, 1993:61). The mean indicates that the respondents tend to agree with the statement. Furthermore, the rank order is 66 and 46% of the respondents chose a 5 or 6. This suggests that the respondents agree that parent involvement leads to parent-educator cooperation.

Research indicates that neither the parent nor the teacher alone can fulfill the education task completely. The new trend which acknowledges the inseparable entity of schools and homes recognises the reciprocity which is indivisible between both parents and teachers.

Van Schalkwyk (1990:14-20) states that "the school alone cannot provide instruction fully, comprehensively, normatively, relevantly and on a differentiated basis". Parents must support and assist formal education in the interests of more comprehensive education.

According to Lemmer and Squelch (1993:96), "parental involvement improves and promotes home-school relations. The school is able to understand families with problems when parents are involved and this partnership develops the whole school". The interaction between the school and the learners' families makes the school a part of the community. Participative school partnership is strongly built.

If parents are involved in the management of the school, they will be in a position to stop the breakdown of authority and discipline, attitude problems on the part of some educators and learners, financial and provisioning problems and a failure on the part of communities to regard schools as community property. This will help in developing the whole school and the good relationship between parents, community and the school will prevail.

Question B47 Our parents want to be involved in the management of the school.

Mean score = 3,75

Mode = 6

Median = 4

Rank order = 78

% respondents choosing a 5 or 6 = 42,1%

A mean score of 3,75, a median of 4 and a mode of 6 gives rise to a positively skewed distribution as the mean lies to the far right of the median (Grimm, 1993:61). The mean indicates that the respondents tend to agree with the statement. Furthermore, the rank order is 78 and 42,1% of the respondents chose a 5 or 6. This suggests that the respondents partially agree that parents want to be involved in the management of the school but it also suggests that there are still too many respondents who think otherwise.

Many authorities like McGregor and McGregor (1992:133) state that “the parent is and must be a key player in school governance”. Without a parental desire for involvement in the education process, learning may not be possible. Parents should be given opportunity to give inputs on education policy. Issues related to the augmentation of the physical structure of schools cannot be decided upon without parental participation. It is also evident that in schools where parents are actively involved in governing structures, problems such as poor discipline is less serious and learners tend to meet expectations.

With good governance and acceptable learner performance, whole school development is achieved with ease. To support this view, Connel *et al.* (1982:87) say "the vital function of parents in schooling is to endorse the work of the school through attitudes and behaviour".

Question B55 Parental involvement is essential for the successful academic performance of learners in our school.

Mean score = 4,58

Mode = 6

Median = 5

Rank order = 22

% respondents choosing 5 or 6 = 63,9%

A mean score of 4,58, a median of 5 and a mode of 6 gives rise to the a positively skewed distribution as the mean lies to the right of the median (Grimm, 1993:61). The mean indicates that the respondents agree with the statement. Furthermore, the rank order is 22 and 63,9% of the respondents chose a 5 or 6. This suggests that the respondents think that parental involvement is essential for the successful academic performance of learners in our schools.

From literature it has been elicited that parental involvement in the education of their children is invaluable. Parents who still believe in partial involvement in matters concerning their children's academic work deprive themselves of the joys of being part and parcel of their children's success. This literature indicates the value of parental involvement is that it improves performance, reduces drop-out rates, decreases delinquency and develops a more positive attitude towards the school (Squelch & Lemmer, 1994:93). Parental involvement is essential for the successful academic performance of learners in our schools and thus leads to whole school development. The failure of parents to participate in school reduces children's potential for school success. If parents are involved, they can increase the learners' sense of security and emotional stability.

Parents could help eliminate learning and behavioural problems (Van Schalwyk, 1990:25-32). Such an involvement will help develop the whole school and bring about a good cooperative spirit within the community.

Question B59 Our parents are reluctant to become involved in the management of the school.

Mean score = 3,71

Mode = 6

Median = 4

Rank order = 79

% respondents choosing 5 or 6 = 42,4%

A mean score of 3,71, a median of 4 and a mode of 6 gives rise to a positively skewed distribution as the mean lies to the right of the median (Grimm, 1993:61). The mean indicates that the respondents agree with the statement. Furthermore the rank order is 79 and 42,4% of the respondents chose a 5 or 6. This suggests that the respondents are of the opinion that parents are reluctant to become involved in the management of the school. The reason why parents are reluctant is that presently the State controls education to such an extent that there is little room for parental involvement. If parents are not involved in the management of the school, learners will lose interest in educational matters.

From the literature it appears that parents are still reluctant to involve themselves fully in school matters as they feel that the professionals must be left to get on with the job for which they are employed (Kogan *et al*, 1984:86). If parents are involved in the education of their children and their worth is duly recognised, the inevitable merger of the home-front curriculum and the school curriculum becomes easy. A common philosophy conducive to both parents and teachers being a product of consulting and cooperating helps in school development.

Parents might be reluctant to become involved in the management of the school because they are afraid that educators are not welcoming in their demeanour, and that both parents and educators are aware of parents' right in this regard.

Question B66 In our school, parents are involved in coaching extra-curricular activities.

Mean score = 2,62

Mode = 14

Median = 2

Rank order = 90

% respondents choosing 5 or 6 = 21,9%

A mean score of 2,62, a median of 2 and a mode of 1 gives rise to a negatively skewed distribution as the mean lies to the left of the median (Grimm,1993:61). The mean indicates that the respondents tend to partially disagree with this statement. Furthermore, the rank order is 90 and 21,9% of the respondents chose 5 or 6. This suggests that the respondents do not think parents are involved in coaching extra-curricular activities.

Extra-mural activities are one area in which parents could be more involved, for example in athletics and other sports activities. In showing support for extra-curricular activities by motivating and being present when their children are competing; parents develop their school. Accordingly, such support encourages the idea of whole school development. The literature study revealed that as much as parents would like to get the best in life for their children in the rural areas of the Lowveld, parental ignorance and lack of familiarity with regard to extra-mural activities tend to shift extra-mural activities to the teachers appointed to take charge of such. Few parents are able to give support while others fail because they are working far from their homes.

Question B78 In our school, parents attempt to promote cultural education

Mean = 3,47

Mode = 1

Median = 4

Rank order = 83

% respondents choosing 5 or 6 = 33,7%

A mean score of 3,47, a median of 4 and a mode of 1 gives rise to a positively skewed distribution as the mean lies to the right of the median (Grimm,1993:61). This mean indicates that the respondents tend to partially disagree with this statement. Furthermore, the rank order is 83 and 33,7% of the respondents chose 5 or 6. This suggests that the respondents partially disagree that parents do attempt to promote cultural-bound education.

A school is embedded in a certain community. The environment that exists in a school is a creation of the congruence of the culture which prevails in that particular society. Parents who do not realise the importance of culture may encounter problems or might be seen to violating the rights of learners.

When parents are involved in promoting cultural education, they can ensure that the values, spirit, direction and character of the community are established and maintained in the school (Vista, 1990:22). The integration of school and community cultures is a prerequisite towards the development and sustainability of a link between these structures. Therefore the whole school will be developed.

Question B84 Our parents encourage learners to attend school regularly.

Mean score	= 4,31
Mode	= 6
Median	= 5
Rank order	= 42
% respondents choosing 5 or 6 = 56,5%	

A mean score of 4,31, a median of 5 and a mode of 6 gives rise to a positively skewed distribution as the mean lies to the right of the median (Grimm,1993:61). This mean indicates that the respondents partially agree with this statement. Furthermore, the rank order is 42 and 56,5% of the respondent chose a 5 or 6. This suggests that the respondents partially agree that parents do encourage learners to attend school regularly. However, it is still a fairly low score.

It is a mandate from God for parents to nurture their children. Section 36 of the Schools Act makes it compulsory for parents to send their children to school. If parents fail to do this they can be fined. However, a school which manifests a poor showing in learner attendance will not produce learners who are going to be responsible in life. Literature states that parents can and should help children to be punctual and learn to get tasks done on time. It is the responsibility of parents to look after their children.

Question B91 Our parents regard good educator qualifications as important

Mean score = 4,37

Mode = 6

Median = 5

Rank order = 38

% respondents choosing 5 or 6 = 59,0%

A mean score of 4,37, a median and 5 of a mode of 6 gives rise to a positively skewed distribution as the mean lies to the right of the median (Grimm, 1993:61). The mean indicates that the respondents partially agree with this statement. Furthermore, the rank order is 38 and 59% of the respondents chose 5 or 6. This suggests that the respondents think that parents regard good educator qualifications as important.

Parents tend to agree that only highly qualified educators can teach. In certain situations, this has proved otherwise. When it comes to effective teaching, the researcher believes that it depends on the ability of the educator. Literature also reveals that the new education system has designed qualifications in different categories to those previously expected of educators. The researcher acknowledges the importance of improving qualifications but not without coupling commitment as a complementary virtue. Such qualifications will then develop the school wholly.

3.5 CONCLUSION

In conclusion, the researcher has elicited that parental involvement leads to parent-educator cooperation which undoubtedly improves whole school development. As a necessary cohesion, it prevents the emergence of tensions and creates a vision within which a school operates. It has also been realised that parental involvement augments the performance of learners in school as parent-educator collaboration ultimately benefits learners.

Parents and educators should work towards consolidating their cooperation, and all factors that inhibit their unity should be minimised. It is when the worth of parental involvement is acknowledged, that parents will be free to serve in committees that require them to offer assistance in school management. If all stakeholders realise the importance of participative school-community partnerships the school will be developed wholly.



CHAPTER FOUR: ANALYSIS AND INTERPRETATION OF A SELECTED SAMPLE OF EMPIRICAL DATA

4.1 INTRODUCTION

In chapter three the research design and methodology was described and 10 items relating to parental involvement as an aspect of whole school development were discussed.

