

**A PSYCHOPEDAGOGIC PERSPECTIVE OF  
THE RELATIONSHIP BETWEEN THE  
PRINCIPAL AND THE GOVERNING BODY**

***DEVALINGUM SAMINATHAN PILLAY***

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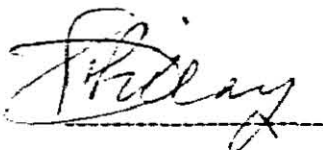
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## DECLARATION

*"I declare that this dissertation: 'A psychopedagogic perspective of the relationship between the principal and the governing body' represents my own work, and that all the sources I have used or quoted have been indicated and acknowledged by means of complete references."*



D.S. PILLAY

DURBAN

JANUARY 1995

## **DEDICATION**

*This work is dedicated to my wife MALA PILLAY and my sons TREVESH and LESHARIN, for their loving support, encouragement and inspiration during the course of this study.*

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## **SUMMARY**

The aims of this study were to:

- research the relationship between the school principal and the governing body by means of a literature study;
- establish how the relationship between the principal and the governing body influences the child's education;
- determine, in the light of the findings obtained, certain guidelines according to which a harmonious relationship between the principal and the governing body can be established.

The school as an educational institution was established by society when parents experienced feelings of inadequacy in the performance of their educative task. They no longer had the ability to guide and accompany the child with respect to the specialised subject matter and the requirements of *modern society*. Consequently parents nowadays send their children to school to receive formal education. However, parents cannot and may not delegate the privilege and responsibility of their children's education to the school, and must retain the primary responsibility of their children's education. They should therefore be involved in the formal education of their children at school.

The primary and functional task of the school is the formal education and training of its pupils. For the school to perform this task efficiently, effective management is necessary, and it is this management that lies in the hands of the principal. The management activities of the principal includes planning, organisation, guidance and control. As the educational leader,

there is no one other person with a greater influence on every facet of school life than the principal, and it is his perception of education and teaching that is reflected in all the facets of the life of his school. His personality as a leader not only influences the job satisfaction of his staff members, but with the passage of time becomes a cardinal factor that guides the morale and quality of the school as an educational institution. The principal is also the pivot upon which all the school activities hinge, and the quality of his performance as the leader of a team of trained and selected professionals is a determining factor in the success or failure to achieve the primary objective of the school.

Organised parent involvement in the formal education of children is embodied in statutory parent bodies, such as governing bodies, and in non-statutory parent bodies such as parent-teacher associations (PTA's). Parent bodies offer the parents who elected them a high level of representation in matters concerning the formal education of their children. The governing body is the mouthpiece of the parents in the community, with statutory powers to implement decisions which have been made. Therefore, formal education does not function in a vacuum. The family as a primary, and the school as a secondary community should work together and a spirit of partnership should exist between the family and the school for the benefit of the child's education. Furthermore, parental involvement in school matters should take place in an organised and orderly fashion.

Parents and principal become partners in the learning and becoming of non-adult members of the community. Neither the parents nor the principal alone can fulfil the education task completely. They require each other's cooperation in this regard. It has become evident that the family and the school as partners have mutual expectations of each other. Only if a relationship of mutual trust, respect and understanding between the principal and the governing body exists, and if concordant objectives relating to

educational matters are pursued, can these expectations be realised. It is generally acknowledged that this relationship is indispensable for the harmonious, functional and effective accomplishment, not only of educative teaching in the school, but also of education in the primary education situation in the family. The parents and the principal should function as equal partners in an educational partnership.

In the light of the findings of this research, recommendations concerning the following were formulated:

- Principles governing parent involvement.
- Effective parental involvement.
- Management of parental involvement by the principal.
- Communication between school and home.
- Parent orientation and training.
- Functions of the governing body.



## **OPSOMMING**

Die doel met hierdie studie was:

- om die verhouding tussen die skoolhoof en die bestuursliggaam te ondersoek deur middel van 'n literatuurstudie;
- om vas te stel in watter mate dié verhouding die opvoeding van die kind beïnvloed;
- om in die lig van die bevindinge, sekere riglyne te bepaal vir die daarstelling van 'n harmonieuse verhouding tussen die skoolhoof en die bestuursliggaam.

Die skool, as opvoedkundige inrigting, is deur die gemeenskap ingestel omdat ouers hulself nie langer bekwaam genoeg vir die opvoedingstaak beskou het nie. Ouers beskik nie meer oor die vermoë om aan die kind voldoende steun en leiding te gee ten opsigte van die gespesialiseerde vakinhoud en vereistes van 'n moderne samelewing nie. Daarom stuur ouers hulle kinders skool toe vir dié formele opleiding. Ouers kan en mag egter nie die voorreg en verantwoordelikheid van die kind se opvoeding slegs aan die skool toevertrou nie. Opvoeding is en bly die primêre verantwoordelikheid van die ouers en daarom moet hulle betrokke wees in die formele skoolopvoeding van die kind.

Die primêre en funksionele taak van die skool is die formele opvoeding en opleiding van sy leerlinge. Om hierdie taak toereikend te verrig is doeltreffende bestuur noodsaaklik en hierdie bestuur berus by die skoolhoof. Bestuursaktiwiteite van die skoolhoof sluit ondermeer beplanning, organisasie, leiding en beheer in. As onderwysleier is die skoolhoof die persoon wat die grootste invloed op alle fasette van die skoollewe uitoefen. Dit is dan ook die

hoof se persepsie van opvoeding en onderrig wat in al die fasette van die skoollewe weerspieël word. Die hoof se persoonlikheid as leier beïnvloed nie net die werksbevrediging van sy personeel nie, maar word met verloop van tyd 'n kardinale faktor wat bepalend is vir die moraal en gehalte van die skool as opvoedkundige inrigting. Die hoof is ook die spil waarom al die skool aktiwiteite wentel en sy optrede as leier van 'n uitgesoekte, professioneel-opgeleide span speel 'n deurslaggewende rol in die sukses of mislukking in die bereiking van die primêre doelstelling van die skool.

Georganiseerde ouerbetrokkenheid in die formele opvoeding van hulle kinders word deur statutêre ouerverenigings, soos bestuursliggame en nie-statutêre ouerverenigings, soos die ouer-onderwysers-verenigings (OOV's) omvat. Ouerverenigings wat deur die ouers verkies word bied aan hulle verteenwoordiging op 'n hoë vlak in sake rakende die formele opvoeding van hul kinders. Die bestuursliggaam tree op as die spreekbuis van die ouers in die gemeenskap en beskik oor die statutêre mag in besluitneming en die implementering daarvan. Formele opvoeding vind dus nie in 'n vakuum plaas nie. Die gesin as primêre en die skool as sekondêre gemeenskap moet saamwerk om 'n gees van gesonde vennootskap daar te stel tot voordeel van die kind se opvoeding. Ouerbetrokkenheid in skoolaangeleenthede moet op 'n georganiseerde en geordende wyse geskied.

Die ouers en die skoolhoof word vennote met die doel om onvolwasse lede van die gemeenskap te vorm, te onderrig en te ontwikkel tot volwaardige volwassenes wat hul plek in die gemeenskap sal volstaan. Nóg die ouers, nóg die skoolhoof alleen kan die opvoedingstaak op hul eie suksesvol uitvoer. Hulle het mekaar se samewerking nodig. Dit blyk ook dat die gesin en die skool as vennote wedersydse verwagtings van mekaar koester. Hierdie verwagtings kan alleen verwesenlik word indien 'n verhouding van wedersydse vertrouwe, respek en begrip tussen die hoof en die bestuursliggaam bestaan en as gemeenskaplike opvoedingsdoelstellings

deur beide nagestreef word. Dit word algemeen erken dat die bovermelde verhouding onontbeerlik is vir die harmonieuse, funksionele en effektiewe uitvoering van sowel opvoedende onderrig in die skool as die primêre opvoeding in die gesin. Die ouers en die skoolhoof moet as gelyke vennote in die opvoedingsituasie funksioneer.

In die lig van die bevindinge van hierdie studie, is aanbevelings rakende die volgende geformuleer:

- Beginsels betreffende die bestuur van ouerbetrokkenheid.
- Effektiewe ouerbetrokkenheid.
- Beheer van ouerbetrokkenheid deur die skoolhoof.
- Kommunikasie tussen skool en ouerhuis.
- Ouer orientasie en opleiding.
- Funksies van die bestuursliggaam.

# CHAPTER 1

## ORIENTATION

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# **CHAPTER 1**

## **ORIENTATION**

### **1.1 INTRODUCTION**

Dispute over the governance of education has been a feature of South African political life throughout the century (NECC, 1992: 1). Certainly much has occurred since the unbanning of organisations like the African National Congress, the South African Communist Party and the Pan Africanist Congress. A variety of ideological viewpoints with regard to education has emerged (Dekker & Lemmer, 1993: 442). By March 1993 there were two major research documents produced, namely the Educational Renewal Strategy (ERS) document as well as the report of the National Education Policy Investigation (NEPI) (CSD, 1993: 3). The Education Renewal Strategy document recommends a decentralized education system while the National Education Policy Investigation report recommends a strong centralized system (Heese & Badenhorst, 1992: 25; Miller, 1993: 15). It is clear that the new educational dispensation will come about only as a result of a process of negotiation (NECC, 1993 b: 56).

Although the sum total of education changes after the political settlement is likely to be considerable, they will not happen over-night. Many features of the present system will continue in the future (McGregor (ed.), 1992: 19). A unitary education system is most likely to succeed under present constraints if at the local level, the level of school governing body, for example, parents and teachers are actively involved in the governance of education. At this level the diversity of needs, aspirations and perceptions of different sections of the South African society can best be satisfied

(Mncwabe, 1990: 65). According to McGregor (ed.) (1992:331) well defined governing bodies with clearly defined powers and functions are the only way forward.

## 1.2 ANALYSIS OF THE PROBLEM

The relationship between the school and community appears to be threefold, namely the relationship between the school and the community at large, the parent community and the business community (Blaug, 1976: 274). Van der Walt (1994) maintains that the relationship between the community and the school is established because a portion of the state income from tax is allocated to education. Through the state, the community at large is concerned with education (Barnard, 1984: 196).

According to Baptie (1994) the parents community's relationship with the school does not, at first, spring from financial considerations although they are tax payers as well. Parents are concerned with the school because their children are helped to unfold more fully and more quickly than at home, while in turn, the school is dependent on the protection and support of parents (Barnard, 1984: 195). As parents are the natural and primary educators, and because the state is unable to carry the financial burden of education alone, parents are morally obliged to contribute towards education. The financial support of parents provides them with more say in education than would otherwise be the case. At the same time the school is put into a position of greater responsibility (Van der Westhuizen (ed.), 1991: 386).

The business community will include a portion of the parent community. It is an entity in society which provides the community's needs for goods and services. To satisfy this demand the business community has a need for

schooled manpower which is provided by education (Van Schalkwyk, 1981: 105). The business community is prepared to invest money in education, but at the same time expects that this investment will enhance the level of education (Van der Westhuizen (ed.), 1991: 386). The contribution of various sectors of the community to education makes the school dependent on the community. This dependence results in demands being made on a school principal's management abilities and forces him to form and maintain a healthy relationship with the community and more especially with the parent community (Gorton, 1980: 44).

The complete and optimum becoming of the child rests with the educative teaching partnership between parents and teachers/principals (Van der Westhuizen (ed.), 1991: 430). Although the premise exists that the parents and school are indispensable partners in the education process, practice remains far behind (Badenhorst (ed.), 1993: 110). Vandegrift & Greene (1992: 57) are of the opinion that the improvement of parent involvement particularly among at-risk populations, has become one of the most challenging tasks facing educators and governing bodies today. It is unfortunately so that for many parents school brings back memories of their own failure. Some feel uncomfortable, embarrassed and even guilty when they walk into a school. Others do not feel valued by the school (Dekker, 1994: 2).

Preparing the ground for cooperation between the school and parents depends on removing any possible obstacles not only effectively but also as rapidly as possible. One reason for the absence of cooperation may be the perception of the parent as a competitor and not as a true partner (Hall, 1986: 2). According to Hall (1986: 5) the problem is that if the parent is not treated as a competitor by the principal, he is relegated to the role of client.

The level of education depends on the support of the parent community. In

contrast, the level of development of a community is dependent on the level of education. The school serves the parent community and has to adapt to its nature and character (Van Schalkwyk, 1981: 98). This mutual dependence between the school and the parent community appears to have the following pattern according to (Van der Westhuizen (ed.), 1991: 338-407; Dekker, 1994: 6-7):

- For the maintenance of a high level of education the school is dependent on the community's moral and financial support.
- In exchange, the school develops the youth of the parent community according to the spirit and character of that parent community.
- To ensure that their children's potential is used in an optimum way for their own benefit, for that of the community, for the good of the country and to honour God, the school community and parents have to become actively involved and have a say in the educative teaching of their children.

For the principal the involvement of the parent community and their say in educational affairs has the implication that it affects his management responsibility directly. The principal should be adequately equipped for his task so that he is able to act with authority and self-confidence (SATC, 1983: 19-20).

The necessity for a healthy school-parent relationship is generally recognised by both principal and parents (Desai, 1994; Pillay, 1994). The role of an educational leader is constantly redefined by his daily contact with parents as well as by his predecessors, literature and the school governing body. Role



expectations of the educational leader may differ from those of the parents and the governing body (Topping, 1986: 1; Sayer (ed.), 1993: 66-67). Wolfendale (ed.) (1989: 34) maintains that wide variations exist in both parental expectations of schools and schools' expectation of parents. Parents are not a homogeneous group made up of individuals with static belief systems. Equally, schools are dynamic and stress-prone. Furthermore, since the overall territory of the curriculum is itself dynamic, neither parents nor schools can remain impervious to the need for change. But possibilities for change in parental attitude or in schools' practice may be facilitated or inhibited. This is a challenge facing the principal and the governing body (Saxe, 1984: 51).

While both parties according to Baptie (1994) have a vested interest in the well-being and success of the children in school, they may not hold similar views on the schools' priorities, resources, time allocation or even fundamental philosophy. These differences generally result in conflict between the principal and the parent. Throughout the ages certain factions within the community have sought to use schools to help achieve their specific aims. Sometimes these aims have embodied religious, social and political ideals (Mncwabe, 1990: 84; Sayer (ed.), 1993: 66-67).

Parental participation according to Vorster (1993) and Govender (1994) always implies recognition of and respect for the authority structure and autonomy of the school. Parents should be free to criticise or to make positive contributions to important aspects of education, but they do not have the right to prescribe to the school's internal educational authority. Just as the school cannot replace the internal authority of the home, so the home cannot trespass upon the internal authority of school education. Parental participation via governing bodies does not mean sole authority or domination

(Dekker, 1994: 8). In the final analysis participation comes down to the mutual recognition and respect of the school and the home for one another as independent partners. Only when this condition is met does the relationship between the school and home have a good chance of succeeding, to the benefit of the pupil and education as a whole (Griffith & Hamilton, 1984: 2; NECC, 1993 a: 15; Dekker, 1994: 8).

### 1.3 STATEMENT OF THE PROBLEM

The problem that will be investigated in this study concerns the relationship between the principal and the governing body, and may be formulated as follows:

- Although the principal-governing body relationship has as a common goal the education of the child, practice has shown that undefined roles in the respective rights and obligations between the principal and the governing body could lead to disharmony.
- The disharmony in the relationship will adversely affect the education of the child .

### 1.4 ELUCIDATION OF CONCEPTS

#### 1.4.1 Attitude

An attitude can be defined as a positive or negative emotional relationship with, or predisposition towards an object, institution or person. This includes emotive, cognitive and behavioural aspects (Plug, Meyer, Louw & Gouws, 1991: 146; Le Roux (ed.), 1992: 5).

#### 1.4.2 Communication

The interactive process through which thoughts, opinions, feelings or information is transferred from one person to another with the intention of informing, influencing or eliciting reaction. It can take place by means of verbal or non-verbal symbol systems (Le Roux (ed.), 1992: 5; Dekker, 1993: 2).

#### 1.4.3 Conflict

The existence of conflicting or diverse objectives, interests or views amongst individuals or groups. Such differences in opinion can be of a verbal, physical or psychological nature and are always addressed in relationships (Van den Aardweg & Van den Aardweg, 1988: 49; Le Roux (ed.), 1992: 6).

#### 1.4.4 Educative teaching

Educative teaching according to Van Schalkwyk (1988: 28) and Dreckmeyr (1989: 52) comprises five essential components, namely educand, educator, educational content, teaching and learning and the aim of education. Educative teaching is essentially the unfolding/development of a pupil's potential by:

- an educator/teacher;
- means of educational content;
- the execution of teaching and learning;

in order to obtain a particular educational goal.