In this chapter, the following aspects will receive attention:

- the reliability and validity of the structured questionnaire;
- a discussion of the various factors;
- one example of a comparison of two independent groups by stating the appropriate hypotheses and analysing the data by means of univariate statistical tests; and
- a discussion of the significance of differences between the factor means of the various groups for the factor that comprises the management of the school community.

4.2 RELIABILITY AND VALIDITY

Empirical data must be valid as well as reliable before any conclusions can be drawn (Mouton & Marais, 1992:7). In this study, the validity and reliability mainly entails the degree to which the research has succeeded in reflecting the respondents' perception of the applicability of certain statements as far as the influence of educators on parent involvement in school development is concerned.

In this questionnaire, 90 items were designed to probe the perceptions of educators at various post levels on the extent to which they agree or disagree with certain statements related to the management of the school community within the context of whole school development (see Appendix A). The construct validity of the structured questionnaire was investigated by means of successive first and second order factor analytic procedures. The first procedure involves a principal component analysis (PCAI) followed by principal factor analysis (PFAI).

These procedures were performed using the version 8,3 of SPSS to identify a number of factors that may facilitate the processing of statistics. The first order procedure resulted in 11 first order factors that were used as input for the second order procedure. This second order procedure consisted of a principal component analysis (PCA2) with varimax rotation and orthogonal axes followed by a principal factor analysis (PFA2) with direct oblimin (oblique) rotation. These procedures resulted in 90 items being reduced to three factors. These factors will first be presented in tabular format in order to name them, followed by a discussion of the new factor scale where applicable.

TABLE 4.1 ITEMS ASSOCIATED WITH THE FACTOR: PARTICIPATIVE SCHOOL COMMUNITY PARTNERSHIPS

Item	Description	Mean score	Mode	Rank order	Factor
B45	Our principal is actively involved in the development plan of the school	4,96	6	1	1
B61	Our principal encourages educators to play an active role in the development of the curriculum	4,95	6	2	1
B33	Our principal encourages educators to reflect on their teaching practices	4,93	6	3	1
B7	Our principal encourages good interpersonal relationships between educators and learners	4,91	6	4	1
B10	Our school's vision has academic achievement as one of its core values	4,88	6	5	1
B69	Our principal assists in making the school's academic programme easy	4,80	6	6	1
B13	In our school, parents acknowledge the authority of the principal	4,74	6	7	1
B74	Our school's strategic plan promotes teamwork	4,74	6	7	1

Item	Description	Mean score	Mode	Rank order	Factor
B27	Staff development is an important aspect of our school's strategic plan	4,72	6	9	1
B16	Our principal involves educators in the formulation of school policy	4,71	6	10	1
B1	Our principal practices participative decision-making	4,67	6	11	1
B14	Our school's management team consults with the school's governing body	4,67	6	11	1
B89	Professional development of educators is part of our school's strategic plan	4,67	6	11	1
B20	The common vision of our school fosters support among educators	4,66	6	14	1
B8	Our school's common vision is the result of collaborative planning	4,65	6	15	1
B86	Our principal facilitates the process of consensus decision-making	4,65	6	15	1
B12	Our school governing body must be given greater authority to implement a code of conduct for learners	4,63	6	17	1
B53	Our school's common vision inspires commitment from educators	4,63	6	17	1
B50	Our principal encourages the formation of dynamic structures to ensure the participation of all in the decision-making processes	4,62	6	19	1
B48	Our school's organisational structure makes effective teaching possible	4,60	6	20	1
B19	In our school, educators are involved in setting specific goals for the school as part of the strategic plan	4,59	6	21	1

Item	Description	Mean score	Mode	Rank order	Factor
* B55	Parental involvement is essential for the successful academic performance of learners in our school	4,58	6	22	1
B24	Our school's vision tries to accommodate the aspirations of our educators	4,56	6	23	1
B22	Our school governing body encourages parents to become involved in their children's education	4,55	6	24	1
B42	In our school, partnerships are characterised by mutual respect	4,54	6	25	1
B44	In our school, frequent feedback on the progress of the school's action plan is important for strategic planning	4,52	6	26	1
B46	Our school has a supportive partnership with the district office	4,51	6	27	1
B35	In our school, partnerships are characterised by a sharing of information	4,50	6	28	1
B80	Our principal encourages active parental involvement in the physical maintenance of the school	4,49	6	29	1
B3	Our strategic plan clearly specifies what needs to be done in our school	4,48	6	30	1
B71	In our school, partnerships are characterised by shared responsibility	4,47	6	31	1
B15	The organisational structure of our school ensures effective networking	4,45	6	32	1
B23	The organisational structures in our school make the co-ordination of school activities possible	4,43	6	33	1
B75	Our school's common vision provides for outcomes-based education	4,43	6	33	1

Item	Description	Mean score	Mode	Rank order	Factor
B87	In our school, partnerships are characterised by a sense of shared purpose	4,43	6	33	1
B85	Our school governing body listens to educators' opinions	4,39	6	36	1
B57	Our school's vision enables stakeholders to feel a sense of pride in their school	4,38	6	37	1
B63	Participation in the control of educators' work will enhance the capacity of our school's governing body to govern effectively	4,37	6	38	1
* B91	Our parents regard good educator qualifications as important	4,37	6	38	1
B41	Our school management team facilitates the development of a common vision	4,32	6	40	1
B72	Participation in the selection of educators contributes to our school governing body's capacity to govern effectively	4,32	6	40	1
B25	The values of our school are compatible with the values of the school community	4,31	6	42	1
B70	The leadership in our school encourages community involvement in school affairs	4,31	6	42	1
* B84	Our parents encourage learners to attend school regularly	4,31	6	42	1
B9	Our school governing body allows educators to express their opinions on issues of school governance	4,30	6	45	1
B49	Our school governing body does not interfere with the professional duties of educators	4,30	6	45	1
B51	Our school's constitution is the result of participation by all stakeholders	4,30	6	45	1

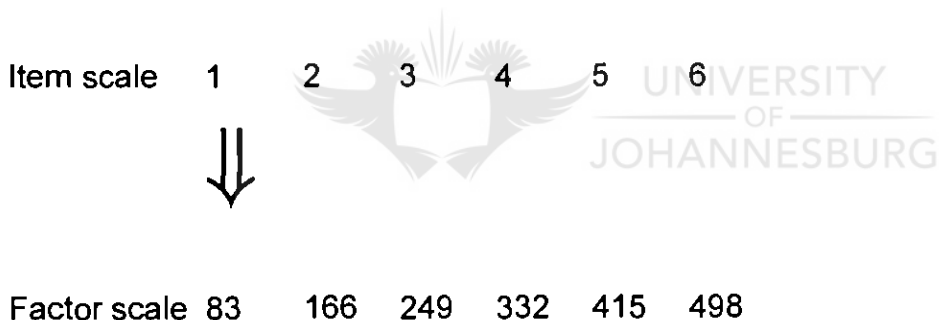
Item	Description	Mean score	Mode	Rank order	Factor
B81	Our school governing body acknowledges the achievements of educators	4,30	6	45	1
B36	Strategic planning in our school focuses on long-term planning	4,29	6	49	1
B28	Our school governing body makes educators feel valuable	4,27	6	50	1
B79	In our school, collaborative structures assist in achieving high standards of performance	4,25	6	51	1
B32	Our school's vision attempts to accommodate the common expectations of the community	4,24	6	52	1
B83	Our school governing body informs the community about positive aspects of our school	4,24	6	52	1
B4	Our school governing body is accessible to educators	4,23	6	54	1
B77	In our school, the partnership between the school governing body and the district office is characterised by a willingness to negotiate	4,23	6	54	1
B26	Our school governing body is given regular reports on the academic progress of learners	4,21	6	56	1
B38	Our school excels in academic activities	4,21	6	56	1
B17	Parents on our school governing body should visit the school during school hours to ensure effective attendance by educators	4,18	6	58	1

Item	Description	Mean score	Mode	Rank order	Factor
B88	The beliefs and values of our community are accommodated in strategic planning sessions	4,17	6	59	1
B56	Collaborative organisational structures in our school do not interfere with policy decisions	4,15	6	60	1
B18	In our school, organisational structures involve stakeholders to facilitate good working relationships	4,14	6	61	1
B29	Our school makes school facilities available to the community	4,14	6	61	1
B40	In our school, hierarchical structures assist effective school management	4,14	6	61	1
B82	During strategic planning in our school, leadership styles of the school management team are analysed	4,06	6	64	1
B39	Our school governing body establishes working relationships between educators and parents	4,03	6	65	1
* B43	In our school, parental involvement leads to parent-educator co-operation	4,02	6	66	1
B2	Our school's vision was developed by a majority of stakeholders	4,00	6	67	1
B34	Our school governing body has benefited from the training sessions that were provided	3,99	6	68	1
B62	In our school, there is a meaningful partnership between the school and the community	3,98	6	69	1
B37	Our school governing body is tactful when communicating with educators about complaints received about them	3,97	6	70	1

Item	Description	Mean score	Mode	Rank order	Factor
B76	Our school community is involved in the governance of the school	3,93	6	71	1
B65	Our school community can be/should be/is able to provide for the needs of the school	3,88	6	72	1
B58	Our school community shares in the success and failures of our school	3,87	6	73	1
B67	The organisational structure of our school assists collaborative communication	3,85	5	74	1
B5*	Our parents do not have the necessary expertise to contribute to the professional development of educators	3,81	6	76	3
B90	Our school governing body encourages feedback from educators concerning their job satisfaction	3,84	6	75	1
B52	Our school community is aware of the school's strategic plan	3,78	6	77	1
B47*	Our parents want to be involved in the management of the school	3,75	6	78	1
B59*	Our parents are reluctant to become involved in the management of the school	3,71	6	79	2
B64	Collaborative organisational structures in our school have no status	3,67	4	80	2
B11	Our community is actively involved in school affairs	3,61	6	81	1
B78*	In our school, parents attempt to promote cultural-bound education	3,47	1	82	1
B21	Our school community assists with the physical maintenance of the school	3,43	1	83	1

Item	Description	Mean score	Mode	Rank order	Factor
* B30	Our parents have sufficient time to assist with the management of the school	3,15	1	84	1
B54	In our school, there is a partnership between the governing body and the business sector	3,10	1	85	1
* B66	In our school, parents are involved in coaching extra-mural activities	2,62	1	86	1

Factor 1 consisting of 83 items in Table 4.1 was named *participative school community partnership* with a Cronbach-alpha reliability coefficient of 0,972. The 83 items can thus be regarded as forming one scale with a minimum value of $83 \times 1 = 83$ and a maximum of $83 \times 6 = 498$. The six point item scale should thus be understood in terms of a new factor scale that can be represented as follows:



A score between 332 and 415 would thus indicate that respondents partially agree to agree with the factor concerned. A score of 166 to 249 would present partial disagreement, a score of 83 represents 'strongly disagree' whereas a score of nearly 498 represents strongly agree.