#### 1.4.5 Governing body

A governing body plays an important role in the day to day management of a school. School governing bodies comprise the principal of the school and a number of members elected from the parent community. The powers of the governing bodies are largely derived from parliamentary legislation. While minor variations may occur between schools, governing bodies generally oversee administrative and financial matters of the school (Van Schalkwyk, 1988: 88; Dekker & Lemmer, 1993: 227).

#### 1.4.6 In loco parentis

Literally translated, the expression means "in the place of the parent". Black (1979: 708) defines it as being in the place of the parent: charged, factitiously with a parent's rights, duties and responsibilities. Claassen (1976: 218) defines it as: "In the place of the parent. Those who have been entrusted by the parents with the custody and control of children under age are said to stand *in loco parentis* to the children". People who are acting *in loco parentis* are *inter alia* teachers and principals (Oosthuizen, 1992: 126).

#### 1.4.7 Life-world

According to Vrey (1987: 15-20) life-world is the Gestalt or the integration of an individual's (child's) meaningful interacting relationships. One's life-world comprises all the people, objects, systems, ideas, forces, attitudes and everything to which one has understandably attributed meaning. By establishing the network of relationships the child constitutes a life-world that forms his psychological space and reality to which he is oriented (Vrey, 1987: 15-20; Grobler & Möller, 1991: 30-31).

#### 1.4.8 Partnership

A partnership may be described as a working relationship that is characterised by a shared sense of purpose, mutual respect and the willingness to negotiate. This implies a sharing of information, responsibility, skills, decision-making and accountability (Wolfendale (ed.), 1989: 5; Dekker, 1994: 9).

#### 1.4.9 Principal

The principal in the school situation means the person who is first in rank. The fact that the principal is referred to as an educational leader and/or *educational manager* automatically implies that he is in charge of a particular kind of organisation – a school. It also implies that he offers guidance to teachers and pupils of his school as well as to the parents and other parties concerned, and that his guidance is calculated to bring out the best in every facet of education and teaching (De Witt, 1993: 9).

#### 1.4.10 Relationship

Relationship is the dynamic, interactive, truly human stand or alignment with another person or persons, whereby bipolar association or interaction is established and mutual influence is realised (Van den Aardweg & Van den Aardweg, 1988: 193; Le Roux (ed.), 1992: 14).

### 1.5 AIMS AND VALUE OF THE STUDY

The aims of this study stem from the statement of the problem and can be formulated as follows:

- To undertake a literature study pertaining to the relationship between the principal and the governing body.
- To examine the theoretical implications of this research and formulate certain recommendations which may serve as guidelines for the effective functioning of schools and governing bodies.

This study has the following value:

- It provides an overview of the relationship between the principal and the governing body and some of the problems encountered in the relationship.
- This information may be utilized by principals, members of the governing body, parents as well as other stakeholders with an interest in education to improve the management of schools so that the child benefits.
- This work should also prove useful to all those in promotion posts in education (such as school principals, deputy principals and heads of departments) and teachers interested in promotion posts.

## 1.6 METHOD OF RESEARCH

Research with regard to this study will be conducted by means of a literature study of available relevant research material. In addition to this interviews will be undertaken with authoritative persons such as principals and chairpersons of governing bodies and school committees.

## **1.7 FURTHER COURSE OF THE STUDY**

Chapter 2 will focus on parents as primary educators.

Chapter 3 deals with parent involvement in formal education.

Chapter 4 will provide an overview of the role function of the principal.

Chapter 5 will focus on an accountable relationship between the principal and the governing body.

Chapter 6 will contain a summary and a number of recommendations.

## **CHAPTER 2**

### **PARENTS AS PRIMARY EDUCATORS**

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## **CHAPTER 2**

### **PARENTS AS PRIMARY EDUCATORS**

#### **2.1 INTRODUCTION**

In order to study, from a psychopedagogic perspective, the phenomenon of the relationship between the principal and the governing body, it is important to give an exposition of parents as primary educators. According to Dekker and Lemmer (1993: 161), parents should have no uncertainties as to:

- the responsibilities of parenthood and how education at home serves as a basis for school education; and
- the role, purpose and task, as well as the limitations and possibilities of their cooperative activities as regards the education of their children.

Education is essentially the accompaniment or rather, the leading upward of a child by adults in his own ascent to adulthood, as the formal and ultimate or total aim of education. The term pedagogy is also indicative of a course of action or a structural procedure which is followed in everyday life with a view to helping children to achieve adulthood eventually. The concept pedagogy thus actually functions in the field of pedagogics as a synonym for the concept education (Du Plooy, Griessel & Oberholzer, 1987: 22-23).

In order to give an exposition of parents as primary educators it is essential to:

- discuss parenthood and in particular, parenthood as a responsibility and its implications; and
- get an overview of the pedagogic situation and the pedagogic relationships of understanding, trust and authority.

## 2.2 PARENTHOOD

Parenthood means that parents will notice that their dependent children are in need of and are seeking support. It also means that the parents will acknowledge their children's potential to be and to want to be persons in their own right. If they are to become people in their own right, or to achieve self-actualization, the child needs educative accompaniment. The family is a place for educative accompaniment or a preformed educative space in which parents can intervene educatively by showing their approval or disapproval of the child's behaviour (Munnik & Swanepoel, 1990: 3).

Parental intervention always takes place according to specific norms representing the parents' own norms and scale of values. Parental intervention therefore means that the child is addressed in accordance with norms which also apply to the parents both within the family and in broader societal structures (Dekker & Lemmer, 1993: 162).

### 2.2.1 Parenthood as a responsibility

The word parenthood is synonymous with the acceptance of responsibility for the procreation and rearing of one's child. Parenthood is loving obedience to God and the voluntary acceptance of responsibility towards a being whom God has brought into the life of man. Parenthood is a task of love in thankfulness for a kind deed of God – it is the fulfilment of a task and an answering to a call from eternity (Urbani, 1982: 42-43).

The family situation is one in which parents and children encounter one another. The parents are the adults who must accompany their children to adulthood. Parents educate their children so that they can become fully fledged members of their society. Education or parenthood implies specific demands made of parents. The first demand is that the parents themselves should be proper adults and must be aware of the requirements of adulthood (Munnik & Swanepoel, 1990: 3).

De Witt (1979: 59) describes the family as a typically normative, ethical or loving community united by mutual ties of solidarity, unity being the hallmark of the normal family. It is moreover, says De Witt (1979: 59) a closed community in microcosm and sovereign in its own sphere. Members are bound by ties of blood in the most intimate way and in a happy home there is a feeling of interdependence and intimate solidarity. The members of the family enjoy one another's company, differ lovingly and live in harmony because on the whole they share the same view of life and the world (Landman, 1983: 15-19; Grobler & Möller, 1991: 134-135).

According to Pretorius (1979: 56-58) and Grobler & Möller (1991: 134) education in the home is education in a community in microcosm on account of the:

- intimate unity and solidarity;
- sovereignty in its own sphere;
- shaped view of life and reality; and hence
- distinctive norms; and
- distinctive values.

De Witt (1979: 59) contends that education is possible because of the mutual ties of:

- love (community of love);
- blood (blood relationship);
- dependence; and
- intimate solidarity.

As a result of education members of the family are able to (Munnik & Swanepoel, 1990: 5-7; Grobler & Möller, 1991: 134):

- enjoy one another's company;
- differ lovingly;
- live in harmony; and
- preserve unity among themselves.

A child is a human being, a person. He is born weak, unable to help himself, but he has a great deal of potential for maturity. To mature in a specific culture, the child needs to be educated (Vrey, 1987: 11). In its purest and most original form education is characterized through the mother's intimate involvement with her child. The mother gives birth to the child and creates security for him by establishing for him an intimate and safe space at home. Education at home according to Griessel, Louw & Swart (1993: 8) constitutes the primary educative milieu (environment). The safe space at home becomes the springboard for the child in his exploration of reality surrounding him. Because of an intuitive feeling for the child's need – a need based on the fact that the child knows and acknowledges his dependence on an adult who calls

upon him to realize himself – the mother gives herself unconditionally (Vrey, 1987: 22-24).

A child needs a mother as well as a father to provide him with enough self-confidence to lead him to extend the horizons of his life-world and simultaneously to accept his task as co-designer of a world of human co-existence. Practising a particular occupation, the father leaves the intimate atmosphere of home every day to earn a living in the outside world, and the child experiences this world as alien and threatening. In this way the father provides for the living needs of his family, and for the child he becomes the trusted symbol constituting a bridge between the known (home) and the unknown (world of adults). Thus he not merely represents the unknown living space, but he provides a glimpse of the future for the child (Kruger (ed.), 1992: 56; Griessel, Louw & Swart, 1993: 8-9).

### 2.2.2 Parenthood implies child rearing

The family is regarded as the primary environment for rearing the child (Kruger (ed.), 1992: 54). The parent who follows the Calvinistic Christian philosophy, for example, will accept child rearing as a transaction between two or more persons – on the one hand the educator and on the other, the educand. Conscious of his vocation, the educator (parent) concentrates on the educand (child) in order to equip, mould, lead him to and convince him of meaningful, conscious, voluntary and responsible acceptance of his task in life. The educand on the other hand is a minor who requires assistance, advice, guidance and moulding from the adult to enable him as a responsible person to fulfil his vocation (i.e. to love his God with all his heart, soul and mind and all his strength and to love his neighbour as himself) (Urbani, 1982: 44; Grobler & Möller, 1991: 134-135).

Child rearing in its true form must therefore answer to specific norms. The parent's task in rearing his child includes the following (Urbani, 1982: 44; Munnik & Swanepoel, 1990: 5-7):

- to win the child's confidence;
- to show faith in his child;
- to show that he accepts his child;
- to show an interest in his child, that he cares for him and to be sympathetic towards him;
- to make his child feel safe and secure;
- to build up a stable, affective relationship with his child;
- to support his child in his educational need;
- to show an understanding of his child;
- to exercise authority over his child (set requirements and limits);  
and
- to set norms and values for his child.

From the first moments of the child's existence in the world, he announces that he is someone who will take part in the life-world, a taking part which continues to the end of his life. Because of the child's openness and directedness to the world, from the beginning he is actively busy actualising his given possibilities and this means that he is busy changing. This becoming involves a progressive and continuous movement in the direction of the life-world of the adult (Griessel, Louw & Swart, 1993: 4-5). Becoming,

as the necessary change which must arise in the child's life, is directed to becoming a proper adult. This means that a child must and should become different. Because the child is a human being, he is someone who himself will become (change). As given possibilities, the structure of his psychic life disposes the child to become grown up. Because of this, the child is able to take an active part in his becoming. It is also an irrefutable fact that a child, because of his essential nature, needs the help and support of an adult. Without upbringing the child cannot become a proper grown-up. The child's becoming an adult implies the necessity for education (Sonnekus, 1985: 47-48).

Learning (as is becoming) is an original mode by which a human being finds himself in the world. The child learns because he is a person, and he learns as a person. In becoming, the child shows himself also as someone who himself will learn. Learning by the child is the basis for his becoming and changing, since, in essence, becoming cannot be actualised without learning. The child does not learn because he is brought up, but rather, the child is brought up precisely because he can learn. The relationship of upbringing between adult and child is carried out by the adult's educative instruction and by the child's readiness to learn. Thus, education, becoming and learning are meaningfully connected as far as the child's becoming an adult is concerned (Le Roux (ed.), 1993: 30-32).

Vrey (1987: 59) maintains that the child as someone who wishes to be an adult in his own right, that is in accordance with his given psychic potential, does not become an adult automatically. Integrally implied in this event are, a purposeful involvement by the adult and self-actualising initiatives by the child within the constraints of an environmental reality. By participating in the educational event, the child demonstrates his will or intentionality to become

an adult. This "demonstration" manifests as a self-actualization of psychic life in terms of the theoretical constructs of "becoming" and "learning", as observed in "ways of becoming" and "ways of learning" (Sonnekus, 1985: 51).

Vrey (1987: 48-49) explains the act of "becoming" as meaning to come to someone. Van Niekerk (1987: 20-26) identifies the following inter-related modes of becoming: exploration, emancipation, differentiation, distantiation and objectivation. However, "becoming" is not to be separated from "learning": there will be a change in the child's becoming only if he learns or has learned; that is, the child becomes as he learns, and learns as he becomes.

Sonnekus (1985: 57) makes three important assumptions:

- The child's psychic life is a totality, and it is actualised as a totality by the child in his relation to reality.
- Becoming and learning are the modes of manifestation of the psychic life of the child-in-education.
- The actualization of the child's becoming and learning takes place within the framework of the situation of upbringing.

Le Roux (ed.) (1993: 30-32) maintains that the psychic life of a child is given with child-being; it is his wealth of possibilities which are given at conception; possibilities that are to be transformed into realities through education. As given possibilities, the essentials of the structure of his psychic life dispose him to become an adult. Because of this, he is able to take an



active part in his becoming an adult. However, he needs the help and support of an adult to do so.

According to Van Niekerk (1987: 20-26), the child's modes of becoming (exploration, emancipation, distantiation, objectivation and differentiation) can be used as psychopedagogic criteria to judge the extent to which the child has succeeded in actualising his psychic life. In other words, the modes can be used to evaluate not only the level of becoming on which the child finds himself, but also the effect or outcome of the adult's educative instruction. In the child's becoming his change becomes evident (Vrey, 1987: 9-10). The change comes about when the child relates to his world physically, socially, intellectually, emotionally and spiritually. Change can only come about when learning takes place. In order to learn and discover new ideas, the child must explore. Exploration takes place only when the child takes the initiative to do so. In other words, the child must want to discover the new ideas (to learn) unless there are inhibiting "circumstances" which prevent the child from learning (Van Niekerk, 1987: 20-21).

During early childhood, the child according to Vorster & Meillon (1991: 49-57) explores through his senses (touch, smell, taste, sight and hearing); but as he grows older, he becomes able to attend, perceive, think, compare, analyze and interpret his surrounding (modes of learning), thus becoming more and more independent; emancipating himself from the adult. This results in the child becoming more and more detached from the adult – or distantiating himself from the adult. Distantiation can only take place when the child feels confident about himself. Confidence in the child only prevails when he feels secure and safe. Unless safety and security are provided in the child's upbringing, the child can never really distantiate himself from the adult. He then develops an inferiority complex, feels insecure and never really actualises

his psychic life. The confidence found with distantiation allows for objective thinking whereby the child refrains from viewing things from a subjective point of view. Objective thinking allows for differentiation whereby the child can distinguish between wrong and right, proper and improper. Because of this reasoning, his becoming then becomes real and actual (Sonnekus, 1985: 51-54).

### 2.3 THE PEDAGOGIC SITUATION

The point of departure of psychopedagogics is the pedagogic situation. A psychopedagogic perspective must, therefore, develop from the pedagogic situation. This implies that categories such as experiencing, cognition, feeling, perceiving, thinking, etc. only acquire psychopedagogic status within the pedagogic situation (Nel & Urbani, 1990: 10). Outside the pedagogic situation they remain anthropological categories. Within the pedagogic situation, they become psychopedagogic categories. The matrix within which the pedagogic situation develops is the pedagogic relationship. The pedagogic relationship can be defined as a relationship between the educator and one or more educands formed with the specific aim of educating the child or children (Van den Aardweg & Van den Aardweg, 1988: 193). The pedagogic situation develops within this relationship. The quality of the relationship has a direct influence on the success or otherwise of the education act. Conversely, the quality of the relationship is also influenced by the success or failure of the education act (Van Niekerk, 1987: 9; Nel & Urbani, 1990: 11).

In the pedagogic situation, according to Landman (Du Plooy & Kilian, 1990: 66), the educator (parent) and the educand (child) are related in a special way. They become involved in education relationships, which are:

- The pedagogic relationship of trust.
- The pedagogic relationship of understanding and knowing.
- The pedagogic relationship of authority.

These pedagogic relationship structures according to Van den Aardweg & Van den Aardweg (1988: 193) are fundamental-pedagogic structures. If they are not realised, no genuine education (pedagogic) situation will be realised, and education cannot be fully actualised.

### 2.3.1 Pedagogic trust

To become an adult, a child must learn to explore his life-world and come to know it. If the child does not feel secure, the child will be reluctant to venture into the unknown and his learning will cease to progress adequately. This confidence and security are experienced by the child when the adult accepts the child as he is, and the child trusts and accepts the adult as a guide to and an image of his own future. This resulting sense of confidence and security promotes the child's readiness and willingness to explore and to learn (Du Toit & Kruger, 1991: 11).

From the above, it is evident that the relationship of trust is significantly pathic/affective in nature. It is primarily within this relationship that the trusted adult accompanies the trusting child and provides emotional support. The quality of the relationship of trust, or affective guidance, is directly related to the quality of the child's learning (Sonnekus, 1985: 51; Vrey, 1987: 24).