TABLE 4.2 ITEMS ASSOCIATED WITH THE FACTOR NON-PARTICIPATIVE SCHOOL MANAGEMENT

Item	Description	Mean score	Mode	Rank order	Factor
* B59	Our parents are reluctant to become involved in the management of the school	3,71	6	79	2
B64	Collaborative organisational structures in our school contain no status level	3,67	4	80	2
B60	Our school governing body criticises educators for unsatisfactory work	3,57	1	82	2
B31	In our school, the communication process between parents and parent-governors is effective	3,29	1	85	2
B73	Collaborative organisational structures in our school lead to uncertainty as to who must accept accountability	3,29	1	86	2
B6	There is no partnership between our school governing body and the district office	3,20	1	87	2

Factor 2, consisting of the six items in Table 4.2, was named Non-Participative School Management with a Cronbach-alpha reliability coefficient of 0,500. The reliability was regarded as too low and no statistical tests were performed on it.

TABLE 4.3 ITEMS ASSOCIATED WITH THE FACTOR: PARENT INVOLVEMENT IN EDUCATOR DEVELOPMENT

Item	Description	Mean score	Mode	Rank order	Factor
* B5	Our parents do not have the necessary expertise to contribute to the professional development of educators	3,81	6	76	3

Factor 3, consisting of the 1 item in Table 4.3, was named Parent Involvement in Educator Development. Because it consists of one item only, it has no reliability coefficient and therefore cannot be used in statistical analysis.

Having presented the items associated with the different factors, the first factor will now be discussed.

4.3 HYPOTHESES

Due to the restrictions placed on the length of this mini-dissertation, only one example of two independent groups and one example of three or more independent groups will be discussed and analysed in detail.

4.3.1 Comparison of two independent groups (religion)

TABLE 4.4 HYPOTHESES WITH RELIGION AS THE INDEPENDENT VARIABLE

Dimensions	Variables	Symbol	Description	Test
Univariate level	Religion	Hot	There is no statistically significant difference between the mean scores of Christianity and other religions in respect of the factor Participative School Community Partnerships.	Anova
		Hat	There is a statistically significant difference between the mean scores of Christianity and other religions in respect of the factor Participative School Community Partnerships.	

TABLE 4.5 SIGNIFICANCE OF DIFFERENCE BETWEEN CHRISTIANITY AND OTHER RELIGIONS REGARDING PARTICIPATIVE SCHOOL COMMUNITY PARTNERSHIPS

Factor	Group	Factor Mean	Student t-test
Participative school community partnerships	Christianity	362,22	0,082
	Other religions	345,18	

N (Christianity) = 748 **Statistically significant at the 1% level ($p < 0,01$)

N (Other religions) = 84 *Statistically significant at the 5% level ($p > 0,01$ but $p < 0,05$)

Table 4.5 indicates that there is no statistically significant difference between the mean scores of Christianity and other religions at the univariate level in respect of Participative School Community Partnerships ($p = 0,082$). H_0 is thus accepted in favour of the alternative hypothesis H_a .

There is no difference between Christians and other religions with regard to participative school-community partnerships. Religious beliefs are part of our lives. Yet our religious convictions and inclinations have something in common. For instance all religions believe in the existence a Supreme Being. Both groups partially agree that participative school community partnership is necessary for managing school community. While religious beliefs do influence our communities and the way in which we view education, it cannot be said that in this case religious belief has any influence on how people perceive participative school-community partnerships in our communities.

4.3.2 Comparison of three or more independent groups

The ANOVA (analysis of variance) is used to investigate the significance of the difference between the mean scores. Groups are analysed pair-wise by means of either the Scheffe or the Dunnett T 3 tests. If the homogeneity of variance in the

Levene t-test is more than 0,05 ($p > 0,05$) then the Scheffé test is used to investigate possible differences between pairs. Should the homogeneity of variance be less than 0,05 ($p < 0,05$) then the Dunnett T 3 test is used to investigate differences between the various pairs. The differences between the age groups will now be discussed.

4.3.2.1.1 Differences between Age groups in respect of the participative school community partnerships

TABLE 4.6 HYPOTHESES WITH AGE GROUPS AS THE INDEPENDENT VARIABLE

Dimensions	Variable	Symbol	Description	Test
Univariate level	Age	HoA	The average scale scores of the four age groups do not differ in a statistically significant way from one another in respect of the factor Participative School Community Partnerships.	Anova
		HaA	The average scale scores of the four age groups do differ in a statistically significant way from one another in respect of the factor Participative School Community Partnerships	
Pair-wise difference	Participative school community partnerships	HoD	There is no statistically significant difference between the average scale scores of the four age groups compared pair-wise in respect of the Participative School Community Partnerships	
			Pairs of groups	
				AvC AvD BvC BvD CvD
			HODAC HODAD HODBC HODBD HODCD	

Dimensions	Variable	Symbol	Description	Test
Pair-wise difference	Age	HaD	There is a statistically significant difference between the average scale scores of the four age groups compared pair-wise in respect of the Participative School Community Partnerships	Dunnette
Participative school community partnerships			Pairs of groups	
			AvC AvD BvD CvD	
			HaDAC HaDAD HaDBD HaDCD	

TABLE 4.7 SIGNIFICANCE OF DIFFERENCES BETWEEN THE AGE GROUPS IN RESPECT OF THE FACTOR PARTICIPATIVE SCHOOL COMMUNITY PARTNERSHIPS

Factor	Group	Factor Mean	Anova (p-value)	Dunnette T3			
				A	B	C	D
Participative School Community Partnership	A	347,11	0,000 **	A	-----	*	*
	B	349,25		B	-----	-----	*
	C	368,77		C	-----	-----	-----
	D	372,11		D	*	*	-----

** Statistically significant at the 1% level ($p < 0,01$)

* Statistically difference at the 5% level ($p > 0,01$ but $p < 0,05$)

A = 20-30 years (N=183)

B = 31-35 years (N=195)

C = 36-40 years (N=219)

D = 41+ years (N=236)

At the univariate level, the factor mean scores of the four age groups do differ from one another in respect of the factor Participative School Community Partnership ($p = 0,000$). The difference is significant at the 1% level. H_aA is thus accepted and the null hypothesis H_oA is rejected.

In respect of the pair-wise comparison, there is a statistically significant difference between the average scale scores of three of the age groups in respect of the factor Participative School Community Partnerships at the 5% level. H_aD pairs is thus accepted in favour of the H_oD pairs. Group AC, AD and BD differ. Therefore, hypotheses H_aDAC , H_aDAD and H_aDBD are accepted in favour of the null hypotheses, H_oDAC , H_oDAD and H_oDBD respectively.

Educators from group A (20-30 years) partially agree that school-community partnerships are essential for whole school development. These educators are normally newly acquired members of staff from universities and colleges of education. Younger teachers may feel threatened by parents because they have little exposure to parent partnerships. They have no skills in working in partnerships and might not know how to benefit from this partnership.

Experience will have had some impact of educators on the average age of 36-40 years since they will be able to associate success with inputs gained in their involvement in cultural, social, political and economic issues impacting on the school. Experience and maturity will contribute positively to participative school-community partnerships.

Educators from group A partially agree to involve themselves with the school community as they may fear parental interference. Educators might undermine the lack of professionalism amongst parents. These educators are energetic and feel that partnerships with the school community will hinder their progress. They are not comfortable with the involvement of parents. Johnson, *et al* (1986:179) state that "contact with parents might enable teachers to learn more about their pupils home background, encourage parents to take an interest in their child's school work, and show them how they could help their child at home." Educators from group A need to be workshopped to help them work more effectively with parents. On the other hand

educators from group D (41 + years) are mostly in promotion posts. Because of meetings, workshops and the experience they have, they regard participative school-community partnerships as very significant. Johnson, *et al* (1986:213) supported the importance of involving the community and parents to make decisions about education. This partnership is highly valued by such educators.

Educators from group B (31-35 years of age) partially agree. This suggests that they are probably more inclined to involve parents in their educational endeavours as they would have them realised that intellectual capabilities is sometimes surpassed by experience both within and outside the school. Though they will still wish to exert their authority, they will accept contribution made by fellow colleagues in developing the school wholly.