Whatever the educator and the educand accomplish during their pedagogic

encounter, there is a specific goal, and that is – that the events are aimed towards a future about which the educand is still uncertain. He searches for certainty. His human form of existence is a venturing out to the future. Because this is inevitable, he has to depend on the support of the adult to do so. Since his future actually represents a greater existential venturing than in the present, he needs someone he can trust. In this way he will gain a foothold or 'anchorage' in life, today, tomorrow and in the days to follow. He wants to be certain that life (with his educator) is meaningful, and that his participation in life and in reality is not without significance. He hankers after safety and security and once he has acquired this, he experiences emotional security (Du Plooy, Griessel & Oberholzer, 1987: 95).

A trusting sphere in which the child and the educator (parent) accept each other as persons who are bearers of human dignity is necessary to constitute the education relationship. In accepting the child, the adult must accept the child as he is, but also as he wants to be, must be and should be. The mutual involvement of the educator and the child is indicated in the adult's accosting of the child as a "child". In calling out the name "child" the adult concurs that he accepts the existence of an ontic bond between himself and the child. This ontic bond is a pre-condition for the constitution of a co-existential world as life-world in which the child can trust the adult as someone who welcomes him on the grounds of his indisputable human dignity (Oberholzer, Van Rensburg, Gerber, Barnard & Möller, 1990: 84-85).

According to Kruger (ed.) (1992: 54) the child should not be viewed in a cold and unsympathetic manner. He should be lovingly accepted by the adult as a fellow human being. Since one is concerned here with the mutual involvement of adult and child, it is also of great importance for the child to trust the adult. The child's trust in the adult is shown by his willingness to accept and realise the norms himself that are exemplified through the adult's

life. The relationship of trust as a pre-condition for education implies active and meaningful involvement of adult and child. In actually calling to the child, the adult exhibits his trust in the child. In other words, the adult shows his trust in the child to lead a life which is worthy of being human. In his being together with the child in trust, the adult is presently related to the child in the pedagogic situation on account of his faith in the child's potential to become that which he ought to be through increasing humanisation (Kilian & Viljoen, 1990: 169).

The key to the understanding of trust is faith. One can only trust a person if one has complete faith in him. Faith always appears within a relationship. Faith is lasting, firm and consistent. It encompasses the sensible, the valuable and the truth for the one who has faith. It is dynamic and is a fulfilment of the demands emanating from what the person who has faith views as the "good order". It ensures security, consistency and safety to the person who trusts. Pedagogic trust manifests numerous dimensions. The educator must have faith that the child is educable within the society. He must also have trust in the social order within which he educates. If his faith in any of the two (spheres) is inconsistent or fluctuates, then the pedagogic situation will be weakened, especially because the child's faith in the educator (parent) depends on the educator's trustworthiness (Griessel, Louw & Swart, 1993: 53-54).

A child has expectations of "his world" which, although still very much founded in the present situation, are also to a great extent future directed. A well educated small child has a diffused, still naive but explicit faith in his educator. His orientatedness is equally undifferentiated and unrefined. As the child grows older and his psychic life develops within the pedagogic situation, his orientatedness becomes more differentiated and refined (Nel & Urbani, 1990: 76). There is enough evidence to prove that the psychic life

of a pedagogically neglected child (abused child) develops inadequately and that his orientatedness remains relatively undifferentiated and unrefined (Van Niekerk, 1987:11). The crucial point of the problem is the under-development of the feelings which are not only weakened, but are mainly directed at satisfaction on the sensory level.

The pedagogically neglected (hampered or disadvantaged) child will neither love nor trust. It is even doubtful if he can hate. Behaviour which may seriously harm others may often emanate from lack of feelings of either love or hatred (Van Niekerk, 1987: 16).

### **2.3.2 Pedagogic understanding**

The child desires to be someone and also needs to and wants to know and understand. In order to adequately actualise this cognitive directedness (intentionality), the child relies on the accompaniment or guidance of a trustworthy as well as an understanding adult. This accompaniment of the child by the adult towards increasing knowledge and understanding not only requires that the educator generally understands the nature of children and the role of education in their becoming, but also the uniqueness and particularity of this child in his actuality and potentiality. This understanding should also reflect a respect for the dignity of the individual child (Grobler & Möller, 1991: 42-43). The child's acceptance of such accompaniment emanates from his belief and trust in the adult as someone who offers advice and knowledge worth following. This implies that the child regards the adult as someone who understands him well and is always ready to be there for his benefit. Because the child wants to be grown up, he has a perceptive understanding that he is directed towards adulthood. In this way the child's willingness is impelled to explore and learn to understand the life-world as learning content (Nel, 1988: 57-58).

Although, basically speaking, this relationship may revolve around unequal interpersonal understanding between the adult and the child, it also embraces understanding of certain aspects of the life-world. This means that the relationship of understanding implies a relationship of exploration within the pedagogic situation (Van Niekerk, 1987: 46). It becomes the duty of the parent to support the child in this exploration towards a knowledge of the life-world as learning content. This aspect of the relationship gains prominence when one takes a didactic-pedagogic or teaching perspective on educating. Obviously, the pedagogic relationship of understanding has a profound cognitive quality. Thus the primary purpose of this modality is the adult's ability to assist and guide the child to self-actualization of his cognitive potentialities (i.e. cognitive modes of learning) with regard to the content presented to the child by the adult (Du Plooy, Griessel & Oberholzer, 1987: 98-99).

The relationship of knowing is a condition for creating and maintaining the education relation. An adequate pedagogic relationship of understanding depends on the extent of the mutual knowledge and understanding between the educator (parent) and the educand (child). In learning to know the child well, the educator has to acquaint himself well with the educand's capacity of being educable, and who the educand is. The educand also has to learn to know the educator and his expectations of him. On the strength of their mutual knowledge, they both establish the education relationship which either of them can initiate (Oberholzer *et al.*, 1990: 90-91). The importance of the relationship of knowing within the education situation, is that it is characterised by trust. The educator endeavours to teach the educand that each one of his actions (as self-becoming action) in accordance with behavioural expectations, (i.e. as educative events aimed at influencing and improving) represents a breakthrough of his situatedness in the education

situation. They also mark an extension of the horizons of his life-world. Because of the invaluable help, support and guidance of the familiar educator, the educand acts with great discretion after making responsible decisions befitting the norms of adulthood. His action is essentially the design of a significant world as 'home' for him (Du Plooy, Griessel & Oberholzer, 1987: 98-100).

To begin with, the child does not understand himself, because the horizons of the situation in which he finds himself are still diffused. It is for this reason that the adult must continuously explicate the as yet unknown reality to the adult-in-the-making. However, in explaining reality to the child, the adult should simultaneously call on the child to participate to enable the child himself to start giving personal meaning to reality in order to get to know himself. The child on his own cannot get to know himself or life reality without the expert guidance of the educator who helps to show him the way. Reality will then become known and understandable to the child. In this way the child gets to know his own reality situatedness (Oberholzer *et al.*, 1990: 90-91).

It is imperative for the child to give meaning to reality and his own reality-related position. Meaning-giving is very important for knowing reality as life reality, and must be done willingly by every human being (child). By constituting meaning through giving meaning the child in fact realises himself. In verbalizing reality the child verbalizes himself, and by so doing the child gets to know himself and reality. But because reality to the child is at first concealed reality, the educator has to illuminate concealed reality so that the child can get to know it. The child must also start giving meaning to illuminate reality and himself. It is the adult's duty, that knowing his life-world should explain very lucidly to the child that it is crucial to his becoming an adult to personally know reality and his related position to reality (Kilian &



Viljoen, 1990: 165; Grobler & Möller, 1991: 42-43).

To understand pre-supposes that one must have knowledge of that which one wants to understand (Van Niekerk, 1987: 11). Understanding implies thinking, i.e. the solving of a problem. This implies a phenomenological approach to that which one endeavours to understand. One will have to differentiate between essential and non-essential knowledge. Only then can one proceed to a refined analysis of that which is essential before one can arrive at an understanding of the nature of the relationships between the different essential characteristics of the situation with which one is confronted (Nel & Urbani, 1990:11).

The adult will have to know the following in order to understand within the pedagogic situation (Nel & Urbani, 1990: 12-13):

- Essential nature of Man.
- Cultural society.
- *Functioning of a school.*

(1) Essential nature of Man

The educator needs to understand the essential nature of Man. Knowledge and understanding of man rests on common sense. This common sense is the outcome of a well-balanced education and usually operates on the intuitive level (Nel & Urbani, 1990: 12).

(2) Cultural society

According to Jairam (1994) the educator needs to have knowledge and

understanding of the cultural society in which he lives and in which he educates his children. Education means, *inter alia* to lead a child into a cultural society. The child is led to discover facts, principles, norms, values, customs, etc. which to some extent differ from culture to culture, and even from different social groups within the same culture. Once the essential characteristics of man have been actualised in the life of the educand, he will be able to orientate himself within any group where the characteristics are accepted as fundamental structures, upon which the society rests (Nel & Urbani, 1990: 13).

### (3) Functioning of a school

The modern world based on intricate dynamics of technology places a great responsibility on the school. The school has to prepare and lead pupils into modern society with its modern cultural values without separating the pupils from their families. The school has to play the role of the mediator in bringing together the families and their children into the forum of knowledge and understanding of how the school functions, and what the nuclear age demands from them and their children. This is often very difficult especially in some rural black societies where many parents have never been to school and may be inclined to base their interpretation of the function of the school on traditional life and world views. They must understand that they must become actively involved in the cycle of the child's upbringing, from the home to the school and finally, within the community (Mhlambo, 1993: 45-46).

#### 2.3.3 Pedagogic authority

Pedagogic authority cannot be imposed on children, but can be acquired or developed through interaction between the educator and the child in a spirit

of mutual trust, respect and understanding. The educator as a symbol of authority, has to display certain qualities in his inter-personal relationships or contact with the child in order to get him to accept and respect his authority (Grobler & Möller, 1991: 35-36; Mhlambo, 1993: 46).

According to Nel & Urbani (1990: 15) pedagogic authority differs from all other forms of authority because it has roots in love. Pedagogical love according to Vrey (1987: 94) is the most important attribute of the parent-child-relationship. Yet later in the course of the child's becoming, this pedagogical love is increasingly significant in the adult/educator-educand relationship when it underpins the relationship of pedagogic authority: The components of this pedagogical love are knowledge, care, respect, responsibility and trust (Griessel, Louw & Swart, 1993: 137-138).

An educator (parent or teacher) can only be entrusted with pedagogic authority if he displays love for the child, concern for his well-being and a genuine interest in his progress. Pedagogic love implies an affective disposition that indicates a feeling of mutual attraction, affection and closeness and sacrifice between the adult (parent) and the child. But before pedagogic authority can succeed, there must be mutual understanding between the adult and the child. If the parent or adult does not know the child well to impart the norms and values inherent in the societal code of conduct, then the progress of pedagogic authority may flounder. Their bond of mutual acceptance may be weak. Through respect the adult and the child will accept each other just as he is – as a unique person in his own right. The child has to perceive the adult's demeanour as reliable, consistent and trustworthy before he can submit himself to the educator's guidance, and attach appropriate meanings to what is wrong and what is right (Du Plooy, Griessel & Oberholzer, 1987: 102-103; Kruger (ed.), 1992: 55).

In the course of the child's becoming and learning there are many areas of emotional development that may be affected. Du Toit & Kruger (1991: 90) observe that although discipline is essential, it is unnecessary to exercise rigidity and excessive strictness in the name of authority. A child who is intentionalised towards success in attaining the accepted standard of adulthood, may rebel against too much authority and regard it as suppressive of his personality or actualization of his possibilities if there is no pedagogic love displayed. According to Nel & Urbani (1990: 16), parents may teach children verbally to be non-violent but can at the same time demonstrate the exact opposite by the instrumental violence of physical (corporal) punishment as an authoritative figure. Physical punishment is often accompanied by verbal communication which justifies the parent's behaviour and along with it violence or the germ of violence. The best predictor of future violence has a history of past violent behaviour. Without the child being thwarted in his journey of exploration towards his future, he should through pedagogical love learn from an early age to obey rules and show deference to authority. When strict discipline by parents is accompanied by emotional rejection and an atmosphere of animosity, the dividing line between discipline and violence may indeed be blurred (Vrey, 1987: 94; Nel & Urbani, 1990: 16-17; Du Toit & Kruger, 1991: 61-62).

Initially, most of the life-world is concealed from or is unknown to the child. The educator should gradually present aspects of the life-world which have been reduced to their essential core such that the child can grasp and learn to know the content. It is also obvious to the educator that within the particular community into which a child is being brought up, there are important and unimportant aspects of the life-world as well as hierarchies of acceptable and unacceptable meanings and behaviours. In this way the question of the responsible giving and receiving of meaning becomes evident.

This means that the giving and experiencing of meaning are always matters of norms and values. Since the adult already understands and lives these norms and values, he has something to "show and tell" the child regarding them. But this showing and telling must take place within a dialogue between the adult and child and not a monologue directed at the child by the adult. If the pedagogic relationship structures of trust and understanding have been adequately actualised, the adult can appeal to the child to listen to and respond to the authority of these norms and values. At the same time, the child because of his helplessness is appealing to the adult for normative guidance (Oberholzer *et al.*, 1990: 86-90).

It is also noteworthy that the source of pedagogic authority according to Ferreira (1994: 60-62) is not invested in the adult as such, but in his observance of the norms and values to which the adult is committed. These norms and values are exemplified to the child by the adult's word and deed in a trusting and understanding way. In this manner within the relationship of authority, the child experiences what in psychopedagogics is called "sympathetic and authoritative guidance". The establishment of authority as one of the major aspects of all education and every education action is so paramount that Du Plooy, Griessel & Oberholzer (1987: 107) believe that if there is lack of authority and sympathetic, but authoritative guidance, adulthood can never be attained. This manifests that the relationship of knowing and the relationship of trust are pre-conditions for the existence of the relationship of authority (Kilian & Viljoen, 1990: 171; Griessel, Louw & Swart, 1993: 138-140).

## 2.4 SYNTHESIS

Parenthood means that parents will notice that their dependent children are

in need of and are seeking support. It also means that the parents will acknowledge their children's potential to be and to want to be persons in their own right. If they are to become people in their own right, or to achieve self-actualization, the child needs educative accompaniment. The family is a place for educative accompaniment or a preformed educative space in which parents can intervene educatively by showing their approval or disapproval of the child's behaviour.

Parenthood also implies a mutual relationship of trust, understanding and authority between parent and child. This means that parents and children will know and understand each other. Parents who know their children will know what they can expect from those children. Children who know their parents and the norms which they subscribe to will know in advance what they may or may not do in a particular situation. Trust between parent and child relates to the empathy, climate or atmosphere existing between them. This atmosphere may be tense, overly permissive, excessively strict or authentic. An authentic trust relationship implies accessibility which makes it possible for them to open up to and accept each other. Only then can children venture to discover the world around them, but can also return to their parents for help if they run into trouble in their exploration and discovery of the wider world of society. If parents and children know and accept each other, the exercise and acceptance of authority as an educative action becomes possible.

The reference to the three basic conditions for parental education – mutual knowledge and understanding, trust and authority between parent and child – is incomplete. These education relationships also known as pedagogic relationships as they exist are realised in the secondary education situation (school). It is therefore vital for parents to become actively involved in the secondary education situation which forms the focus of attention in the next chapter.

# CHAPTER 3

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## **CHAPTER 3**

### **PARENT INVOLVEMENT IN FORMAL EDUCATION**

#### **3.1. INTRODUCTION**

The influence of parents on the becoming and learning of their children is clearly very strong (Galvin, 1990: 203). Children spend more time at home than they do at school, and their parents usually have primary responsibility, as well as real concern, for them (Lemmer & Squelch, 1993: 96). In the past, parents have been encouraged to relinquish their responsibility during school hours, to specialists in education. It is only recently that educators have appreciated the valuable contribution that parents can make to the educational process through their commitment to and knowledge of their children. For too long, formal education has been seen as the exclusive domain of a school with the result that parent involvement in education has been very limited. In recent times, however, there has been a gradual move away from total separation of home and school to an increasing awareness and recognition of the central role of parents as equal partners in the education of their children (Van der Westhuizen (ed.), 1991: 424-425; Dekker & Lemmer, 1993: 167).

Lemmer & Squelch (1993: 96) realised that neither the parent nor the teacher alone, can educate the child adequately. Parent involvement is now assuming a new form in South Africa as a result of the greater democratisation of education. Greater recognition has been given to the role of parents in the management of schools. The "broad democratic movement" including the



African National Congress subscribes to a "bottom up" strategy in educational reform. This will give parents a more formal stake in the management of schools. Teachers thus realise more than ever before that the success of their efforts depend largely on parent cooperation (Badenhorst (ed.), 1993: 109).

The fundamental premise of this chapter is that parents must become partners in education.

### **3.2 THE INTER-RELATIONSHIP BETWEEN THE HOME AND THE SCHOOL**

Schools are man-made, secondary designs which were created because parents no longer felt fully competent to perform their educative task. Although the function of the school is defined as teaching or tuition, in a broader sense it remains the education of children. This is, however, supplementary education. Parents cannot and may not delegate to the school their privilege and responsibility of educating their children. Parents retain the primary responsibility for the education and personal actualization of their children. Consequently it is essential that parents should be involved with the school (Munnik & Swanepoel, 1990: 76-80).

#### **3.2.1 Home-school relations**

True educative teaching necessitates a partnership between home and school in order to uphold unity in education (Stone, 1984: 3). The act of educating is indivisible and cannot be split into two isolated spheres of home and school as this would be detrimental to the child's social, emotional and cognitive development. Parental education and school education do not represent two

*opposing worlds – school education activities accord with and build upon the foundations of home education (Dekker, 1986: 55).*

Neither the parent nor the teacher alone can fulfil the education task completely. As partners they should collaborate in the closest possible way. The parent as the primary educator of his child, and the teacher, as the child's secondary educator, are in a state of mutual interdependence – a relationship which has to develop, or even better: evolve. This can therefore be identified as a symbiotic relationship (Badenhorst (ed.), 1993: 109).

Responsible parents consider their children's education important. They want to be kept informed of their child's progress in school and to be involved in their child's education. Parents also need and are interested in other kinds of information, education and involvement. Parent involvement in school activities is based on the natural right of parents to educate their children (Badenhorst, Botha, Lion-Cachet & Van der Linde, 1994 b: 15). From various research projects regarding the maintenance and improvement of home-school relations, consistent findings emerge, such as the fact that parent involvement in schools is significantly related to the following (Dekker & Lemmer, 1993: 154; Lemmer & Squelch, 1993: 96):

- improved student academic achievement;
- improved student attendance at school;
- improved student behaviour at school; and
- increased community support for schools, including human, financial and material resources.

If anything has been established about home-school relations, it is that there

are many ways for schools and homes to cooperate, and that no one way is superior. They simply accomplish different purposes. Schools, parents and children almost always benefit (Baptie, 1994).

### 3.2.2 Forms of parent involvement

Parent involvement helps parents discover their strengths, potentialities and talents and to use them for the benefit of themselves, the family as a whole and the school (Morrison, 1978: 22). According to Dekker & Lemmer (1993: 155) parent involvement can take the form of:

- cooperation
- participation (which leads to)
- partnership.

#### (1) Cooperation

It must be recognised that the quality of education and teaching in schools improves with an improvement in the quality of cooperation between schools and parents (Badenhorst *et al.*, 1994 b: 26).

"Parental cooperation" is crucial for a school policy to work (NECC, 1993 a: 190). For a situation of real cooperation to exist Kelly (1974: 16), Mittler & Mittler (1982: 48) and Clark (1983: 207) believe that the following aspects have to be taken into account:

- Parents and teachers need each other. They are in pursuit of a common goal, namely effective educative teaching, and to achieve it they have to cooperate with one another.

- *One of the basic requirements for cooperation between home and the school arises from the recognition of how much they have in common and how much they have to learn from one another. They have no alternative but to keep the communication channels between them open for the sake of the child's education. Cooperation implies active involvement which arises from the parent's interest in his child's welfare.*
- *If the intention is to stimulate interest, the school must involve parents and children as quickly as possible, before a feeling of apathy takes root. Only when a determined effort is made by teachers and parents to get to know each other really well is it discovered that their aspirations for the children are very much in accord. When parents and teachers possess a mutual appreciation of the role each has to play in the education of the child, opportunities for development are increased.*
- *Cooperation will improve if education is regarded as a key avenue to economic advancement as well as having a value of its own. Lifelong cooperation and participation in the educational process must be viewed as providing inestimable benefits to self, family and community. As school becomes meaningful and purposeful for the student, school issues become an integral part of family consciousness.*
- *For real cooperation parents and teachers have to share skills and information with each other and to do so in an open, honest way which includes a recognition of each others' limitations in knowledge and expertise.*

(2) Participation

Through participation the parent can restore his natural right in education. Participation does not mean that everyone participates in everything, but rather that parents are represented on all levels of school management (Dekker & Lemmer, 1993: 136).

In future the school and the family will have to communicate with each other in an organised manner. Apart from their work in the classroom teachers will thus have to be trained for effective communication with parents. If not, they are likely to develop a defensive attitude towards any form of parent involvement. It is important that every teacher should be convinced of the necessity of a sound partnership between these two parties (SAOR, 1985: 3).

The NECC (1993 a: 15) has the following to say about participation in decision making:

- The strongest form is that of participation in decision making, often called direct democracy. This form is most appropriate at local levels of participation, although the principle of direct democracy is partly served by means of partnership relations between key stake-holders at regional and national levels. Joint or shared decision-making should be accompanied by joint responsibility, which will have legal and financial implications. Where there is joint decision-making without joint responsibility, democracy may hinder, rather than help to achieve quality and efficiency in education.

Participation may be exercised individually or collectively in organised non-statutory and statutory parent bodies (Dekker, 1994: 8).

### 3.3 PARENT-TEACHER PARTNERSHIP

A parent-teacher partnership according to Wolfendale (ed.) (1989: 5) can be defined as a dynamic process whereby teachers and parents work together for the ultimate benefit of the child. The process involves collaboration on educational matters, setting goals, finding solutions, implementing and evaluating shared goals as well as inspiring and maintaining trust between parents and teachers. Parent-teacher partnership is intended essentially to promote and support pupils' learning, school performance and general well-being (Lemmer & Squelch, 1993: 96).

#### 3.3.1 Assumptions underpinning the partnership

According to Bondesio, Beckmann, Oosthuizen, Prinsloo & Van Wyk (1989: 101), Kruger (1989: 1-2) and Theron & Bothma (1990: 162-163) the assumptions underpinning parent-teacher partnership are:

- Parents are primary educators.
- Parents have a right to be involved as they have the final responsibility for their children.
- All parents care about their children's welfare and well-being.
- Parents want their children to succeed academically.
- Parents want to cooperate.
- All parents can make a contribution.
- Schools do best when they involve parents.

- The skills of parents and teachers compliment one another.
- *Parents can provide vital information and offer valuable insights about their children.*
- *Parents can help improve their children's academic performance, attitudes and aspirations.*
- *Parents can be effectively involved in teaching their children.*
- *Parents can assist in the management of the school.*
- *Parent involvement reduces misunderstanding and possible conflict with the school.*
- *Parent involvement can prevent the school from becoming isolated.*
- *Parent involvement improves home-school communication.*

### 3.3.2 Conditions for genuine partnership

Claassen (1976: 121) and Kruger (1989: 1) refer to four conditions which are necessary for the effective functioning of a partnership between parents and teachers. These are as follows:

- The first condition is that of gain. The "gain" referred to here is not aimed directly at financial gain – it is more of a joint effort aimed at forming the educand into a productive adult of society to which the partners belong.

- Secondly, the common activities of the parties should be aimed at their "joint benefit". The common benefit both parties derive from their years of input in regard to dedication, time and money, is the educand's formation to maturity.
- In the third place, the agreement should be placed on a legal basis to confirm the structured division of mutual rights and duties according to common and statutory law.
- In the fourth place, each partner is expected to make a contribution to the partnership. The parent may, for instance, make a financial, advisory or supporting contribution, while the teacher, because of his professional preparation, makes inputs regarding the contents of subjects.

Ensuing from the last condition, the various contributions to the partnership by the parent (family) as primary educator and the teacher as secondary educator will be analyzed in more detail.

### 3.3.3 The parent as primary educator

Education is primarily the task of the parents (Van den Aardweg & Van den Aardweg, 1988: 181). Within the family context education is promoted by the fact that family ties of the parental homes as primary social group are much closer and more intimate than any other bond within any other social group. This duty of education is confirmed by the baptismal vow made by parents (Theron & Bothma, 1990: 160).

Linked to the parents' responsibility to educate and guide the child towards



adulthood, the following legal requirements apply (Van der Vyver & Joubert, 1985: 611):

- The parent is responsible for the physical education of the child. Related to this is the parent's duty to physically care for, protect and clothe the child.
- The formation of the character of the child includes aspects such as honesty, diligence, obedience, patience and dependability.
- Religious instruction is the right of the parent.
- The development of the child's mental capabilities through his subjection to formal education.
- The child is born in a particular community where certain values and norms, which are unique to a particular culture group, apply. The parent's duty to educate, consequently is that of the cultural formation of the educand.

The parent's ability to educate is, however, restricted in two ways (Kruger (ed.), 1992: 91-92; Griessel, Louw & Swart, 1993: 49-50):

- The parent does not have the ability to guide and accompany the child in respect of all specialised subject contents.
- The parent is not able to prepare the child for the specialised requirements of the market-place.

It is for this reason that the parent should turn to his partner in education, the teacher, who is professionally equipped for the above tasks (Bondesio *et al.*, 1989: 103).

#### 3.3.4 The teacher as secondary educator

Whereas in the home, education usually takes place spontaneously, intuitively and informally, education in the school is carried out in a formal, purposeful, differentiated and specialised manner by professionally trained persons. However, formal instruction at school is and remains a continuation of the educational basis laid in the parental home (Louw (ed.), 1983: 46; Oosthuizen, 1992: 123).

Prinsloo & Beckmann (1988: 42-43) maintain that parents are compelled to delegate some of their rights and duties to the teacher. Under modern conditions of life, parents must send their children to school and entrust teachers with the education of their children. They have to follow their good conscience and custom, with due regard to the true interest of their children. The education that takes place in school is, therefore, not isolated from the parental home: it should be a continuation of, and should link up with, the spirit and direction of the parental education (Van der Westhuizen (ed.), 1991: 430). The teacher's authority as a secondary educator (that is, one who is *in loco parentis* – a common law principle) is also based on statutory law (Bondesio *et al.*, 1989: 104). The fact that parents are empowered to delegate certain rights and duties, renders the teacher to some extent accountable to the parent and to the community (Prinsloo & Beckmann, 1988: 42-43).

#### 3.3.5 The partnership

Rapid change has become a characteristic of our society, which places

emphasis on action: active involvement and participation for maximum mutual benefit (Vorster, 1993). The dynamic provision of education in our country is a process which requires constant revision and renewal. Dialogue amongst parents, teachers, the community at large and employers is most important in establishing priorities. Parents and teachers have to be partners because the demands made by society on education of children necessitate cooperation between the partners in all fields (Kruger (ed.), 1992: 91-92; Griessel, Louw & Swart, 1993: 49-50).

Nowhere in education according to Pillay (1993) is the principle of partnership more important than the level where the question of how to provide the most effective education for all children in South Africa is addressed. The principle of partnership management is of the utmost importance and is based on a fundamental relationship of trust and openness between partners (Dekker, 1994: 6-7). In a partnership, people's right, and particularly their privileges, cannot be adequately addressed by legal definitions alone. Mutual appreciation, understanding and respect surmount any limitations imposed by such definitions. The foundations of the structure of partnership should be such that, when a problem arises, the first resource is not to law, but rather to mutual understanding which exists within the partnership (Wolfendale (ed.), 1989: 121; Dekker & Lemmer, 1993: 157).

Van der Walt (1994) is of the opinion that there is no hierarchy of partners, but only an unwritten agreement that each partner will accept his responsibilities and pull his weight. If one partner neglects his obligations, he places a heavier burden on the other partners. The efforts of parents and teachers in defining their reciprocal responsibilities in education, help to establish a sound foundation of trust. This relationship of trust must be developed in order to embark upon specific action to establish procedures and structures which will ensure sound communication. Therefore, each party within the partnership has to be provided with all the necessary information

and knowledge as to his specific part in the school's activities, how he has to execute them and within which bounds he has to perform these tasks (Dekker & Lemmer, 1993: 157; Badenhorst *et al.*, 1994 b: 23).

Moodley (1994) maintains that an important requirement for cooperation in a close partnership is a positive attitude. Although the ways and means of reaching objectives employed by various partners might differ, partners should *never become estranged and unity should never disintegrate*. It is clear that partnership also means joining forces, whilst retaining individuality. A successful partnership depends, among other things, on parents and teachers trusting one another, being aware of and understanding one another's needs and aspirations, communicating effectively, and having a say in the education of the child, with due consideration of each partner's field of expertise (Rutherford & Edgar, 1979: 19).

Partnership involves a two-way process of joint activities in which parents and professionals come together on the basis of equality right from the start. It can take various forms and may involve setting goals, finding solutions and implementing and evaluating them (Lemmer & Squelch, 1993: 96). Therefore, partnership requires working in a team which implies (Hall, 1986: 5):

- cooperation, not confrontation;
- integration, not isolation; and
- continuity, not competition.

Jenkins (1981: 23) and Kruger (1989: 1) are of the opinion that true partnership involves working jointly in concert to educate the child in the fullest sense of the word, namely building up his:

- sense of self-worth;
- social skills;
- human understanding;
- communication skills;
- thinking capacity;
- reasoning; and
- self-discipline.

Oosthuizen is convinced that parents should become more actively involved in the teaching programme in schools. When parents become involved in the instructional process, they are more likely to make school a priority of their children and their children are likely to achieve better (SATC, 1983: 19; Oosthuizen, 1992: 125). This heightened achievement by the child may be due to the following (Kelly, 1974: 16; Dekker & Lemmer, 1993: 158):

- the lessening of distance between the goals of the school and those of the home;
- the positive changes in teachers' attitudes resulting from the greater sense of accountability when parents of their children are visible in the schools; and
- his increased sense of control over his own destiny when he sees his parents actively engaged in school activities.

As parental visits to school are made, knowledge about the student according to Desai (1994) is increased. With this knowledge, parents are better able to

assist the school in helping the student to the fullest. Without this knowledge, parents and teachers may be at cross purposes or may each deal with the young person in ignorance of the other setting (Clark, 1983: 205).

The possibilities for parents to become directly or indirectly involved as partners in school activities are almost inexhaustible. Berger (1987: 95-96) is of the opinion that parents can play an important part as:

- spectators who merely observe what the school as the authority figure does with their children;
- accessory volunteers who provide treats and create parties with involvement geared only to a specific time and task after which they withdraw from the educational environment to await the next assignment;
- resources (workers in the classroom) in school's instructional programme, developing resource materials and curriculum ideas or occasionally sharing their expertise;
- policy makers (participators) whose decisions directly affect the schools their own children attend; and
- teachers of and the one continuous force in the education of their children from birth to adulthood.

Kindred, Bagin & Gallagher (1976: 130-131) and Dekker & Lemmer (1993: 159) see parents as:

- partners, performing obligations for the child's education and social development;

- collaborators and problem solvers, reinforcing the school's efforts with their child and helping to work out solutions to problems, such as discipline or safety;
- audience, attending and appreciating the school's as well as their child's performances and productions;
- supporters, providing volunteer assistance to teachers, the parent organisation and to other parents; and
- advisors and co-decision makers, providing input on school policy and programmes through membership in ad hoc or permanent governance bodies.

### 3.3.6 An organised say for parents

In the South African education system the structured cooperation between the teaching profession and the parents has grown in such a way that it is at present visible from the local to the national levels (Bondesio *et al.*, 1989: 106; Dekker, 1994: 32). Two basic forms of an organised say for parents are distinguished:

#### (1) Non-statutory parent bodies

These bodies are defined by Prinsloo & Beckmann (1988: 41) as bodies "which need not be constituted in terms of the law". These bodies include parent-teacher associations (PTAs) or parent associations, such as the TEMPA (Transvaal English Medium Parent Association) or class parent bodies. These parent bodies or committees can be established at the class or school level. Possible forms of parent participation in non-statutory bodies would include committees for buildings and grounds, financial matters, curricular matters,

school marketing and communication, sport and so forth (SATC, 1983: 22; Dekker, 1994: 34).

(2) Statutory parent bodies

In terms of legislation, statutory parent bodies must be established at a school. An example of a statutory parent body is the governing body of a school (Lemmer & Squelch, 1993: 100; Dekker, 1994: 34). School governing bodies comprise the principal of the school and a number of members elected from the parent community. The powers of governing bodies are largely derived from parliamentary legislation (cf. 5.4.1). With the establishment of state-aided schools (Model C) and a greater devolution of power to the local level, governing bodies now play a far greater role than ever before (Bondesio *et al.*, 1989: 109; Dekker & Lemmer, 1993: 227).

### 3.4 SYNTHESIS

Children are in an educative relationship with the adults who accompany them on their way to proper adulthood. Originally the family had the sole responsibility of educating the children. In the face of development and progress, together with specialisation, in many areas, parents found it necessary to invoke the aid of specialist educators. Schools were thus established in order to assist parents with their educative tasks.