The difference made by educators from group D (41+ years) is that they have more experience and know better how important parents are in the education of their children. They also understand changes made by the Schools Act by involving a majority of parents in school governance. One would have hoped that they were to strongly agree with the factor because Heystek (1998:2) maintains that "all the stakeholders in the schools and their communities must work towards rectifying the problems that inhibit parents from being actively involved in school activities. Improved communication will ensure that the parents will know why and how they can be involved," thus leading to whole school development.

According to the data, educators from group C (36-40 years of age) partially agree that participative school-community partnerships be employed in whole school development. The researcher expected the score to be positive. Meetings which are concerned with school management and the induction of new teachers, jointly conducted in the presence of parents equip educators with appreciable skills. It is such meetings and symposiums which encourages mutualism between parents and educators. As such, their experience and age determine that they might have attended meetings whereby parental involvement has been emphasized as an important and useful tool in developing the school. Most educators in group D (41 + years) have sufficient experience to consider the Schools Act very important, as it acknowledges the importance of parents as well as the community in school governance.

Hargreaves and Hopkins (1993:52) state that "principals must motivate the parents to be actively involved in school activities. Knowledge and competencies of the parents are of the utmost importance to enable them to be effectively involved". The cooperation between principals, educators and the community will help develop the school and make the partnership strong.

TABLE 4.8: MEAN SCORES OF THE INDEPENDENT GROUPS IN RESPECT OF THE FACTOR PARTICIPATIVE SCHOOL COMMUNITY PARTNERSHIP

Independent group	Category Name	Factor mean scores
		Participative school community partnerships
Post level	Promotion posts	368,86 *
	Educators	357,58 *
Educators' organisations	SADTU	355,59 **
	Other	370,93 **
Religion	Christianity	362,22
	Other	345,18
Attendance of educators	Excellent	373,82 **
	Average/poor	346,12 **
Gender of principals	Male	360,44
	Female	360,37
Courses attended relating to school improvement in last three years	None	341,83
	1 to 2	348,05 **
	3 to 4	360,49
	5 or more	377,07 **
Extent of benefit of the courses	Great extent	377,18 **
	Some extent	349,74 **
	No extent	341,03 **
Age	20 - 30 years	347,11 *
	31 - 35 years	349,25 *
	36 - 40 years	368,77 *
	41+ years	372,43 *

Independent group	Category Name	Factor mean scores
		Participative school community partnerships
Teaching experience	1 - 5 years	350,75
	6 - 9 years	347,93 *
	10 - 13 years	356,38
	14 - 20 years	375,53 * ←
	21+ years	376,54 * ←
Experience as principal	0 - 4 years	386,10
	5 - 10 years	378,29
	11+ years	397,30
Highest educational qualification	< Grade 12 + Diploma	362,67
	Diploma + FDE	360,15
	Degree + Diploma	363,85
	Bachelors Degree + Teachers/Diploma/certificate	362,70
	Higher qualifications	362,24
Language of instruction	English	357,09 * ←
	Afrikaans	385,53 * ←
	Dual medium	365,72
	Parallel medium	352,59
Attendance of learners	Excellent	381,31 ** ←
	Average	354,33 ** ←
	Poor	300,21 ** ←
Type of school	Primary	373,34 ** ←
	Secondary	345,97 ** ←
	Combined	361,75
Province in which school is situated	Eastern Cape	355,43
	Free State	363,99
	Gauteng	343,76 ** ←
	KwaZulu Natal	360,73
	Northern Province	369,57 ** ←

Independent group	Category Name	Factor mean scores	
		Participative school community partnerships	
Present level of discipline in your school	Excellent	399,28 **	←
	Good	371,08 **	
	Average	337,26 **	
	Poor	295,08 **	

** Statistically significant at the 1% level ($p < 0,01$)

* Statistically significant at the 5% level ($p > 0,01$ but $p < 0,05$)

F1 Participative school-community partnerships

4.4 DISCUSSION OF THE DIFFERENCES BETWEEN THE FACTOR MEAN SCORES PRESENTED IN TABLE 4.5

Post level



There is a statistically significant difference between the vector mean of personnel in promotion posts and educators at the univariate level in respect of participative school-community partnerships ($p = 0,055$). The variance that exists between educators and those in promotion posts is probably attributable to their scope of operation. Broadly speaking, educators discharge their duties solely in matters of academic performances. They partially agree that participative school-community partnership is necessary for whole school development whereas parental involvement is not given the priority it deserves. Educators in promotion posts tend to participate and perceive this partnership as very important in developing the whole school. Educators in promotion posts (i.e. principals, deputy principals and heads of department) are required to work with various community groups. Therefore, the school-community partnership is very important.

Educator organisations

There is a statistically significant difference between the vector mean scores of SADTU and other educator organisations at the univariate level in respect of participative school-community partnership ($p = 0,006$). The difference is at the 1% level. Hat is thus accepted in favour of the null hypothesis, H_0 .

Differences are evident between SADTU and other educator organisations from a variety of perspectives. Firstly, the South African Democratic Teachers Union members which partially agree that they should form partnerships with the school-communities. SADTU was formed as an organ of the progressive movements, and was intended to mobilize education officials to shift away from traditional methods of discipline, evaluation and governance. Surprisingly, SADTU has a lower factor mean score than the other educator organisations. For education to run smoothly, Jansen (2000:12), states that "SADTU believes that only joint action can beat the education crisis, and calls upon all stakeholders-educators, learners, parents and communities and the departments of education to work together". This clearly emphasises that participative school-community partnerships are very important.

In local schools it is understandable for SADTU to be sceptical about the full participation of parents as some of the political tensions that prevailed in the area has been fuelled by parents. However, with the new dispensation and its expectations of parents and educators jointly promoting quality education, both stakeholders have to toe the line.

Attendance of educators

There is a statistically significant difference between the vector mean scores of excellent and average or poor attendance of educators at the univariate level in respect of participative school-community partnerships at the 1% level ($p=0,000$) Hat is accepted in favour H_0 . A possible explanation for this is that educators, by means of their attendance, should perceive school-community partnerships as very important.

Attendance is an important aspect of professionalism. Moreover, to encourage the empowerment of educators, such that if they recognise and acknowledge their worth as managers in the absence of their seniors, they can take the initiative of piloting projects amongst stakeholders to consolidate the partnership which is highly instrumental in whole school development. Closer scrutiny of educator behaviour reveals that the prevalent apathy in schools to a large extent is a by-product of self-denial." The principal must within the regulations of his/her department, provide the necessary guidance to the educators on his/her staff so that they may perform their function in an accountable manner" (Bisschoff 1997:09). For the school to develop wholly, the active participation of educators as well as other stakeholders and the principals to motivate their staff is required. This gives an impression that those educators who attend school regularly are possibly more motivated to do their work and do not have a problem in participating in partnership with the school-community and recognising participative school-community partnerships as necessary for whole school development.

Gender of principals



There is no statistically significant difference between the vector mean scores of male and female educators at the univariate level in respect of the factor Participative School Community Partnership ($p=0,396$). H_0 is thus accepted in favour of the alternative hypothesis H_a .

According to the data, there is no difference between male and female principals. They all regard participative school-community partnerships as very important. The factor scale indicates that both sexes perceive this partnership as significant to develop the whole school. A school principal, whether male or female, has a duty to manage and lead a school effectively and competently, and in so doing he or she is obliged to work with various groups. The principle of democratic school governance implies the development of the school-community partnership. Success on the part of an individual manager can be determined by the degree of support they obtain from other role players. Any school which supports its leaders are apt to succeed, leading to whole school development.

Courses attended on school improvement in the last three years.

At the univariate level, the factor mean scores of the four groups do differ from one another in respect of the factor Participative School Community Partnerships ($p < 0,001$) The difference is at the 1% level. Hat is thus accepted and the null hypothesis Hot is rejected.

In respect of the pair-wise comparison there is a statistically significant difference between the average scale scores of the three groups in terms of courses relating to school improvement in the last 3 years with regard to the factor Participative School Community Partnerships. The HaD pairs are thus accepted in favour of the HoD pairs. Group AD and group BD differ. Therefore hypothesis HaDBD is accepted in favour of the null hypotheses HoDAD and HoDBD respectively.

It is difficult for educators who have not been exposed to advancement courses to be in a position to promote school improvement projects which involve the community. Educators who had the opportunity of attending professional development courses for a duration of three to four days are more likely to have developed the necessary insight required and to formulate new strategies as a result of experience gained through continuous encouragement. It is very understandable that in a situation where educators attend sporadic course they are less likely to have gained sufficient skills and knowledge which definitely will result in whole school development.

Professional development courses empower educators. If conducted with the aim of improving the development of the school, major stakeholders like parents and other conspicuous members of society tend to alleviate tensions between major organs involved in governing of school. Thus, such courses require planning and intended objectives to be clearly formulated beforehand.

The extent to which the course benefited your management skills

At the univariate level, the factor mean score of the three groups relating to the extent to which the courses benefits groups do differ from one another in respect of the factor Participative School Community Partnership ($p < 0,001$) which is at the 1% level. HaA

is thus accepted and the null hypotheses rejected. In respect of the pair-wise comparison, there is a statistically significant difference between the three average scores as regard to the extent to which the course benefited participants particularly in management skills. Group AB, group AC and group BC differ. The hypotheses HaDAB, HaDAC and HaDBC are accepted in favour of the null hypotheses HoDAB, HoDAC and HoDBC respectively.

Educators who attend advancement courses routinely are more likely to benefit from the experience than those who do not. It can be assumed that educators will feel free to share whatever they have learnt with their colleagues. Any knowledgeable educator feels the urge to translate theory in practice, whereas an educator who cannot make any meaning out of an advancement course might not need to partake in meetings which demand reciprocity in terms of information mutualism, as he or she will have nothing to offer.