The family and the school are structurally and practically intertwined and are unable to function independently of one another. On account of the parent's judicial rights and obligations the parent has a "say" in education.



Because the parent and the teacher are responsible for the same child, the family and the school forge a partnership. The meaning of this is that these two social institutions accept responsibility for the child in partnership. The fact the teacher is *in loco parentis* at school does not mean that he bears sole responsibility for the child and that the parent has abrogated his responsibility. On the contrary, the parent remains responsible for his child, even when the child is in school.

For effective education (teaching and learning) to take place in the school, there are a number of other activities which must be carried out in teaching (the school) and which lie outside the field of the teaching-learning situation, without which effective educative teaching would not be possible. One of these activities is the management procedure in the school.

The ever-increasing demands and expectations placed on a school and the school's responsibility and accountability, emphasises the importance of the management task of the school principal. It is therefore necessary to examine the role function of the principal and more especially the educational management tasks of the principal in the next chapter.

# CHAPTER 4

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## **CHAPTER 4**

### **ROLE FUNCTION OF THE PRINCIPAL**

#### **4.1. INTRODUCTION**

*During the past few decades the role of the educational leader (i.e. school principal) has undergone a radical change. Traditionally the educational leader was merely the head teacher and the task of the school (i.e. what the school had to achieve) was of limited complexity (Van der Westhuizen (ed.), 1991: 1; Pretorius, 1994: 83-84).*

The educational leader requires both professional training and experience to manage his school. De Wet (1981: 143) points out that the traditional view was that a competent teacher with a number of years of experience, and the right personality, was well-equipped for the task and demands of principalship. The ability needed by an educational leader to perform certain management tasks could be developed through experience (Theron & Bothma, 1990: 87-88).

As a result of the increasing complexity of the school as an organisation, the educational leader is subjected to changing demands especially in respect of his management tasks (Pillay, 1993). Whereas the principal's tasks used to be focused mainly on teaching, it has now changed to a more management-directed task (Rebore, 1982: 10).

School management is the collective term to describe all management actions undertaken by the principal, such as planning, organising, leading and control.

A school has two essential tasks, namely a functional task (the task and purpose for which the school was instituted and created), and a management task (the task required to ensure that the functional task will be carried out effectively) (Van Schalkwyk, 1994: 14).

Educational leaders according to Vorster (1993) and Govender (1994) should thus carry out management tasks diligently if effective education and teaching are to take place. In the light of this statement, it is therefore necessary at the outset to present an overview of the principal as an educational leader and manager.

#### **4.2 THE SCHOOL PRINCIPAL AS EDUCATIONAL LEADER AND MANAGER**

According to Marx (1981: 57) all persons occupying supervisory posts are engaged in managerial activities regardless of either the hierarchic levels at which such persons are employed or of the nature and scale of the tasks assigned to them. Every person in the teaching profession who is charged with duties involving organisation and decision-making, leadership and policy formulation is in fact engaged in management, which entails the initiation and maintenance of dynamic interaction that could lead to more effective education and teaching (De Witt, 1993: 8).

The principal is dependent on teachers to help him pursue his vocation – and management is necessary and present wherever someone is in control of people's activities and wants to direct those activities by offering guidance towards the attainment of collective goals. Seen in this light, according to Van der Westhuizen (ed.) (1991: 61), management includes the thought and action applied by supervisors towards dealing with problems and professional stress, towards finding solutions and making decisions.

The principal's function is not *exclusively* confined to educational management, however. Since he is the leader in a school, management is only one of his many tasks, and it would therefore be a mistake for him to act the part of an educational manager plain and simple. Constant vigilance is required to guard against overemphasis of school management at the cost of all other leadership activities (De Witt, 1993: 9; Pretorius, 1994: 83-84).

#### 4.2.1 General requirements that have to be met if guidance is to be effective

The fact that a person is referred to as an educational leader automatically implies that he is in charge of a particular kind of organisation – a school. It also implies that he offers guidance to the teaching staff and the pupils of his school as well as the parents and other parties concerned, and that his guidance is calculated to bring out the best in every facet of education and teaching (De Witt, 1993: 9; Shah, 1994: 18-19).

"As the principal, so the school", an axiom as old as schooling itself, simply means that nobody has a greater influence on every facet of school life than the educational leader (Robertsons, 1993). His perception of education and teaching is exemplified in all facets of his school's life, and his personality not only influences the job satisfaction of all his staff members, but with the passage of years becomes a cardinal factor that guides the morale and quality of the school as an educational institution in a particular direction. An incompetent teacher can do considerable damage at a school, but this is far surpassed by the influence of an *incompetent educational leader*, who not only disrupts the school's administration and organisation to the core, but can derail the entire education potential of the school (Pretorius, 1994: 83-84).

According to Jairam (1994) the educational leader is not only the pivot on which the whole administration and organisation of the school turns, but as a key figure he is held responsible for the quality of the teaching offered to the children of the whole community. He is the manager of a school and the organiser of all its multifarious activities. At the same time he also serves as the educational representative on committees and boards offering representation to other social institutions. In society at large he is also the embodiment of the principles the school stands for. In brief, he directs everything that happens in the school (Shah, 1994: 18).

A school principal has to meet egregious demands and, as Bernard (1981: 55) has it, the exacting and highly varied nature of his task is apparent from the many divergent functions he performs, namely those of father confessor, chief justice, educational statesman, professional negotiator, initiator, coordinator, organisational analyst, entrepreneur of change, administrative mechanic, pastoral leader, philosopher and practitioner, idealist and realist, pioneer and preserver of the *status quo*, technical manager, manager of human resources and technical educationist, to name but a few. As the manager of a school the principal can never *escape his leadership task*. This accounts for the close interdependence between the quality of a principal's leadership as it manifests in practice and the effectiveness of his educational management (Robertsons, 1993).

The quality of a principal's performance as the leader of a team of highly trained, carefully selected professionals is decisive for a school's success or failure in achieving its primary objectives. In a paper titled "Onderwysleierskap" Swartz (De Witt, 1993: 10) rightly pointed out the overriding importance of a principal's leadership task for the successful operationalising of a school. He identifies the following leadership roles that

have to be assumed by the principal in practice:

- professional leader;
- spiritual leader;
- administrative leader;
- leader in authority;
- youth leader; and
- community leader.

A study of the literature on leadership by Alan & Paisey (1987: 10-20) reveals unmistakably that the following qualities are universally required for leaders (including educational leaders) to be effective:

- A leader must set a high premium on the value of good human relationships for an organisation.
- He must be prepared to serve.
- A leader gives instructions.
- He earns the approbation of his subordinates.
- He must put the satisfaction of his subordinates' spiritual and physical needs first.

Indeed, as Vorster (1993) has it, educational leadership is integral to the human-relations side of leadership in general. This is why most researchers are united in their contention that leadership must be seen not so much as a



magical or exclusive inborn quality, but as a function that is fulfilled in a particular group situation. And yet leadership is a complex human phenomenon in that it certainly has an intellectual character and presupposes a certain emotional involvement with physical manifestations. For some individual's it may be an inborn quality, but it can also be acquired to some extent (De Witt, 1993: 11).

Pillay (1993) believes that the ideal leader realises only too well that his actions and decisions merely represent the consensus of opinion among his subordinates. Indeed, a leader is at his very best when he accommodates the desires, requests and aspirations of his group to best advantage in his actions. He may have contributed actively to the realisation of the said aspirations and ideals, but he will nevertheless lose credibility if he is tardy or remiss in attending to group aims. Similarly, if he moves too far ahead and consequently loses touch with and becomes alienated from those in his charge, he risks losing them completely. His task, therefore, is to monitor continuously and sensitively what is going on in their minds, otherwise he will simply be ineffectual. Thus he is compelled to perform a perpetual trapeze act on the high wire of leadership where a single false move may spell disaster (Pretorius, 1994: 75).

#### 4.2.2 Functions of leadership role

The role of the leader of a group is an interaction relationship which depends on his own personality and the needs, attitudes and interests of his followers. According to Musaazi (1982: 49) and Shah (1994: 18-21) the leader must possess the following qualities:

- He must be an esteemed person who knows and understands the character of the group. He must understand his followers.

- The leader must have prestige and a record of some achievement in the affairs of the group. He must be a symbol of the ideas for which the group stands. The members must be able to identify with the leader.
- The leader must understand his followers – their fears, values, attitudes, frustrations, ideals and goals. He can only reach this stage by being in contact with a group.
- He must be a person who is able to organise and serve as an administrator. There must be a way to enable the management to carry out the decisions and plans.
- The leader must be adaptable so as to accommodate the changing barometer of human relationships. This factor is inevitable in human societies.
- He must strive for the upliftment of the group's morale. This endeavour will enable him to keep the members together especially if the aims of the involvement imply a goal to be realised.

#### **4.2.3 Personal qualities desired of a school principal as an effective leader**

All people have an image of what the modern principal should be. This image is characterised by certain leadership qualities. If the principal shows that he has some of the following qualities then he is sure to become a role model for the staff (Musaazi, 1982: 173; SATC, 1983: 10-11).

(1) Intelligence

This quality involves natural intelligence, mature and sound judgement, broad mindedness and the ability to foresee and examine problems or tasks and to be able to provide appropriate solutions to them. He should have the verbal ability to communicate effectively with other people (Pretorius, 1994: 83-84).

The principal, to be motivating, must at least be as intelligent as the staff. If he is less intelligent he will not be able to work with a normal intelligent staff – he will always be misled by the staff. The hesitant and clumsy principal cannot inspire his staff. It is essential that a principal should have a high degree of imagination, initiative and originality (De Witt, 1993: 11).

(2) Personality

The following profile relating to the personality of a principal has been suggested by Hansen (1985: 14-18) and Theron & Bothma, (1990: 66-69):

- The principal who is a Christian is dominated primarily by Christ who reigns inside him. The staff, or some of them at least, will be inspired by the example of the principal because his way of working centres on the love of God and the people, that is, children and the community.
- He is confident and displays a positive self image. He has a dignity that he respects and feels called upon to assist the staff and pupils on their way to maturity. He is disciplined within and maintains authority with compassion and fairness. He has a strong, calm and level-headed personality and inspires trust through his steadfastness and directional leadership.

According to Musaazi (1982: 174) it is essential that the principal should have self confidence in himself and in his ideas as he interacts with people. The staff will regard him and his ideas seriously, but when the principal lacks self confidence he ends up being used by persons who have confidence in themselves. The principal, to remain a beacon of light, must have determination and the will to succeed in his work (SATC, 1983: 11).

(3) Sociability

The ideal principal must have the ability to deal with human relation skills. He must be friendly, cheerful and sociable in his approach to people – and what is more – his staff and pupils must see him as such (SATC, 1983: 10-11).

People desire respect and consideration from their fellow human beings. Respect for human dignity requires consideration on the part of the leader. The principal must create a sense of respect and trust in every member of staff. He must be an example of courtesy, politeness and trust towards the people with whom he works. He should always show sympathy and concern for his staff and pupils whenever they are in difficulties (Pretorius, 1994: 83).

(4) Necessity for development

The principal according to Dreyer (1994: 73) is a leader of the educational activity and therefore has been called upon by God to do his work as His co-worker. It is therefore up to the principal to create situations, through which the inborn potential of the staff and pupils can be developed and enhanced to the glory of God. This means that the principal himself may not stagnate, but must continue to grow so that he can serve as a normative example (Theron & Bothma, 1990: 73).

(5) Professionally-minded person

The principal must recognise the good of the profession and do whatever he can to further it. He has a professional obligation to attend conferences, seminars, workshops and other learning activities which can help in contributing to his professional growth and development. Further, the principal must possess leading skills because he is a professional leader. In fact, members of his teaching staff should learn from him the modern techniques of teaching effectively. Finally he should be a scholar in his own right and be in possession of professional knowledge which can be shared by all in his school (Pretorius, 1994: 83-84).

(6) Humility and modesty

The progressive principal must always be humble and modest. Boasting, arrogance and vanity must not appear on his agenda. He should never sing his praises, he should allow other people to do that. He should at the same time avoid points which are calculated to demoralise his staff and are not good for the administration of the school (Musaazi, 1982: 176; Jones, 1987: 42).

#### 4.3 EDUCATIONAL MANAGEMENT TASKS OF THE PRINCIPAL

The principal, jointly with the governing body, must develop the policies and goals of the school. The principal, in consultation with staff, parent and pupil representatives is fully responsible for all planning, organising, leading or guiding and controlling and is accountable for the internal and external image of the school (Shah, 1994: 18).

#### 4.3.1 Planning

Planning may be seen as a reflection of a basic or theoretical manner, policy, rules, procedures, strategies, methods, skills and expertise by the educational leader to achieve and realise educational aims and objectives through people and resources (Teichler, 1982: 42). Planning also involves investigations to obtain information for this purpose. It includes setting out this information in an orderly fashion and the decision-making process of selecting the best methods to achieve the objective (Theron & Bothma, 1990: 181; Badenhorst, Botha, Lion-Cachet & Linde, 1994 a: 7).

With the objective of education clearly in view, the principal must approach his management tasks systematically, because planning gives the manager some degree of control over the future. It also ensures better cooperation, saves time and unnecessary effort and makes better supervision and control possible (Robbins, 1980: 128; Theron & Bothma, 1990: 181).

The importance of effective planning is as follows (Marx, 1981: 215-216; Squelch, 1994 a: 14):

- It is the starting point of the management action.
- Planning is the means of establishing whether the school is still moving in the direction of set objectives.
- It causes one to think ahead.
- It causes the educational leader to continually think about set objectives.

- It helps towards the pursuit and achievement of objectives.
- It provides the opportunity to consider alternative plans.
- It can lead to the better utilization of people and resources.
- It reduces the chances of overlapping.
- It should be undertaken in accordance with the formulated policy of various authorities.
- It provides direction to those concerned and leads to team effort, cooperation and better coordination.
- It can be adjusted through effective control.
- Possible problems can be foreseen and suitable preventative measures taken.

It is apparent that various sub-tasks should be carried out to be able to plan. These are to formulate goals and objectives, policy-making, decision-making and problem solving (Squelch, 1994 a: 13-15). Attention will now be given to sub-tasks which have to be carried out in order to plan.

(1) Formulation of goals and objectives

An educational leader wanting to manage effectively must have clearly defined goals (Van der Westhuizen (ed.), 1991: 144). Kroon (1986: 110) maintains that planning is the management task which concerns the purposeful reflection on future goals and objectives. A distinction between goals and objectives is important. Goals are generalised, broader and usually

formulated over the long term. They are fairly permanent but may be adapted. A goal is usually operationalised into objectives. An objective operates in the short term and in a sense quantifies the goals which can be measured and evaluated (Kruger, 1989: 12; Van der Westhuizen (ed.), 1991: 144-145).

De Wet (1981: 51), Theron & Bothma (1990: 181) and Shah (1994: 19) propose the following guidelines for goals and objectives:

- They should be generally understood.
- They should be concrete and specific.
- They should be acceptable to those involved.
- They must be balanced.
- They must be attainable.

There are various techniques which the principal can use when determining goals and objectives, among which the Delphi technique and the so-called management by objective (MBO) technique are probably the most applicable in the school set-up. The Delphi technique has team effort rather than individual effort as its aim, consequently the end result is usually acceptable to the group and serves as a motivation for its achievement. The technique consists of the following steps (Gorton, 1976: 26; Pretorius, 1994: 83-84):

- Identification of the individuals or groups whose opinion could be of value in determining goals.
- Obtaining proposals for possible goals for these groups.



- Drawing up a condensed list of proposed goals and submitting it to the people involved.
- Requesting those involved to determine the importance of each goal, in other words, to draw up a list of priorities.
- Summarising the list of priorities and circulating it.
- This way of working may be repeated until consensus is reached regarding the goals of the school.

The following illustrates the value of management by objectives (MBO) (Theron, & Bothma, 1990: 182; Van der Westhuizen (ed.), 1991: 146):

- It is a result-orientated and not task-orientated system.
- It forms the basis of part plans which may be combined to become a total planning strategy for the school (total plan).
- The preferences and needs of everyone are taken into account. Everyone has a say in the planning of the school's activities.
- Communication in the school improves.
- This serves as a basis for motivation as various people share in the compilation of the total plan and are thus morally compelled to help in achieving the objectives.
- This results in synchronisation of personal objectives and those of the school.

- Preferences and order of preferences can be determined within the framework of everyone's needs.
- It is "our plan" rather than "his plan".

The establishment of aims and objectives are the most important facets of the principal's planning task, because without this there are no guidelines and the result is chaos (Theron & Bothma, 1990: 181).

(2) Policy formulation

Van Schalkwyk (1988: 68-69) and Squelch (1994 a: 5) maintain that policy emanates from convictions exemplifying a particular outlook in life. Any organisation, be it a school or a business undertaking, is established and operated with a specific objective in mind. In the case of the school the overall objective is educative teaching. Merely to state that this is the objective of the school is not enough. Definite steps must be taken to ensure that this objective is realised. The usual starting point in this process is policy-making (Badenhorst (ed.), 1987: 9).