Those who partially agree to having benefited from such courses will need motivation as they gradually realise the positive impact of attending such courses. Educators will normally not feel accommodated in advancement courses which manifest unilateral information dissemination. Thus, in order for advancement courses to bear fruit, they should include the element of participation. When the objectives of such courses have been achieved, beneficiaries should extend an invitation to fellow role players to share acquired data meant to develop the school wholly. This is supported by Chung (1987:742), when he states that "team building is an effort to improve the effectiveness of a group by encouraging its members to work as a team in building the capacities of problem-solving and to improve group effectiveness through better management of the interactional pattern of group members together."

Mother-tongue

At the univariate level, the factor mean scores of the four mother tongue groups do not differ from one another in respect of the factor Participative School Community Partnerships ($p = 0,089$). HoA is thus accepted and the alternative hypothesis HaA is rejected.

In respect of the pair-wise comparison, there is no statistically significant difference between the average scale scores of the four mother tongue groups in respect of the factor Participative School Community Partnerships. The HoD pairs are thus accepted in favour of the HaD pairs. Group AB, group AC, group BC, group BD and group CD do not differ. Therefore, null hypothesis HODAB, HODAC, HODAD, HODBC, HODBD and HODCD are thus accepted in favour of alternative hypotheses HADAD, HADAC, HADAD, HADBC and HADCD respectively.

The fact that there is no difference between these four mother tongue groups suggests that, irrespective of language, respondents believe that participative school-community partnerships are necessary for whole school development. All groups agree that parent involvement in developing the whole school is very important.

Teaching Experience

At the univariate level, the factor mean score of the five groups with different amounts of teaching experience differ from one another in respect of the factor Participative School Community Partnerships ($p < 0,001$) which is significantly different at the 1% level. HaA is thus accepted and the null hypothesis HoA is rejected. In respect of the pair-wise comparison, there is a statistically significant difference between the average scale scores of the two teaching experience groups in respect of the factor Participative School Community Partnerships. The HaD pairs are thus accepted in favour of the HoD pairs. Group BD and group DE differ. Therefore, the alternative hypotheses HaDBD and HaDDE are thus accepted in favour of null hypotheses HoDBD and HoDDE respectively.

It is widely expected that experience will equip educators with skills and knowledge. They tend to consider parental involvement as an intrusion into their professionalism. Squelch (1998:111) mentions that "teaching personnel believe that parents are not equipped to participate in school matters and should not interfere in the professional and academic side of the school life." Such educators will only entertain parental involvement to an extent, especially when it does not tamper with the inherent professional freedom that exist in their jobs. Participative School-Community Partnerships are regarded as very important by those educators with more experience.

It will be quite different with educators with extensive experience as these are the people who, throughout their span of service, can credit their appreciable success to parental involvement which has been in the form of community partnerships. In a situation where parents and the community at large do not participate fully in the activities of the school, such schools are doomed to failure. Such a practice inhibits the process of whole school development.

Experience as a principal

At the univariate level, the factor mean scores of the three groups pertaining to Experience as a Principal do not differ from one another in respect of the factor Participative School Community Partnership ($p = 0,602$). HoA is thus accepted and the alternative hypotheses HaA rejected.

In respect of the pair-wise comparison there is no statistically significant difference between the average scale scores of the three Experience as a Principal groups in respect of the factor Participative School Community Partnerships. The HoD pairs are thus accepted in favour of the HaD pairs.

There is no difference between the Experience of Principals groups in respect of Participative School-community Partnerships. Transformational changes expect principals to work hand in glove with the school-community. The Schools Act makes clear provision for parents are co-governors (Section 23). Yet, as co-governors, parents should never use the school as a launching pad to advance any political convictions. It is only on matters of interest and concern to schools that principals should work jointly with parents. According to Bisschoff (1997:07), "the principal must compare upwards with the Department, at horizontal level with their school governing bodies and through the members of their school governing body, with the parents and the general public, downwards with their staff members and the learners". In this way school-community partnerships will bear desirable results.

Highest educational qualification

At the univariate level, the factor mean scores of the four highest educational qualification groups do not differ from one another in respect of the factor Participative School Community Partnerships ($p=0,497$). HoA is thus accepted and the alternative hypothesis HaA is rejected.

In respect of the pair-wise comparison, there is no statistically significant difference between the average scale scores of the four highest educational qualification groups in respect of the factor Participative School Community Partnerships. The HoD pairs are thus accepted in favour of the HaD pairs.

In most instances, qualifications cannot be used as a yardstick to measure the capability of the individual, but as one aspect in measuring the efficiency of educators. Parents might sometimes be comfortable on the basis that the school to which they take their children has highly qualified educators. The researcher argues that motivated educators, never mind their qualifications, would probably execute their duties beyond expectation. While on the one hand it is necessary for educators to keep abreast of recent development and topical issues by enhancing their qualifications, appraisals should be used by role players to highlight areas where educators are wanting so that they can improve themselves, and accordingly improve the image of the school. Regardless of qualifications, it appeared that respondents regard school-community partnerships as very significant in developing the whole school.

Better qualified people tend to understand the importance of involving parents in developing the whole school. This school-community participation is regarded as very important. Educators who have been exposed to a scholarly atmosphere attend courses in management which helps improve the management of the school. Such educational courses offer extensive information on how parents should be involved, and how this improves whole school development. All in all, when educators have come to realise the importance of other stakeholders' participation, schools will develop wholly.

Language of instruction

At the univariate level, the factor mean scores of the four groups relating to language of instructions differ from one another in respect of the factor Participative School Community Partnerships ($p=0,014$). The difference is at the 5% level. HoA is thus accepted and the null hypotheses HoA rejected.

In respect of the pair-wise comparison, there is a statistically significant difference between the average scale scores of the four language of instruction groups in respect of the factor Participative School Community Partnerships. The HaD pairs are thus accepted in favour of the HoD pairs.

There is a slight difference between the language of instruction groups. In English medium schools, the perception is that participative school-community partnerships are important. Normally, dual medium schools will be influenced by acculturation thus prevailing paradigms of governance will have to accommodate flexibility. The inverse will be the case for parallel medium schools, since such schools will entertain a problem of difference in outlook as regard to school-community partnerships.

Attendance of learners

At the univariate level, the factor mean scores of the three groups of attendance differ from one another in respect of the factor Participative School Community Partnerships ($p<0,001$) HaA is accepted and the null hypothesis HoA rejected.

In respect of the pair-wise comparison, there is a statistically significant difference between the average scores of the three groups of attendance of learners in respect of the factor Participative School Community Partnerships. The HaD pairs are thus accepted in favour of the HoD pairs.

It is not surprising to learn that there is a difference at the 1% level between learners with excellent and poor attendance. Learners who come to school regularly are more likely to have more interest in the participation of the school-community in school

matters. Those who do not come regularly would not like parents to see their behaviour, knowing that parental involvement in schools will leave them with no other alternative but to attend school regularly. Average learners partially agree that parents should be involved in their education. Learners who attend school as required make it easier for the school to develop and influence the whole school effectively. Partnership will help the learners to be motivated to attend school.

Type of school

At the univariate level, the factor mean scores of the three types of school groups differ from one another in respect of the factor Participative School Community Partnerships. In respect of the pair-wise comparison, there is a statistically significant difference between the average scale scores of the three types of school groups in respect of the factor Participative School Community Partnerships. The HaD pairs are thus accepted in favour of the HoD pairs.

Participative school community partnership should be a core factor employed in school governance. The existence of this factor makes it easier for schools to run effectively and efficiently. Accordingly, parents, as part of this partnership, should be given a role in management in order to promote whole school development.

To a greater extent, parents should involve themselves in the education of their children in primary schools, since it is at this point that learners are on the threshold of acquiring formal education. A continuous interaction between educators and parents is important. It is this seminal stage of education which demands a partnership between parents and educators. In making themselves available in combined schools and primary schools, parents bear in mind that age also guides them in the manner in which they should be involved.

Province in which school is situated

At the univariate level, the factor mean scores of the six provinces in which the schools are situated differ from one another in respect of the factor Participative School Community Partnerships ($p=0,004$). H_{aA} is thus accepted and the null hypothesis H_{oA} is rejected.

In respect of the pair-wise comparison there is a statistically significant difference between the average scale scores of schools in Gauteng and Northern Province in respect of the factor Participative School Community Partnerships. The H_{aD} pairs are thus accepted in favour of the H_{oD} pairs.

The researcher embraces the views of Heystek and Louw (1999:27), when they write that "the participation of parents in the urban secondary schools is better than the participation in rural areas. The attitude of parents in rural areas are more negative than that of the parents in urban areas. Parents in the rural areas have more problems with transport and this may influence their involvement in school activities". The researcher will advise that parents' socio-economic positions are acknowledged. It might be the case with the decline in scores with regards to the response of parents in Gauteng. More parents are forced by economic circumstances to bring an income to their families, thus leaving them with little chance to attend to their children's educational matters. Rural parents have come to realise the importance in involving themselves in school affairs though there are difficulties like the one mentioned above which make it impossible at times.

There is a need for parental involvement in the Eastern Cape, due to their poor showing in matric results. Likewise with Kwazulu Natal, where schools have either been plagued by insufficient resources because of their location or by political tensions. Parental involvement as such will bring unity and improve the image of school, thus leading to whole school development.

Level of discipline in your school

At the univariate level, the factor mean scores of the four Level of Discipline groups differ from one another in respect of the factor Participative School Community Partnerships ($p < 0,001$) HaD is thus accepted and the null hypothesis HoA is rejected.

In respect of the pair-wise comparison, there is a statistically significant difference between the average scale scores of the four Level of Discipline groups in respect of the factor Participative School Community Partnerships. The HaD is thus accepted in favour of the HoD pairs.