According to Rue & Byars (1980: 102) a policy has two characteristics – it provides general guidelines and contributes to decision-making to enable a final decision to be made. The educational leader will always plan with a view to national (and provincial) educational policy and may then embody his planning in school policy. On the same basis, class policy and subject policy may be compiled in accordance with a view to school policy. Policy-making is a dynamic and changing management task and has to be constantly adapted (Cloete, 1980: 58-64; Van der Westhuizen (ed.), 1991: 151).

According to Hechter (1981: 252) and Robertsons (1993) policy-making consists of the following aspects:

- the creation of broad, general guidelines;
- it implies an activity as part of the planning task;
- it is related to goals and objectives;
- it is based on norms;
- it influences management tasks;
- it has long term validity;
- it involves utilization of resources;
- it is an intellectual task; and
- it is also a dynamic and social activity.

The following guidelines proposed by Van der Westhuizen (ed.) (1991: 151) and Badenhorst *et al.* (1994 a: 5) are valid in formulating policy:

- Policy should reflect goals so that they are means of realising goals.
- The policy should be consistent although differences in interpretation may be made.
- Policy is not rigid and inflexible – it should be capable of change.
- Policy should be embodied in written form and should be adjustable.

- Policy matters should be distinguished from rules and procedures.

As a result of policy, therefore, over-hasty decisions can be eliminated, decision-making of quality will be under discussion; uncertainty regarding points of view will be reduced and objectives can be determined more meaningfully, because policy provides the broad guidelines according to which the school will operate (Squelch, 1994 b: 7-8). Goals always imply certain value judgement which have to be embodied in policy and they always result in a decision (Klein & Ritti, 1980: 244).

### (3) Decision-making

Decision-making is an integral part of planning, "the process of making a judgement or making one's mind up" (Robertsons, 1993). It plays a determinative role in both school and classroom management. This involves mainly choosing between various alternatives. In virtually every situation there is an alternative way of acting. Before making a decision, an educational leader should diagnose the situation and the various ways of acting (Theron & Bothma, 1990: 182; Badenhorst (ed.), 1993: 21).

Van der Westhuizen (ed.) (1991: 152) summarises decision-making as a conscious choice of the most appropriate way in which to solve or deal with a specific problem or situation once the different alternative possibilities have been consciously considered with a view to achieving the desired goals.

The following principles involved in decision-making are found in the literature concerned (Terry, 1974: 133-136; Teichler, 1982: 231; Badenhorst *et al.* 1994 a: 5):

- Defining the problem clearly.
- Decision-making should be based on sufficient information.
- Various points of view and approaches should be considered — take alternatives into consideration.
- The decisions should contribute to achieving goals.
- It should serve as a guideline for further action.
- There should be sufficient time for making a decision.
- However, there should not be too much delay in making a decision.
- The implementation and execution of decisions must be determined through control.
- A decision will be influenced by previous knowledge, experience, values and convictions.

The decision-making process is only really concluded when the decisions are carried out. Suleh (1994b: 4) maintains that decisions that are not carried out or not implemented in execution can prevent the achievement of objectives. A solution to the decision-making process is essential because "although completely rational decision is impossible, administrators need a systematic process to determine the selection of satisfactory solutions" (Hoy & Miskel, 1987: 551). The principal should master and implement the technique of

- Defining the problem clearly.
- Decision-making should be based on sufficient information.
- Various points of view and approaches should be considered – take alternatives into consideration.
- The decisions should contribute to achieving goals.
- It should serve as a guideline for further action.
- There should be sufficient time for making a decision.
- However, there should not be too much delay in making a decision.
- The implementation and execution of decisions must be determined through control.
- A decision will be influenced by previous knowledge, experience, values and convictions.

The decision-making process is only really concluded when the decisions are carried out. Squelch (1994 b: 4) maintains that decisions that are not carried out or that miscarry in execution can prevent the achievement of objectives. A sound grasp of the decision-making process is essential because "although completely rational decision is impossible, administrators need a systematic process to enhance the selection of satisfactory solutions" (Hoy & Miskel, 1987: 351). The principal should master and implement the technique of

consensus decision-making. This always brings about greater involvement and satisfaction since everyone has an opportunity to make a contribution regarding the final decision (Garcia, 1986: 50-51).

(4) Problem-solving

Problems come to the fore in all spheres of school life. This circumstance affects all the management and leadership aspects which involves the principal. Consequently it is essential that provision be made for the solving of problems (Theron & Bothma, 1990: 183).

Problems which occur in the educational context vary in importance, urgency and intensity. This requires of the educational leader to display keen insight. He must be able to determine his priorities. Some problems can be dealt with immediately while others need a degree of consideration before a decision can be made. The principal must be able to identify the causes of problems quickly. He must also be able to anticipate the consequences of problems in order to determine the gravity of each problem so that he can arrange counter-measures in time (Van der Westhuizen (ed.), 1991: 158-159).

Problem-solving is not an easy task. It requires observation, anticipation, careful analysis, thorough planning and involves people who can be helpful in providing ideas and information. When the principal has diagnosed a problem, he has to plan some form of action and organise, initiate, communicate and coordinate. To solve problems effectively, the following principles may be noted by the principal (De Wet, 1981: 51; Theron & Bothma, 1990: 184; Van der Westhuizen (ed.), 1991: 159-160):

- Try to anticipate and identify possible problem areas before they become reality.

- If a problem arises, information should be obtained about its causes, its nature and seriousness. Instant solutions ought to be avoided.
- Find more than one or two solutions for a problem.
- Evaluate the solution negatively and positively.
- Solutions to problems should be implemented judiciously and subsequently evaluated.
- Do not give the impression of possessing total wisdom or that all problems are solvable.

Successful problem solving is seldom easy. Govender (1994) states that before a problem can be solved, the educational leader has to take a number of steps; identifying and diagnosing the problem, setting objectives and making decisions.

#### 4.3.2 Organising / organisation

The task and purpose of the school are to provide educative teaching (Badenhorst (ed.), 1993: 3). This task has many facets and areas of specialisation that require the services of a large contingent of professional and administrative staff, and to accomplish it the labour of the staff complement has to be organised by creating an organisation that serves in the first place as an aid to achieving the purpose of providing educative teaching (Squelch, 1994 a: 19). Organisation can be seen as that process of management whereby the leader tries to create order from chaos, eliminates



conflict about the division of labour and at the same time, creates an environment that promotes good teamwork (Kruger, 1989: 7-8; Squelch, 1994 a: 18).

Marx (1981: 234) provides the following characteristics of organising:

- It is concerned with grouping tasks, or, stated differently, the division of work in such a way that planning is effected.
- It is concerned with allocating duties, authority and responsibility without abdicating final responsibility.
- It is concerned with determining relationships between various people to promote collaboration by means of coordination, and job and duty descriptions.
- It is concerned with a common effort to achieve set goals.
- Organising is, in essence, intellectual work or work that involves thought processes which carry out the planning process.

According to Marx (1981: 239-240), the following are the advantages of good organising:

- It promotes team spirit and group morale.
- Activities are clearly described and a person therefore knows what he and others should do.
- It prevents overlapping of activities.

- It facilitates internal communication.
- Guiding is easier.
- There is a system for getting work done.
- Achieving goals is improved because an easily controlled structure has been created.

Squelch (1994 a: 17-18) said that successful organising consists of the principle that tasks should be carried out effectively by other people to ensure effective educative teaching. It is apparent from this that matters such as delegation, coordination, socialisation and individualisation are an integral part of the management task – organising.

(1) Delegation

Delegation is an important component of organisation. It is the practice according to which the principal entrusts certain duties, with accompanying responsibility to members of his staff. With the improvement of staff provision and the fact that the principal's tasks has escalated as a result of present demands, it is logical that delegation will lead to a more meaningful division of work and therefore more effective achievement of objectives (De Wet, 1981: 172).

Delegation does not mean a reduction in the principal's workload and least of all an evasion of his responsibility. If delegation is applied correctly, it should indeed reduce time-consuming routine activities, and give him more opportunity to pay attention to overhead planning, efficient control, policy

matters, internal liaison, and so on (Theron & Bothma, 1990: 185). In spite of the fact that delegation means that responsibility and authority are entrusted, the educational leader, that is, the delegator, remains primarily responsible and accountable for all activities as well as their execution (Van der Westhuizen (ed.), 1991: 173; Shah, 1994: 18).

Delegation has the following advantages according to De Wet (1981: 172) and Marx (1981: 174-175):

- It can serve as a basis for in-service training as staff are guided to assume greater responsibility and to work independently and can accept responsibility and practice it.
- The amount of work which can be handled is decreased, and in this way, effectiveness is increased. Matters which deserve priority can now be handled and other matters delegated.
- From this it follows that time may be more economically used and planned, and attention can be given to matters which deserve personal attention.
- Delegating allows more attention to be paid to management tasks as the actual work of a school principal, while other matters can be dealt with by other suitable people. More time is thus devoted to management tasks and less to functionally executed tasks.
- Delegating helps to extend activities since more people become involved thus more work can be done.

- Delegating is also a means of preventing overlapping.
- It presents an opportunity for greater work satisfaction which, in turn, leads to increased motivation and higher morale.
- By delegating, more effective control can be exercised.

The result of insufficient delegation is that there are delays in work and decision-making. The principal remains occupied with functional work and devotes less attention to his management work and, as a result, has less time available (Van der Westhuizen (ed.), 1991: 177).

## (2) Coordination

The educational leader is involved in coordination when he tries to relate people, sources and material in such a way that they are mutually supportive and complementary (Barnard, 1981: 28). Gorton (1983: 52) points out that this is obviously no simple task, because his staff, his pupils and his parents have diverse personalities, interests and backgrounds. Coordination occurs during planning, guiding and controlling. From this viewpoint, coordination is a management action which is included in all management tasks. There should be coordination between goals, policy and decision-making while planning and there should also be coordination between planning, organising, guiding and control (Marx, 1981: 89; Theron & Bothma, 1990: 186).

Coordinating may be seen as the activity which places choices, material, people, ideas and techniques in a harmonious relationship with one another. Coordination brings about synchronisation. In the school as an organisation, people of diverse personalities, interests and backgrounds have to cooperate to attain the same objectives, and delegation and organising have to be coordinated (Squelch, 1994 a: 23-24).

Reynders (1977: 26) sees the purpose of coordination as follows:

- to synchronise people and the various activities to achieve the set goal;
- to ensure cooperation between people;
- to develop team spirit and teamwork so that everyone works towards the same goal; and
- to ensure that goals and policy are uniformly interpreted and applied.

The purpose of coordination is to ensure cooperation between people to attain goals. According to Van der Westhuizen (ed.) (1991: 179) coordination consists of four fundamental principles, namely:

- coordination by means of direct and personal contact with responsible people;
- coordination at an early stage, that is, when the policy is formulated, and not afterwards;
- coordination as a mutual relationship taking account of all factors of a specific situation;
- coordination as a continuous activity.

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and planning, democratic problem-solving and decision-making, competently coordinating staff (subject and standard heads and heads of departments), representative committees, written procedures which may be followed for specific tasks, a uniform report system and effective communication.

(3) Socialisation and individualisation

Although socialisation and individualisation according to Govender (1994) can be viewed only as aspects of organisation, they deserve special emphasis. Socialisation is a process in which provision is made for working together in groups, for example subject groups, sports groups, class groups and committees, with among others, the objective of greater effectiveness as a result of group influence and group pressure. Individualisation implies that responsibilities and division of work take the abilities, interests and shortcomings of each individual into account. In the first place no two persons are born exactly alike, but each differs from each other in natural endowments, one being suited for one occupation and another for another (Britz, 1984: 1). If these two aspects are not taken into account, coordination and delegation will fail miserably.

4.3.3 Guiding / Leading

Guiding means the carrying out of an entire spectrum of functions connected with making use of staff. Guiding is not a separate management function. It is also not a combination of functions. Guiding implies that guidance be given on utilization, in other words, how staff will be put to use to the best of their physical and mental abilities (Van der Westhuizen (ed.), 1991: 182).

Various actions are embodied in the process of guiding staff to carry out



specific tasks. The following are regarded as supportive actions, namely, building relationships, leadership and guiding, initiation, motivation and communication.

(1) Establishing relationships

Vorster (1993) emphasizes the fact that the type of person an educational leader is and how he establishes and maintains relationships, are more important for education than the best teaching methods. Building relationships is important because it determines the contentment and work satisfaction of various people at a school.

For Newell (1978: 5) and De Witt (1993: 16-17) establishing relationships is important at schools because:

- only people are capable of attaining educational objectives;
- establishing good relationships facilitates healthier interpersonal relationships; and
- people are dependent on each other for their continued existence.

The building of relationships is not only a function of people and educational leaders, but it is also a fundamental characteristic of people to live within relationships. Since the creation, there has been a relationship between God and man. This relationship crystallises in man's relationship to his fellow man (De Witt, 1993: 18). It is thus understandable that Teichler (1982: 227) maintains that each relationship in which a human being finds himself should be viewed and understood from the viewpoint of his relationship with God.

The building of relationships entails establishing a relationship with one's work, with the school and with the figures of authority who are important. These three components according to Deep (1978: 15), form the basis of sound relationship building. It would thus be the task of the educational leader to ensure that sound relationships are established between himself and the staff, between staff and parents as well as between staff and pupils of the school (Marx, 1981: 282-283; Teichler, 1982: 66; De Witt, 1993: 20-21).

## (2) Leadership

The educational leader is not only the pivot on which the whole administration and organisation of the school turns, but as a key figure he is held responsible for the quality of the teaching offered to the children of a whole community. He is the manager of a school and the organiser of all its multifarious activities (Hoberg, 1993: 68).

The educational leader should remember that certain leadership techniques can be acquired. The expression that leaders are born and not made no longer applies. Leaders can be born and made. It is true that a good leader should have certain talents and skills, but these skills are not peculiar to 'gifted' individuals. Leadership techniques can be acquired in the way that knowledge is gained (Van der Westhuizen (ed.), 1991: 192).

Leadership techniques involves the following according to Cawood, Strydom & Van Loggerenberg (1980: 139):

- Subject knowledge.
- Knowledge of human nature.

- Communication skills.
- Decision-making skills.
- Problem-solving skills.
- Listening ability.
- Delegating skills.

To be a professional leader, an educational leader should have a clear view of the needs, possibilities and duties of leadership. He has to develop a "we" approach to common school problems and cease to speak of "my school" and "my teachers" (Hoy & Miskel, 1987: 256; Mampuru & Calitz, 1993: 57-58). A democratic leader will not force his will on others, will not oppose change, will welcome cooperation, will not fear that differences may arise, will provide leadership by means of conviction and reason, will not seek his own gain, will use his authority to serve common progress and will maintain and respect the ideals of those he is leading (Van der Westhuizen (ed.), 1991: 193). If this does not happen, leadership is meaningless and does not provide direction, that is, if it does not aim for the realisation of effective education and schooling (Mampuru & Calitz, 1993: 58).

The leadership which an educational leader provides, occupies a prominent position in his daily programme with regards to the following (Van der Westhuizen (ed.), 1991: 193):

- professional guidance to staff;
- guidance to pupils;

- guidance in the school's extramural programme; and
- guidance in the organised life of the school.

Professional guidance to staff includes guidance during staff and subject meetings, lessons, class visits, demonstrations, discussions, orientation, supervision, control, planning and preparation. Guidance to pupils includes negotiations, investigations, control of work and so forth (Department of Education and Culture, 1993: 24).

Extramurally, guidance is needed in cultural and sporting activities. Guidance is provided in community affairs at meetings, planning, organising and executing tasks. From an impressive list of participation in positions of leadership, educational leaders take the lead or help to take the lead in a variety of organisations in the community such as church work, cultural affairs, sports organisations, teachers' associations and youth organisations (Van der Westhuizen (ed.), 1991: 193; De Witt, 1993: 10).

Educational management within the school as an organisation consists of both structure and process. Organisational commitments forms the core of the structure and process and implies loyalty, support and a wholehearted commitment to the organisation. The principal occupies a unique leadership position and exercises influence in structural, operational and instructional matters in the school. What is achieved in the school in terms of the quality of education, will invariably depend on the crucial leadership role of the principal and his ability to foster organisational commitment among the staff, pupils and parents (Hoberg, 1993: 65).

**(a) Organisational commitment: implications for the leadership role of the school principal**

Nwankwo (1982: 71) concludes that "a bad administrative leader may render ineffective even the best school programme, the most adequate resources and the most motivated staff and students". In short, the educational manager who does not maintain patterns of teacher integration and commitment to the school can have a detrimental effect on the organisational commitment of all the other subordinates in the school.