It is understood that schools which involve parents in governance are apt to have a disciplined school. It is not surprising to collect statistical data that demonstrate that such schools will be excellent and able to develop wholly. Schools with excellent discipline agree that they participate actively with school communities.

Discipline is a major task which demands attention from parents and educators. It is only schools that have adopted the idea of participative school-community partnerships that will never encounter disciplinary problems. In developing the school wholly, parental involvement should be allowed to form the crux of discipline, but if neglected, it could lead to recidivism.

5. CONCLUSION

In this chapter, conclusions will be drawn out of the subject responses. There is a multiplicity of factors which affect how the community can be encouraged to enlist themselves as partners in education. Other factors can also be employed to enhance parental involvement in education.

The researcher has come to realise that the experience of educators has a role to play in engaging parents in matters related to whole school development. Experienced educators feel that parental involvement has a variety of advantages, particularly in issues that require the redress of disciplinary measures.

Age is also a determinant factor in matters related to school governance and its development. Middle-aged school managers appreciate the contribution that is offered by parents and projects related to the improvement of the physical structure of school.

There is an apparent shift in the traditional cliché of male chavinism that has been the malady of the past. Both sexes, whenever they are charged with the task of being managers acknowledge the importance of school-community partnerships as a way of accomplishing the most desired results of school development.

Teacher organisations have a greater impact on the improvement of schools and in the improvement of the relationships between communities and schools. Members of the South African Democratic Teachers Union partially agree to the involvement of parents in school, while realising the pitfall created by illiteracy which is rife in the rural lowveld. This organisation feels that it is worthwhile to kick-start programmes that will absorb parents and prepare them for the challenges of fulfilling their rightful obligations.

Educators are in favour of the idea that seminal courses are necessary to improve educators who in turn will be grounded in the ways and means of embracing parental contributions to the improvement of the school.

All educators seem to have agreed that qualifications, though considered only one factor that can enhance good governance, should be seen as an influential factor in appointing school managers.

Schools also differ because of their location. Schools that have been exposed to the information explosion will be better positioned to understand collaborative school development. Schools in Gauteng with the Congress of Students of South Africa and teacher formation, feel that parental involvement is not as important an issue as schools in the Northern Province might. Their background of poverty automatically warrants collaborative governance which requires the involvement of parents in developing schools in partnership with the school-community. The need to develop the whole school makes the community of school-community partnerships necessary.



CHAPTER FIVE: SUMMARY, FINDINGS AND RECOMMENDATIONS, FURTHER RESEARCH AND CONCLUSION

5.1 INTRODUCTION

This research addressed the question: How can parental involvement promote whole school development? The literature study showed that parental involvement can contribute to whole school development. For instance, Martins (1997:3) states that parental participation improves the standard of education wholly. In the survey conducted for this study (see chapter 3 and 4), the respondents agreed that parental involvement contributes to whole school development.

However, it also emerged that parents are sometimes reluctant to be involved (Van Schalkwyk, 1995:172) and do not feel they have the expertise (Mkhwanazi, 1994:29). Therefore for parental involvement to work, school managers and educators need to promote parental involvement by providing the opportunities and structures for the parents to be positively involved.

It was also stated that parental involvement leads to parent-educator cooperation (Van Schalkwyk, 1990:109) and it is also essential for the successful academic performance of learners in schools (Gene & Stoneman, 1995:569). Hargreaves & Hopkins (1993:56) supports this by saying "knowledge and competencies of the parents are of the utmost importance to enable them to be effectively involved, thus leading to whole school development".

In this chapter, a summary of previous chapters, findings, summary and conclusions, recommendations and final conclusion will be discussed.

5.2 SUMMARY OF CHAPTERS

Chapter one focussed on introducing the study where the statement of the problem, aim of the study and demarcation of the study were considered. The research topic was introduced as parental involvement as an aspect of school management, and concepts were defined with reference to literature based on parent, parental involvement, whole school development, and school management.

Chapter two concentrated on a literature review, where the following were considered: the involvement of parents in school governance and management, parents and financial matters of the school, parents and curricular activities of the school, parental involvement in decision-making, parental involvement in matters of discipline, learner performance, in education at home and at school, and parent-teacher cooperation: a necessary cohesion. Specific ways of parental involvement were looked at, with reference to the literature review.

Chapter three covered research methodology. The chapter described the research design used, the way the data was collected, the nature of the sample, and the way in which the data was analysed. A discussion of 10 items on parental involvement was presented.

Chapter four focussed on the analysis and interpretation of data, validity and reliability, hypotheses and the discussion of the differences between the factor mean scores presented.

The responses were also analysed against the factors Participative School Community Partnerships, Parental Involvement as an Aspect of School Management, and Whole School Development.

5.3 FINDINGS

The following are key point that have emerged from the literature regarding parental involvement in education in South Africa.

1. Some of the parents seem to be unable to define the scope of the role they have to play in developing the school wholly.
2. Beside, the entrenchment of parental rights in the Schools Act, parents are still sceptical about taking a decisive position in school governance (Heystek, 1998:13)
3. It has been discovered that the exclusion of parents from curricula activities still exists. It still appears from the data that parental involvement in extra-mural activities is limited.
4. Parental involvement in financial matters of the school has shown little improvement; parents need workshops on this item.
5. Parental involvement in learner performance is not recognised.
7. Parents see the school and home as separate entities.
8. The partnership between parents and teachers is still far from being realised.

5.4 RECOMMENDATIONS

The researcher believes that there is a dire need to improve the partnership of governance in schools. Accordingly, a few recommendations have been advanced as logical solutions intended to remedy flaws prevalent in school governance.

1. Parents have been seen as mere appendages in the school arena. Parents, as a result of being illiterate, have marginalised themselves by keeping away from school. Parents should be acknowledged as equal partners. Accordingly, they should be given a platform to decide on the most important activities of the school.
2. Parents expect children to adopt norms and values shared within their communities. This requires parents to participate actively in drafting the curricular activities of school, so that whenever they will be required to offer assistance they will be in a position to do without encountering problems. Thus parents should avail themselves whenever they are required to help in drafting and designing curriculums for their school. Their presence will bind the relationship that should exist between the school and the home.
3. It is submitted that the state alone cannot fund education. Moreover, the state does not have enough workers to deal with the financial matters of schools. Parents as co-funders of education should be well grounded with the knowledge to draw up the budget of the school and to account responsibly for the transactions within the premises and outside the school.
4. The code of conduct governs the behaviour of learners in school. The provision of the a code of conduct in schools embraces the aspirations of learners at home. Such a code of conduct counters conflict. But it is only possible to emerge with an acceptable code of conduct when parents are actively involved. Parent should contribute by advancing constructive inputs when codes of conduct are drawn up in schools.

5. The Schools Act makes provision for earnest parental involvement in the education of their children. Yet there is an obstacle in that parents cannot make the contents of this Act their own due to illiteracy. The question of Adult Basic Education and Training (ABET) is a matter of urgency in rural South Africa, to equip parents with the necessary skills to become involved in the education of their children with confidence.
6. Parents have always thought that formal education should be left to the school and its teaching staff. This gross misconception has led parents to ignore the learners education. Parents should supplement the formal education taking place in school by monitoring and assisting children in their education. This will improve their performance.
7. There is a need to form parent-teacher associations. These augment the necessary cohesion which is worthwhile to sustain quality education. This indispensable partnership becomes feasible if teachers accept that there is something that the home can offer as a primary institution. The researcher recommends that educationalists should develop strategies that will see home and schools supplementing each other in a more fruitful way.

5.5 FURTHER RESEARCH

This study highlighted the need for parental involvement. The researcher recommends further investigations in this subject, particularly on obscurities not clarified by this dissertation.

Parental involvement in school circles in its new form is topical. It has also created a new trend in which to approach matters related to school governance. It should be granted though, that without proper material and reference it might still be difficult to come up with an accurate conclusion of what might be needed to redress the deficiencies of governance in schools. There is a need for the National Ministry of Education to draft a conclusive White Paper that will actually define the role of parents in schools.

Another aspect which commands further research is the issue of the literacy of parents who have been elected to governance bodies in schools. Objectives intended to be realised by the Education Department require parents to be literate. This automatically leads to an enquiry into the relationship between parents and teachers. This will prove the validity of the existence of a cordial partnership between stakeholders.

The sporadic implementation of policies intended to familiarise parents with the role they need to play in schools is to a large extent contradicted by the time limit defined for parents serving in existing committees. This leaves new recruits with an utterly lack of knowledge of matters ironed out by their predecessors.

Thus there is a need for the National Ministry to investigate the relevance of school governing bodies particularly with reference to their scope of operation and the term of elected members.

5.6 CONCLUSION



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This research investigated the role of parental involvement in whole school development. It was argued that parental involvement is an essential component of whole school development (Chapter 2). In order to address the aims stated in paragraph 1.3, a survey was conducted. Overall, respondents appear to support the notion that parent involvement is important and that parents should be involved in school activities. However, it is also clear that for this to happen in practice school managers and educators need to work towards rectifying the problems that inhibit parents from being actively involved in school activities. Principals must motivate the parents to this end.

Parental involvement is so broad that it cannot be narrowed down to limited aspects of governance. Of importance is the point that the school hierarchy cannot manage without involving parents in decision-making. Schools which still consider parent bodies as mere rubber-stamps run the risk of creating a culture of conflict. Parents cannot be reduced to bystanders in the academic affairs of the school. It is within their rights to make input in matters related to curriculum design and implementation.

Parents as co-funders of education should participate fully in the financial matters of the school. In drawing up the school budget, parents should make submissions and inputs that will hold whoever is responsible for school funds accountable. A school without discipline cannot function properly. Parents should not in any way shirk their responsibility of disciplining their children. Parents should always be in the fore front when discipline is at stake. Whenever parents are called upon to assist in matters of discipline in schools, they should always avail themselves. Whatever form of discipline is meted out should not violate the Bill of Rights. There are entrenched rights children enjoy as per the Bill of Rights. Parents as part of the school governing bodies should discourage corporal punishment at all costs. Corporal punishment torments and brutalises children and has negative consequences.

Parents should also rise to the challenge of acting as supervisors. A responsible parent will at all times monitor the progress of a child's work performance. Such a necessary cohesion should involve interrelatedness between homes and the schools.



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**YOUR OPINION IS VITAL IN THE DETERMINATION OF WHOLE SCHOOL
DEVELOPMENT**

Dear Madam/Sir

The development of all aspects of a school, better known as whole school development, is of importance to our educational system. It is thus vital that we obtain your opinion regarding this aspect because we are investigating the various aspects of management associated with whole school development. A questionnaire is one of the most effective ways of **ELICITING EDUCATOR OPINION** and we are committed to the fact that without your opinion the information is not credible. Please bear the following in mind when you complete the questionnaire:

- Do not write your name on the questionnaire it remains anonymous.
- There are no correct or incorrect answers in Section B and C. we merely require **YOUR OPINION** in order to obtain reliable and trustworthy data.
- Your first spontaneous reaction is probably the most valid. So work quickly and accurately. Do not ponder too long over any particular question item.
- Please answer **all** questions. Please note that the questions are printed on **BOTH SIDES** of the page.
- Please respond by circling the number corresponding to your response or fill in your response in the space provided.
- If you would like to change your response to a question do so by clearly crossing out the incorrect response and circling your intended response.
- The questionnaire should take about 30 minutes of your time to complete.
- Please return this questionnaire to the **PERSON FROM WHOM IT WAS RECEIVED AS SOON AS POSSIBLE BUT NOT LATER THAN 15 OCTOBER 1999**

Thank you again for you valuable opinion.

Your faithfully

Prof TC Bisschoff _____ Prof BR Grobler _____
Prof Squelch _____ Dr KC Moloji _____

SECTION A: PERSONAL AND GENERAL INFORMATION

Circle the applicable code or fill in the number where necessary

EXAMPLE FOR COMPLETE SECTION A

Question 1: Your gender?

If you are a male then circle 1 as follows:

Male.....
 Female.....

1
2

1. How many courses/workshops/seminars related to school improvement have you attended in the past three years?

None.....
 1 to 2.....
 3 to 4.....
 5 or more.....

1
2
2
4

2. If you attended any courses/workshops/seminars, please indicate to what extent you believe, it has benefited your management skills?

To a great extent.....
 To some extent.....
 To no extent.....

1
2
3

3. Your gender?

Male.....
 Female.....

1
2

4. How old are you (in complete years)

(e.g if you are thirty five years then enter 3 5).....

5. Which of the following best describes your present post?

Principal.....
 Deputy-principal.....
 Head of department.....
 Educator

1
2
3
4

6. Teaching experience (in complete years)?

(e.g.If you have five years of teaching experience

0	5
---	---

.....

1

)

7. Number of completed years as a principal at this or any other school (if applicable)
(e.g. If you have five years of experience then enter

0	5
---	---

--	--

)

8. To which of the following educator organisations do you belong? If you belong to more than one indicate yes opposite each appropriate choice.

SADTU.....	Yes
TUATA.....	Yes
NATU.....	Yes
NUE.....	Yes
SAOU.....	Yes
NAPTOSA.....	Yes
SAVBO.....	Yes
Other (please specify).....	Yes

9. Your highest education qualification?

Lower than grade 12.....	1
Grade 12.....	2
Post school diploma/certificate.....	3
Teacher's diploma/certificate plus further education diploma/certificate.....	4
Bachelor's degree.....	5
Bachelor's degree plus a teacher's diploma/certificate.....	6
Honours degree.....	7
Honours degree plus a teacher's diploma/certificate.....	8
Masters degree or doctorate.....	9
Masters degree or doctorate plus a teacher's diploma/certificate.....	10

10. What is your mother tongue? (Mark one option only)

Zulu.....	1
Xhosa.....	2
Afrikaans.....	3
Tswana.....	4
North-Sotho.....	5
English.....	6
South-Sotho.....	7
Tsonga.....	8
Ndebele.....	9
Venda.....	10
Swati.....	11
Other (specify).....	12

11. Your religion?

None.....	1
Christian.....	2
Islam.....	3
Judaism.....	4
Hinduism.....	5
Buddhism.....	6
African Traditional.....	7
Other (specify).....	8

12. Language of instruction at your school?

English.....	1
Afrikaans.....	2
Double medium (two languages simultaneously in every class)	3
Parallel medium (two languages in different classes, for some subjects).....	4
Other (specify).....	5

13. How will you describe the attendance of educators in your school?

Excellent (18 or more present per week out of every 20-90% or more).....	1
Average (16-17 present per week out of every 20-89%).....	2
Poor (15 or less present per week 20-less than 80%).....	3

14. How will you describe the attendance of learners in your school?

Excellent (36 or more per week out of every 40-90% or more).....	1
Average (32-35 present per week out of every 40-80-89%).....	2
Poor (28 or less present per week out of every 40-less than 80%).....	3

15. What is the gender of your principal?

Male.....	1
Female.....	2

16. Your school is a:

Primary school (Grade 0 or 1 to Grade 7)	
Secondary school (Grade 8 to Grade 12)	
Combined school-primary and secondary (Grade 0 or 1 to Grade 12)	
Special school.....	4
Other.....	5

17. In which Province is your school situated?

Eastern Cape.....	1
Free State.....	2
Gauteng.....	3
Kwazulu Natal.....	4
Mpumalanga.....	5
Northern Cape.....	6
Northern Province.....	7
North West Province.....	8
Western Cape.....	9

18. How would you classify the present level of discipline in your school?

Excellent.....	1
Good.....	2
Average.....	3
Poor.....	4

SECTION B

THE FOLLOWING STATEMENTS RELATE TO WHOLE SCHOOL DEVELOPMENT

Indicate the extent to which you agree or disagree with each of the following statements, using the following 6 point scale where:

1 = strongly disagree

2-5 = forms equal intervals between 1 and 6

6 = strongly agree

EXAMPLE

Indicate the extent to which you agree or disagree with the following statements:

* I tend relax in my class when the principal is absent from school

(If you disagree but not strongly then circle 2 as follows)

Strongly disagree 1 2 3 4 5 6 Strongly agree

1. Our principal involves participative decision-making
Strongly disagree 1 2 3 4 5 6 Strongly agree
2. Our school's vision was developed by a majority of stakeholders
Strongly disagree 1 2 3 4 5 6 Strongly agree
3. Our strategic plan clearly specifies what needs to be done in our school
Strongly disagree 1 2 3 4 5 6 Strongly agree
4. Our school governing body is accessible to educators
Strongly disagree 1 2 3 4 5 6 Strongly agree
5. Our parents do not have the necessary expertise to contribute to the professional development of educators
Strongly disagree 1 2 3 4 5 6 Strongly agree
6. There is no partnership between our school governing body and the district office
Strongly disagree 1 2 3 4 5 6 Strongly agree
7. Our principal encourages good interpersonal relationships between educators and learners
Strongly disagree 1 2 3 4 5 6 Strongly agree

Indicate the extent to which you agree or disagree with each of the following statements, using the following 6 point scale where:

8. Our school's common vision is the result of collaborative planning
Strongly disagree 1 2 3 4 5 6 Strongly agree
9. Our school governing body allows educators to express their opinions on issues of school governance
Strongly disagree 1 2 3 4 5 6 Strongly agree
10. Our school's vision has academic achievement as one of its core values
Strongly disagree 1 2 3 4 5 6 Strongly agree
11. Our community is actively involved in school affairs
Strongly disagree 1 2 3 4 5 6 Strongly agree
12. Our school governing body must be given greater authority to implement a code of conduct for learners
Strongly disagree 1 2 3 4 5 6 Strongly agree
13. In our school, parents acknowledge the authority of the principal
Strongly disagree 1 2 3 4 5 6 Strongly agree
14. Our school's management team consults with the school's governing body
Strongly disagree 1 2 3 4 5 6 Strongly agree
15. The organisational structure of our school ensures effective networking
Strongly disagree 1 2 3 4 5 6 Strongly agree
16. Our principal involves educators in the formulation of school policy
Strongly disagree 1 2 3 4 5 6 Strongly agree
17. Parents on our school governing body should visit the school during school hours to ensure effective attendance by educators
Strongly disagree 1 2 3 4 5 6 Strongly agree
18. In our school, organisational structures involve stakeholders to facilitate good working relationships
Strongly disagree 1 2 3 4 5 6 Strongly agree
19. In our school, educators are involved in setting specific goals for the school as part of the strategic plan
Strongly disagree 1 2 3 4 5 6 Strongly agree

Indicate the extent to which you agree or disagree with each of the following statements, using the following 6 point scale where:

20. The common vision of our school fosters support among educators
Strongly disagree 1 2 3 4 5 6 Strongly agree
21. Our school community assists with the physical maintenance of the school
Strongly disagree 1 2 3 4 5 6 Strongly agree
22. Our school governing body encourages parents to become involved in their children's education
Strongly disagree 1 2 3 4 5 6 Strongly agree
23. The organisation structures in our school make the co-ordination of school activities possible
Strongly disagree 1 2 3 4 5 6 Strongly agree
24. Our school's vision tries to accommodate the aspiration of the educators in our school
Strongly disagree 1 2 3 4 5 6 Strongly agree
25. The values of our school are compatible with the values of the school community
Strongly disagree 1 2 3 4 5 6 Strongly agree
26. Our school governing body is given regular reports on the academic progress of learners
Strongly disagree 1 2 3 4 5 6 Strongly agree
27. Staff development is an important aspect of our school's strategic plan
Strongly disagree 1 2 3 4 5 6 Strongly agree
28. Our school governing body makes educators feel valuable
Strongly disagree 1 2 3 4 5 6 Strongly agree
29. Our school makes school facilities available to the community
Strongly disagree 1 2 3 4 5 6 Strongly agree
30. Our parents have sufficient time to assist with the management of the school
Strongly disagree 1 2 3 4 5 6 Strongly agree