Research of current literature according to De Witt (1993: 9) shows that the role of the principal is presently undergoing significant change. With the advent of a new South Africa, where sudden and unpredictable change in ingrained traditions, attitudes, social structures and even legislation is the order of the day, it is becoming increasingly clear that the school principal's main concern should not simply be the maintenance of the school's organisational structure or the adjustment of the management processes in the school. A novel approach to principalship and leadership in terms of organisational commitment is called for. A more creative, dynamic approach is required in a collaborative framework that will facilitate organisational commitment and change. The school as an organisation demands that the principal retain his credibility as a leading professional and an executive educational manager. At the same time he/she is expected to promote good public relations between himself/herself, the staff, the pupils and their parents in an effort to attain the educational goals of the institution (Hoberg, 1993: 65).

**(i) Organisational commitment : an overview**

Viewed from an interdisciplinary approach, it would seem that organisational

commitment is included in most standard references on psychological or organisational contract, organisational behaviour and effective manpower management. Organisational commitment is not a new concept in the educational management lexicon. Organisational commitment is both an individual phenomenon and a group phenomenon. Moreover, it is closely linked to the pervading school climate (Hoberg, 1993: 65). According to Steers (1977: 46-56) organisational commitment reflects the individual's identification and involvement with the organisation in terms of its goals and values. It can also be viewed as an indicator of the organisations' over-all effectiveness. However, organisational commitment implies far more than mere compliance or loyalty; it can be regarded as a wholehearted effort on the part of the individual within the organisation to support organisational goals, values and undertakings (Tarter, Hoy & Bliss, 1989: 132). Thus the goals of "the organisation and those of the individual become increasingly more integrated and congruent" (Hall, Mackay & Morgan, 1986: 176). The individual identifies with the organisation's goals and values and generally reflects an attitudinal commitment of high quality to the organisation.

Valentine & Bowman (1991: 1-3) maintain that organisational commitment reflects the principal's ability to work with personnel inside and outside the school setting: to establish processes and relationships inside and outside the school that will most effectively promote positive growth and change of the organisation as a whole. Thus the principal occupies a unique leadership position and is first and foremost responsible for creating, nurturing and shaping a positive school environment in which professional responsibilities are accepted and shared collegially among the staff. The above authors define organisational commitment in terms of organisational direction, where the principal provides the direction to develop goals and establish expectations. He/she establishes organisational linkage and promotes positive relationships between the school and the community the school serves and

initiates organisational procedures to utilise effective procedures for problem-solving, decision-making and change (Hoberg, 1993: 66).

(ii) **The principal as the primary creator of a positive, professional school climate**

Research literature forcefully argues that the principal sets the tone in the school; that he/she cultivates the quality of the school climate and that coupled with his/her distinctive management style, his/her influence is of strategic importance to facilitate organisational commitment (Hoy & Rees, 1974: 268-286; Hoy & Miskel, 1987: 185; Sergiovanni & Starratt, 1988: 54-68). In their research Tarter, Hoy & Bliss (1989: 132) conclude that the behaviour of the principal influences the degree of commitment and loyalty of teachers to the school. The principal's ability or inability to cultivate and to promote a healthy school climate will invariably have either a positive or a negative influence on organisational commitment. Glickman & Esposito (1979: 12) argue that the principal is the model for the staff: the way that he or she relates to the staff influences the school climate – the principal encourages involvement, creative problem solving and parity in decision-making.

Other researchers such as Neagly & Evans (1981: 131), Hoy & Miskel (1987: 226) and Sergiovanni (1990: 10-21) support the salience of the principal's role as the main initiator and promoter of a positive, yet professional school climate in the context of organisational commitment.

The principal remains the responsible initiator for the pervading climate in the school. The setting of a positive school climate is not one single, isolated act. It is embedded in the continuous cycle and processes of school management

as it relates to decision-making, coordination, delegation, motivation, communication, problem solving, evaluation and involvement in virtually every single aspect and facet of the school as an organisation (Hoberg, 1993: 66).

(iii) **The essential role of the principal as a public relations officer**

Although the role of the school principal is nevertheless complex and difficult, an effective, successful school boasts an effective principal. Successful school management is associated not only with setting a strong administrative example (Coulson, 1986: 238), being supportive of staff (Hall, Mackay & Morgan, 1986: 176) and providing strong instructional leadership in providing a structural institutional pattern in which teachers can function effectively but also with high levels of public relations which consists of adequate, successful principal-teacher, principal-parent and principal-pupil contact.

The school principal is expected to foster good public relations with teachers, pupils and parents without forfeiting his credibility as a professional manager. The Report on Improving Primary and Secondary Schools, published in London (ILEA, 1985: 66), clearly underlines the central role and position of the principal as a public relations expert: within schools it is the principal who has the highest authority to make decisions, his effectiveness as a leader is a crucial influence upon the life and work of the school – the head of the school is always responsible for the situations in and out of the school. Coulson (1986: 237-238) and Goldring (1990: 53-59) are in agreement that it is the principal as the leader of the organisation who is the "boundary-spanner" between teachers, pupils and parents. They argue strongly in favour of the importance of sustaining healthy public relations. In fact by acting as a boundary spanning agent and by bridging the gap between the organisation, pupils, teachers and parents, the interdependence which exists between them



is placed on a positive, secure footing. To be able to succeed in this, the principal is required to acquire adequate public relation skills as part and parcel of his leadership behaviour. Good public relations with parents, pupils and teachers will culminate in organisational commitment (Pillay, 1993).

Principals who succeed in promoting organisational commitment through good public relations skills according to Robertsons (1993) establish people as their number one priority. They are good listeners, understand the social structure of the school and community, are attuned to the needs of the teachers, pupils and parents and their actions are congruent with their values. Moreover, they follow an open door policy that allows access to pupils, teachers, parents and community members. An open door policy does not necessarily imply a physically open door. Rather it is a philosophy of approachability, a genuine interest in and willingness to meet those with a legitimate problem. It follows that an open door policy cannot succeed without the necessary ground rules, otherwise it would merely be an invitation to interruptions and triviality (Hoberg, 1993: 67).

#### (iv) Participatory decision-making

High levels of organisational commitment are to be found in schools where the staff have "co-ownership" because they are allowed to participate in decision-making — thus the goals of the organisation and those of the individual become increasingly integrated or congruent (Hall, Mackay & Morgan, 1986: 176). Bredeson (1989: 9) argues that the advantages of participatory decision-making by far outweigh the disadvantages. The positive effects of participatory decision-making are most evident in the areas of teacher attitudes to professional work and their commitment to the organisation.

Participatory decision-making according to Bernd (1991: 65-66) implicitly means to share in decisions of importance. This means that teachers are not compelled to focus merely on trivial, irrelevant or mundane matters. That is not participatory decision-making and it will not cultivate in or promote organisational commitment; instead it will enhance feelings of being unworthy, untrustworthy and not being recognised. Teachers who are allowed to participate in the decision-making processes in terms of important matters (for example the management of the school) are reported to reflect a high level of organisational commitment not only in the community, but also in their day to day work-life situation. Moreover, teachers who are encouraged to participate democratically in the decision-making process, are reported to be more positive and committed to the school as an organisation, show enthusiasm for the school, pupils and parents, are willing to take on projects, or to work on teams, are creative and innovative as they have co-ownership because of their participatory decision-making (Sergiovanni, 1990: 10-21).

Bernd (1991: 65-66) concludes that the success of participatory decision-making has much to do with the readiness of the principal to share power and his/her ability to establish the processes, information and resources necessary to make shared decision-making work. A climate of good rapport and two-way communication, the fostering of a positive school climate and participatory decision-making will not materialise within the framework of an autocratic management style, in fact "successful heads have interpreted their powers and duties wisely ... they have not been authoritarian, consultative or participatory as a matter of principle; they have been all those at different times as the conditions seemed to warrant, though most often participative ... their success has often come from choosing well, for knowing when to take the lead and when to confirm leadership offered by their colleagues" (ILEA 1985: 66).

Vorster (1993) firmly believes that schools are complex social organisations that are influenced by a multitude of competing and often conflicting interests emanating from parents, community members and groups, charitable organisations, business, labour, religion and even political groups of every persuasion. In addition, school teachers are influenced by fluctuating personal and professional concerns. These external and internal forces shape organisation functioning and structure by formally or informally prescribing goals, activities and values (Murphy, 1988: 40). Increased teacher involvement in the participative decision-making process is an effective tool for focusing the teacher on student outcomes instead of peripheral concerns that are a waste of time and effort. Participative decision-making should ideally be based on both practical and professional knowledge (Hoberg, 1993: 68).

### (3) Initiation

It is often argued that school leadership should focus more broadly on what is worthwhile and what is worth doing (Hoberg, 1993: 68). Rekindling a concern for these values in the school as an organisation seems to be directly linked with organisational commitment. Steers (1977: 46) maintains that organisational commitment reflects the individual's identification and involvement with the organisation in terms of its goals and values. Sergiovanni (1990: 41-48) regards the principal's leadership role as being of the utmost importance. He proposes value added leadership "that can restore moral fibre to classrooms and school ... that builds upon sound management ideas ... that seeks first to ensure a satisfactory level of performance and commitment from teachers and students and then to achieve extraordinary performance". This type of leadership is based on the Japanese tradition of "gambare" which means "to persevere; to do one's best; to be

persistent; to stick to one's purposes; to never give up until the job is done and done well".

Gray (1985: 18-19) says "the position of the head is critical ... a school will never change unless the initiative comes from the head, but initiative is not traditional leadership of merely making decisions ... rather it is the development of a facilitative role and the creating of a climate". In this respect the principal is the main initiator of value added leadership. He has to cultivate a positive and professional climate where his value added leadership will inspire teachers, pupils and parents to achieve their educational goal first on a "satisfactory level" and then to "achieve extraordinary performance" (De Witt, 1993: 9-10).

#### (4) Motivation

Theron & Bothma (1990: 180) and De Witt (1993: 20) agree that motivation plays an important part in the process of utilizing human abilities. Motivation is the spark which induces action and influences the direction of human behaviour. It can be viewed as the willingness to apply energy to achieve a specific objective. This motivation can be intrinsic, extrinsic or can take place as a need of achievement. The specific person who is to be motivated must therefore be taken into account. His needs, his working conditions and his living conditions must be taken into consideration.

For successful motivation, the educational leader should not only have some knowledge of the staff, but should also bear certain factors in mind which can enhance or weaken the effect of motivation. These are factors inherent in human beings, factors in education, management factors and community factors (Van der Westhuizen (ed.), 1991: 203).

The following group of factors according to Kleynhans (1980: 30), Teichler (1982: 236), Theron & Bothma (1990: 188) and Van der Westhuizen (ed.) (1991: 204) influence motivation:

- factors in the teacher such as the need for acknowledgement, the need for self respect, the need for security;
- factors in the working situation such as the significance, nature and interest of the work, opportunities for promotion, challenges presented by the work, opportunities for creativity;
- managerial factors such as the quality of communication, just leadership, clear instructions, participation in planning; and
- community factors such as relationships in the community, adjustment to community values and the attitude of the community to education.

Therefore it would seem according to Sergiovanni (1990: 41-48) that to motivate staff, an educational leader should have knowledge of the needs of the people, their work circumstances, the requirements of the community, and effective management style – motivation and guiding further presume effective communication.

#### (5) Communication

Lewis (1975: 238) and Badenhorst (ed.) (1993: 25) regard communication as the essence or core of effective and competent management. It is the focal point of management procedures and the lifeblood of any organisation because the manager's task is primarily concerned with people. Between

60% and 80% of the principal's working day is devoted to some form of communication (De Wet 1981: 69; Dekker, 1993: 2).

Reynders (1977: 118) and Badenhorst (ed.) (1993: 27-28) state the following requirements for effective communication:

- The message should be clear.
- It should be accompanied by an explanation.
- It should be complete and details should not be omitted.
- It should be reasonable.
- Communication channels should be clear and suitable to bring about effective communication.
- The communicator should be competent to transfer ideas and information clearly to others, and also be willing and able to understand and apply ways of communicating.

Goldring (1990: 53-59) maintains that communication is probably one of the most difficult management tasks of any principal. It is essential for motivating people, implementing planning, putting organising into practice, providing the necessary guidance and transferring ideas of the educational leader to other people. Knowledge of other people and how the educational leader appears to them, depends to a great extent on the facts, the feeling and impressions which take place in the course of interaction during communication (Van der Westhuizen (ed.), 1991: 210).

The ability to communicate and knowing with whom, when and how it should

happen are high on the list of leadership characteristics (Govender, 1994). Who the communicator is, the authority with which he speaks, the objectives he pursues and the grounds on which he expects to be listened to and cooperated with, are important variables that determine the effectiveness of communication in the classroom, the staff room and the community at large (Schmuck & Runkel, 1988: 170; Dekker, 1993: 4).

The principal's communication areas (department, superintendents, psychological services, governing bodies, school committees, local community religious bodies, churches, parents, local principals' group, teachers, pupils and the organised teaching profession) turn his management task into an intertwined task which he can perform effectively only if he himself can communicate and if he is capable of establishing an effective communication network (Jairam, 1994).

#### 4.3.4 Control

Control of education is undoubtedly one of the cardinal activities of the educational manager because it serves the purpose of determining whether an organisation is successful in the achievement of its objectives (Squelch, 1994 b: 9). By means of control he ensures that planning, organising and guiding are implemented. In doing so he observes the course things are taking and sees to it that decisions are carried out, thus ensuring that every person completes his task at a specific time and according to instructions, because ultimately he is the person who is responsible for everything that happens in his school (Theron & Bothma, 1990: 189). The school would be doomed to failure in the absence of continuous monitoring to determine whether its primary objectives of educative teaching is being achieved (Squelch, 1994 b: 9)

Various writers distinguish four steps in the exercise of control (Reynders,

1977: 131-132; Robbins, 1980: 378-382; Marx, 1981: 292-298; Van Schalkwyk, 1988: 220; Van der Westhuizen (ed.), 1991: 220-222) Attention will now be given to these steps.

(1) Instructions

Clear instructions ensure that commands are carried out effectively. Therefore the principal will ensure that his staff know what is expected of them, when a task must be completed, how it must be done and how well it must be done. Giving instructions therefore comprises using guidelines and setting standards – and they must always be realistic, acceptable and comprehensible.

(2) Observing and measuring work

There should be feedback on work done so that actual performance may be compared with the set standards. The report may be in written or oral form. Control may be exercised by finding out whether work has been in class situation, or on the sports field in accordance with expectations.

(3) Evaluation

Evaluation is that task, which has as its purpose the identification of the merits and the deficiencies and is an integrative part of the control task. The quality and functionality of tasks are measured by means of evaluation. It is clear that not everything is able to be evaluated, but that the efficacy, quality, extent and results achieved by executing tasks may be evaluated. Therefore evaluation indicates careful, thorough, and objective analysis of each individual, group or programme to determine strong and weak points.



The principal should give attention to the following in the course of his evaluation:

- the evaluation of teachers;
- the evaluation of the school in terms of educative teaching; and
- the evaluation of himself as the leader of the school.

De Wet (1981: 89) notes that evaluation is a useful means of determining whether a person has carried out his given task, whether a person is helping to achieve set objectives, and to determine where a specific person with his unique qualities and specific talents may give the best service.

(4) Corrective action

Evaluation exposes deficiencies or faults in the execution of tasks whereas corrective action is aimed at rectifying such deficiencies or faults. It can therefore be done while the task is being carried out with a view to achieving the desired objective, or it can be done afterwards with a view of eliminating the same problem in the future. It is, therefore, an important step in exercising control, since it can ensure better achievement of objectives.

#### 4.4 SYNTHESIS

When considering the role function of the principal, it must be noted that it is neither possible nor desirable to define in absolute and final terms the functions of the principal. As far as the various functions are concerned, the principal being an educational leader will inevitably delegate some duties to

senior staff who will, in the execution of these duties, be accountable to the principal. In spite of the fact that delegation means that responsibility and authority are entrusted, the educational leader, that is, the delegator, remains finally responsible and accountable for all activities as well as their execution. The role function of the principal includes professional duties, organisational duties, administrative duties and pastoral duties.

The school has two tasks to perform. The primary or functional task of the school is its actual task in the community. The functional task of the school is to educate and train its pupils in a certain predetermined manner. For the school to be able to perform its functional task in an efficient manner, it is necessary to perform a second task, namely that of management. This means that certain management activities undertaken by the principal such as planning, organising, guidance and control are carried out in the interest of the functional task. They are, therefore, always a means to an end. The management of a school exists in the interest of efficient educative teaching only, and for no other reason. The principal is therefore required to execute his management tasks diligently so that effective education and teaching takes place in the school.