Indicate the extent to which you agree or disagree with each of the following statements, using the following 6 point scale where:

31. In our school, the communication process between parents and parents governors is effective
Strongly disagree 1 2 3 4 5 6 Strongly agree
32. Our school's vision attempts to accommodate the common expectations of the community
Strongly disagree 1 2 3 4 5 6 Strongly agree
33. Our principal encourages educators to reflect on their teaching practices
Strongly disagree 1 2 3 4 5 6 Strongly agree
34. Our school governing body has benefited from the training sessions that were provided
Strongly disagree 1 2 3 4 5 6 Strongly agree
35. In our school, partnerships are characterised by a sharing of information
Strongly disagree 1 2 3 4 5 6 Strongly agree
36. Strategic planning in our school focuses on long-term planning
Strongly disagree 1 2 3 4 5 6 Strongly agree
37. Our school governing body is tactful when communicating with educators about complaints received about them
Strongly disagree 1 2 3 4 5 6 Strongly agree
38. Our school excels in academic activities
Strongly disagree 1 2 3 4 5 6 Strongly agree
39. Our school governing body establishes working relationships between educators and parents
Strongly disagree 1 2 3 4 5 6 Strongly agree
40. In our school, hierarchical structures assist effective school management
Strongly disagree 1 2 3 4 5 6 Strongly agree
41. Our school management team facilitates the development of a common vision
Strongly disagree 1 2 3 4 5 6 Strongly agree

Indicate the extent to which you agree or disagree with each of the following statements, using the following 6 point scale where:

42. In our school, partnerships are characterised by mutual respect
Strongly disagree 1 2 3 4 5 6 Strongly agree
43. In our school, parent involvement leads to parent-educator co-operation
Strongly disagree 1 2 3 4 5 6 Strongly agree
44. In our school, frequent feedback on the progress of the school's action plan is important for strategic planning
Strongly disagree 1 2 3 4 5 6 Strongly agree
45. Our principal is actively involved in the development plan of the school
Strongly disagree 1 2 3 4 5 6 Strongly agree
46. Our school has a supportive partnership with the district office
Strongly disagree 1 2 3 4 5 6 Strongly agree
47. Our parents want to be involved in the management of the school
Strongly disagree 1 2 3 4 5 6 Strongly agree
48. Our school's organisational structure makes effective teaching possible
Strongly disagree 1 2 3 4 5 6 Strongly agree
49. Our school governing body does not interfere with the professional duties of educators
Strongly disagree 1 2 3 4 5 6 Strongly agree
50. Our principal encourages the formation of dynamic structures to ensure the participation of all in the decision-making processes
Strongly disagree 1 2 3 4 5 6 Strongly agree
51. Our school's constitution is the result of participation of all stakeholders
Strongly disagree 1 2 3 4 5 6 Strongly agree
52. Our school community is aware of the school's strategic plan
Strongly disagree 1 2 3 4 5 6 Strongly agree

Indicate the extent to which you agree or disagree with each of the following statements, using the following 6 point scale where:

53. Our school's common vision inspires commitment from educators
Strongly disagree 1 2 3 4 5 6 Strongly agree
54. In our school, there is a partnership between the governing body and the business sector
Strongly disagree 1 2 3 4 5 6 Strongly agree
55. Parent involvement is essential for the successful academic performance of learners in our school
Strongly disagree 1 2 3 4 5 6 Strongly agree
56. Collaborative organisational structures in our school do not interfere with policy decisions
Strongly disagree 1 2 3 4 5 6 Strongly agree
57. Our school's vision enables stakeholders to feel a sense of pride in their school
Strongly disagree 1 2 3 4 5 6 Strongly agree
58. Our school community shares in the success and failures of our school
Strongly disagree 1 2 3 4 5 6 Strongly agree
59. Our parents are reluctant to become involved in the management of the school
Strongly disagree 1 2 3 4 5 6 Strongly agree
60. Our school governing body criticises educators for unsatisfactory work
Strongly disagree 1 2 3 4 5 6 Strongly agree
61. Our principal encourages educators to play an active role in the development of the curriculum
Strongly disagree 1 2 3 4 5 6 Strongly agree
62. In our school, there is a meaningful partnership between the school and the community
Strongly disagree 1 2 3 4 5 6 Strongly agree
63. Participation in the control of educators' work will enhance the capacity of our school's governing body to govern effectively
Strongly disagree 1 2 3 4 5 6 Strongly agree

Indicate the extent to which you agree or disagree with each of the following statements, using the following 6 point scale where:

64. Collaborative organisational structures in our school contain no status level
Strongly disagree 1 2 3 4 5 6 Strongly agree
65. Our school community can/should/is able to provide for the needs of the school
Strongly disagree 1 2 3 4 5 6 Strongly agree
66. In our school, parents are involved in coaching extra-mural activities
Strongly disagree 1 2 3 4 5 6 Strongly agree
67. The organisational structures of our school assist collaborative communication
Strongly disagree 1 2 3 4 5 6 Strongly agree
68. Collaborative organisational structures in our school contain no status level
Strongly disagree 1 2 3 4 5 6 Strongly agree
69. Our principal assists in making the school's academic programme easy
Strongly disagree 1 2 3 4 5 6 Strongly agree
70. The leadership in our school encourages community involvement in school affairs
Strongly disagree 1 2 3 4 5 6 Strongly agree
71. In our school, partnerships are characterised by shared responsibility
Strongly disagree 1 2 3 4 5 6 Strongly agree
72. Participation in the selection of educators contributes to our school governing body's capacity to govern effectively
Strongly disagree 1 2 3 4 5 6 Strongly agree
73. Collaborative organisational structures in our school lead to uncertainty as to who must accept accountability
Strongly disagree 1 2 3 4 5 6 Strongly agree
74. Our school's strategic plan promotes teamwork
Strongly disagree 1 2 3 4 5 6 Strongly agree

Indicate the extent to which you agree or disagree with each of the following statements, using the following 6 point scale where:

75. Our school's common vision provides for outcomes-based education
Strongly disagree 1 2 3 4 5 6 Strongly agree
76. Our school community is involved in the governance of the school
Strongly disagree 1 2 3 4 5 6 Strongly agree
77. In our school, partnership between the school governing body and the district office is characterised by a willingness to negotiate
Strongly disagree 1 2 3 4 5 6 Strongly agree
78. In our school, parents attempt to promote culturally-bound education
Strongly disagree 1 2 3 4 5 6 Strongly agree
79. In our school, collaborative structures assist in achieving high standards of performance
Strongly disagree 1 2 3 4 5 6 Strongly agree
80. Our principal encourages active parent involvement
Strongly disagree 1 2 3 4 5 6 Strongly agree
81. Our school governing body acknowledges the achievements of educators
Strongly disagree 1 2 3 4 5 6 Strongly agree
82. During strategic planning in our school, leadership styles of the school management team are analysed
Strongly disagree 1 2 3 4 5 6 Strongly agree
83. Our school governing body informs the community about positive aspects of our school
Strongly disagree 1 2 3 4 5 6 Strongly agree
84. Our parents encourage learners to attend school regularly
Strongly disagree 1 2 3 4 5 6 Strongly agree
85. Our school's governing body listens to educators' opinions
Strongly disagree 1 2 3 4 5 6 Strongly agree

Indicate the extent to which you agree or disagree with each of the following statements, using the following 6 point scale where:

86. Our principal facilitates the process of consensus decision-making
Strongly disagree 1 2 3 4 5 6 Strongly agree
87. In our school, partnerships are characterised by a sense of shared purpose
Strongly disagree 1 2 3 4 5 6 Strongly agree
88. The beliefs and values of our community are accommodated in strategic planning sessions
Strongly disagree 1 2 3 4 5 6 Strongly agree
89. Professional development of educators is part of our school's strategic plan
Strongly disagree 1 2 3 4 5 6 Strongly agree
90. Our school governing body encourages feedback from educators concerning their job satisfaction
Strongly disagree 1 2 3 4 5 6 Strongly agree
91. Our parents regard good educators qualifications as important
Strongly disagree 1 2 3 4 5 6 Strongly agree

SECTION C

Please indicate your rating by circling the appropriate number:

1. I consider my school to be

Amongst the most effective schools in the Province.....	1
More effective than most schools in the Province.....	2
About as effective as other schools in the Province.....	3
Less effective than most other schools in the Province.....	4
Among the least effective schools in the Province.....	5

2. Circle the three factors that you believe play the most important role in gaining promotion in the education system:

Hard work?.....	1
Good fortune?.....	2
Knowing the right people?.....	3
Qualifications?.....	4
Experience?.....	5
Having a good work ethic?.....	6
Having good interpersonal skills?.....	7
Popularity?.....	8
Gender?.....	9
Race?.....	10
Not sure?.....	11

3. Which one of the following would you say is the most important to prepare a learner for life:

To be self-disciplined?.....	1
To be well liked or popular?.....	2
To be able to think for himself/herself?.....	3
To be able to work hard?.....	4
To be able to function as an effective citizen?.....	5
To be able to help others?.....	6

Thank you for your patience and co-operation in completing this questionnaire