Formal education does not function in a vacuum. If the principal wants to understand what should really take place in the school he has to understand the various forces that act on the school and in the school. The school is shaped by and forms part of the culture of the community within which it functions. It is therefore of major importance that the principal should not only understand the culture of the community, but also how this culture has been or is being developed. Most modern communities' cultures are dynamic or changing. The relationship between the parents who are represented by the governing body and the school is very significant for education and the schooling of the non-adult members of the community. The governing body

and the school become partners in order to educate, form, school and develop the members of the community. Neither the parents nor the teachers alone can fulfil the education task completely. They need each other's cooperation in this regard. This must be seen as a symbiotic relationship. Chapter five will therefore focus on the relationship between the principal and the governing body.

# CHAPTER 5

## AN ACCOUNTABLE RELATIONSHIP BETWEEN THE PRINCIPAL AND THE GOVERNING BODY

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school. Like all personal relationships, the relationship between the school and the parent community is one of interdependence. For this reason parents have and should have a direct say in school activities and school management. The parents' direct say and involvement are made possible by a democratically elected governing body (Oberholzer *et al.*, 1990: 157-158).

## 5.2 THE *IN LOCO PARENTIS* ROLE OF THE PRINCIPAL

All societies consist of a variety of sub-societies such as the family, the school, the church, the state, etc. According to Mentz (1990: 13) a societal relationship is a relationship where people are bound by a common interest and are jointly set on obtaining the same goal. A societal relationship therefore results from a common motive which binds people in corresponding actions (Oosthuizen, 1990: 74).

Various of these societal relationships – each one characterised by its own, unique nature, and functioning sovereignly within its own sphere of activities – are involved in the education of the child. The four societal relationships which are mainly involved in educating the child are the family, the school, the church and the university. This sphere of competence which is a characteristic of all societal relationships is known as sovereignty within own sphere. Even though there is a definite undercurrent of continuity among the different societal relationships, the sovereignty of each is a prerequisite for the proper functioning of a societal relationship (Van der Walt & Dekker, 1982: 87). Of importance to this study is the role of the family and the school.

### 5.2.1 The family as a societal relationship

Van der Walt & Dekker (1982: 91) describe a family as a group of people consisting of a husband and wife and at least one child begotten by the parents (cf. 2.2). Within the loving atmosphere of the family circle, the child is educated informally by his parents to attain basic life skills and to become a suitable member of the society. Because the family is the basic and first relationship where education takes place, it is called the primary educational institution and parents serve as primary educators (Oosthuizen, 1992: 122-123).

### 5.2.2 The school as a societal relationship

The school is described by Van der Walt & Dekker (1982: 96) as a secondary societal relationship and its basic function is to teach the pupils formally in a teaching learning situation (cf. 3.3.4). Teaching at schools is carried out formally, purposefully, and in a differentiated and specialised manner by professionally trained educators (Louw, Möller & Mentz, 1983: 46).

### 5.2.3 In loco parentis

The practical implications of the *in loco parentis* principle according to Prinsloo & Beckmann (1988: 43), Bondesio (1989: 105) and Oosthuizen (1992: 126-127) are the following:

- The *in loco parentis* person does not replace the parent – the parent as the primary educator can never be replaced. The parent is responsible and liable to God and the law to fulfil his duty as the parent and custodian of his child. The *in loco*

*parentis* person (the teacher/principal) who stands in an association with the parent acts on behalf of his associate to educate and teach his child professionally and in the physical absence of the parent.

- The right vested in the principal as an *in loco parentis* person to exercise authority over the pupil, is both delegated power and original power. It is delegated to him by his associate, the parent, and it is original since the principal acts from within the societal relationship of the school and its sovereign sphere.
- The principal is also under the obligation to provide custody for the pupil as a minor for the time the pupil is entrusted to him. There is a duty of care on the principal for the physical and mental protection of the pupil. This duty of care can also be derived from the principal's obligation to his associate, the parent, to provide a safe environment where the intellectual, physical and spiritual development, resulting from educative teaching, can be maximal.

#### 5.2.4 The principal as a person in authority

The existence and functioning of any community (i.e. a societal relationship like the school) is dependent on order in the community. This community order is dependent on the sensitive balance between the complexity of reciprocal rights and duties of the community members (Desai, 1994). To ensure that an equilibrious balance is maintained, rules and regulations – and punitive actions when they are disregarded – are a precondition (Oosthuizen, 1992: 128). The necessity to enforce rules and regulations by disciplinary



actions, is according to Hosten, Edwards, Nathan & Bosman (1979: 14) a result of man's sinful nature and his inclination to disobedience. This attitude necessitates the presence of school rules coupled with applicable punitive measures at school (Van der Walt & Dekker, 1982: 249).

The principal has the juridical mandate for the drafting of school rules and the administration of punishment. This juridical mandate is mainly grounded on legislation, common law principle (of which the *in loco parentis* principle is the most important one) and the affirmation of the judiciary (Oosthuizen, 1992: 128).

(1) School rules

Govender (1994) defines school rules as those measures which are exercised by the principal to maintain order and discipline among the pupils. Effective discipline programmes are built around a philosophy that is communicated by a few clear and concise rules (Fellmy, 1983: 68). Apart from the fact that the principal is providing a safe and orderly place for the children of his associate, the parent, he is also expressing to the pupils and their parents what the educational aims are (Partington, 1984: 125; Van Wyk, 1987: 114).

(2) Duty of care

The principal as an *in loco parentis* person has an obligation to watch over the safety of the pupils. The principal is responsible for the pupils' safety for the duration of school activities. The duty of care includes the physical, spiritual and psychological welfare of the pupils under his control. The degree of prudence legally expected from the principal, is basically that

of a diligent *paterfamilias* (the diligent father of a family) (Prinsloo & Beckmann, 1988: 53).

Van Wyk (1987: 90) makes it clear that where pupils are injured the principal could be liable if there is negligence on the part of the principal. The legal principles concerning negligence are derived from common law.

### **5.3 RESPONSIBILITY AND RECIPROCAL EXPECTATIONS OF PARENT AND SCHOOL**

According to Vorster (1993) one can hardly refer to the school as an extension of the parental home, or to a supplementary relationship between parents and teachers, without also considering the partnership between parents and teachers. It is generally acknowledged that this partnership is indispensable for the harmonious, functional and effective accomplishment, not only of educative teaching, but also of education in the primary education situation. Parents and teachers with the guidance of the principal function as equal partners in a harmonious partnership (Munnik & Swanepoel, 1990: 81).

Gunter (1990: 205) is of the opinion that the education situation in the home and the teaching situation in the school are both essentially social situations. Both situations are based on cooperation between people and as such are interpersonal social phenomena. According to Van Schalkwyk (1982: 128-129) the family and the school as social institutions are uniquely interrelated within the education system.

#### **5.3.1 What the parents expect of the school**

The family is essentially a community of love. As such it is responsible for the healthy development (including educative teaching) of its non-adult

members. The family is not structured in such a way that it can unfold the child fully and in a differentiated manner. The school undertakes this on its behalf. The family remains primarily responsible for what becomes of its non-adult members and therefore it remains sympathetically, actively and helpfully involved in formal education (Badenhorst (ed.), 1987: 111).

The parents may therefore require the following, among other things, of the school (Badenhorst (ed.), 1987: 111-112; Van Schalkwyk, 1988: 178-179; Oberholzer, *et al.*, 1990: 160-164):

- Education must be in harmony with the spirit and character of the home. The school must build on the foundations laid by the family and must strive to attain the same general educational goal. In the case of a Christian family, the educational objectives and content (i.e. the principles and viewpoints put forward), the teaching methods, together with the attitudes and behaviour of the teacher, and much more, must be in line with Christian principles. Should the school begin to assume a more heterogenous and multicultural character, it is still essential for the school and family to be in agreement regarding the broad and general spirit and character of the community. The school will then be concerned with instruction and learning in the sense of general community values while the family will have to be responsible for education in the particular values it wishes to inculcate.
- It must instill acceptable principles and values in the child and teach him to put them into practice. In the case of a Christian child, this would mean the inculcation of Christian principles and values.

- It must provide education in accordance with the best and most educationally accountable educational principles, points of view and methods. The school may not, for instance, indoctrinate the child politically or religiously.
- Education must be of a generally formative nature, that is, it must develop the child's general ability optimally in order to establish where his particular gifts lie.
- It must gradually assume a differentiated character which will accord with the particular abilities and interests of the child.
- It must be balanced and not place undue emphasis on sport, cultural matters or academic schooling – for example it must not over-emphasise Mathematics at the expense of Language teaching or Art at the expense of Religious Instruction. The child must receive a balanced education.
- Education must be relevant; that is, it must mould and educate the child to take his rightful place in a particular life-world in South Africa. The parent has the right to expect that the education system will prepare his child for the world of the future, for our multicultural society and for the information age in which we find ourselves at present.
- The level of education must be of a standard which will develop the child's potential to the full.
- It must further the career expectations of the child and his parents.

- It must provide for the right and just treatment of each child.
- The principal and teachers, as the ones who must act *in loco parentis* during school hours, must see to the child's welfare and safety.
- The principal and teachers, as the ones *in loco parentis* during school hours, must discipline the child judiciously.
- The principal must ensure that the teacher seeks the whole-hearted cooperation of the parents of children under his care. The teacher may therefore not seek to educate the child on his own, but must do so in cooperation with the parents. Whole-hearted cooperation implies the removal of stumbling blocks, sympathy for the parent expectations, consultation, good communication, goodwill, mutual trust, loyalty, understanding of parents' problems, appreciation for the parents' upbringing of the child and respect for the parents' authority and status. The teacher must do everything in his power to uphold the parents' authority and to encourage the child to trust his parents.
- The principal and teachers must keep the parents fully informed of the child's progress.

### 5.3.2 What the school expects of the parents

For the partnership between the family and the school to be effective, parents themselves must assume certain responsibilities and bear certain things in mind about the school (Van Schalkwyk, 1982: 127). The school is the seat of professional educative teaching. In order to increase the school's

effectiveness, both the principal and the school expect the following from the parent (Van Schalkwyk, 1982: 126-127; Dreckmeyr, 1989: 55-57; Munnik & Swanepoel, 1990: 81-85; Oosthuizen, 1992: 123; Griessel, Louw & Swart, 1993: 50-52):

- To ensure that the child receives maximum benefit from education by:
  - offering him the security and love which he needs to enable him to venture out into the world;
  - caring for his physical needs by providing sufficient wholesome food, clothing and shelter and looking after his health;
  - providing the best possible physical environment (e.g. a desk, light, own room where possible, magazines, newspapers, etc); and
  - supervising and exercising control over activities at home so that the child lives a balanced life and does not neglect important issues.
- To see to it that the child attends school regularly.
- To ensure that the child contributes in a positive way to his own education. The child is not a passive "pawn" in the educational event but should participate actively. The parent must guide, help, support, motivate and stimulate the child's interest in his work.

- Not to frustrate the teacher's efforts or interrupt the teacher unnecessarily when he is teaching.
- To exercise control over the life-view put forward in the school through critical evaluation of educational content, methods and activities. In this way the parent can keep his partner, the teacher, on his toes – as it were – and contribute to the effectiveness of education.
- To accept part of the responsibility for the management of the school. The parent can, for instance, play an important part in formulating local policy (for instance the homework, sport, cultural and school wear policy), selecting and appointing teachers, raising funds, etc.
- To support and amplify the education provided by the school by following up and correcting the child's work, practising certain skills, revising and repeating work.
- To enrich the education provided by the school by creating additional learning opportunities for the child and then supplementing and extending such opportunities.
- To provide specific services to the school in the form of improving the grounds, entertaining guests, raising funds, coaching sport, etc.
- To acknowledge and further the teacher's professional status.
- To cooperate whole-heartedly with the teacher. This implies the removal of stumbling blocks, an understanding of the teacher's

task and the problems this involves, consultations, communication, goodwill, mutual trust, loyalty, appreciation for the teacher's work and respect for his authority and status. The parent must do everything possible to uphold the teacher's authority and to further the child's trust in the teacher.

- To respect the teaching profession and further its interest. The parent who runs down the teacher or principal in front of his child and the community is prejudicing not only his own child's education but that of future generations and thereby the life of the people and the community.
- To support his partner's (teacher's) search for better conditions of service and to further his partner's interests. No community can flourish without good teachers. The liaison and cooperation between the parent community and the school is usually controlled by bodies such as the school committee, parents' association, parent-teachers' association and governing bodies. Through structures such as these, the family and the school with their particular interest are connected to one another and the family (as a structure with an interest in education) becomes part of the fabric of the education system.

#### **5.4 THE RELATIONSHIP BETWEEN THE PRINCIPAL AND THE GOVERNING BODY**

According to Dekker & Lemmer (1993: 160) the new educational dispensation in South Africa will still have to deal with the three existing types of schools, namely private schools, state-aided schools and schools financed by the state.



It is therefore clear that, whatever the eventual structure of the new education system for all race groups in South Africa, the parents will have to take far more responsibility for the education of their children than in the past (Campbell, 1994: 1). Although the discussion that follows will concentrate on parent-school communities of state-aided schools, it will also be applicable to parent communities of other school types.

According to Baptie (1994) the principal is a member of the governing body. In accordance with the stipulations of Act No. 70 of 1988 (Department of Education and Culture, 1993: 25) the management and control of, and executive power over, a school are vested in the governing body. The governing body may not, issue to the principal or a teacher an instruction which contravenes the laws of the country or educational policy, and may under no circumstances interfere with the professional work of a member of staff in the performance of his duties. The principal is the chief executive official of the school and is, subject to the control and prescriptions of the governing body, responsible for the implementation of the decisions of the governing body. The governing body may nominate a member who may, on occasion, visit the school and report in writing to the governing body with respect to any matter, with the exception of the professional education programme, which is in the interest of the school, pupils or staff. However, a member of the governing body has no authority to visit a teacher, for whatever reason, in the classroom (Robertsons, 1993).

#### **5.4.1 Functions, duties and responsibilities of the governing body**

The school according to Van der Walt (1994) is managed and controlled by a governing body and the executive power also rests with this body. The powers, activities and duties of the governing body are as follows (Fowler, 1989: 85-91; Shah, 1994: 26-28):

- a governing body shall manage the property of a school and shall, subject to the provision of the act, exercise control over the school and its activities;
- a governing body may appoint one or more committees to advise it and, subject to the instructions of the said governing body, to perform such functions as the governing body may determine;
- a governing body may appoint to a committee / persons who are not members of the governing body provided that the governing body shall appoint one of its members as chairman of such committee; and
- a governing body may alter or invalidate any decision of a committee.

Greater responsibility for the financing of the running costs of the schools rests with the parents, since the State does not accept responsibility for such financing. The governing body must in accordance with the prescriptions which the Head of Education issues take care of the following (Department of Education and Culture, 1993: 6):

- keep records of moneys received or spent by the school, and of the assets, liabilities and financial transactions of the school; and
- as soon as possible, but not later than three months after the end of each financial year, draw up the annual financial statements which indicate with suitable particulars, moneys received and expenditure incurred by the school.

The powers vested in the governing body include a variety of matters (Van Schalkwyk, 1988: 88-89; Fowler, 1989: 85-91; Dekker & Lemmer, 1993: 227-228; Department of Education and Culture, 1993: 6-7). The following are powers of the governing body:

- Acts as the official mouthpiece of the parents of the school-going pupils.
- Brings matters which, in its opinion, have a bearing on the well-being of the particular school, to the attention of the provincial education department concerned.
- Implements decisions with respect to:
  - maintenance of grounds; and
  - maintenance of buildings and physical facilities.
- Has, in cooperation with the principal of the school as educational leader, policy-making powers, which implies a greater measure of involvement in planning, formulation of policy and decision-making with respect to school policy and regulations, without infringing on the professional activities of the principal or the teaching corps.
- Has the power to:
  - levy school fees and enforce the payment thereof (with due consideration for indigent parents); and

- administer, possess and allocate the school fee;
  - appoint educational, administrative and other staff on the approved staff establishment;
  - appoint staff to promotion posts, after the posts have been advertised in the list of vacancies;
  - appoint and remunerate additional staff over and above staff on the departmental establishment;
  - implement bursary schemes;
  - determine the school uniform of the pupils of the school;
  - arrange, organise, manages and advise parents of transport schemes for pupils.
- Determines, in conjunction with the principal:
    - the school's daily opening and closing times;
    - the type of extramural activities to be offered by the school; and
    - the code of conduct of the pupils of the school.
  - Has the power to make and implement decisions with respect to:

- the admissions policy and requirements of pupils;
  - the parents' or parent-teachers' association;
  - the age limit for each standard, in cooperation with the provincial education department;
  - the exercise of a choice, but subject to the approval of the Executive Director, with regard to courses and subject packages within the set curriculum at national level which the school offers its pupils, and to implement and finance additional fields of study with the permission of the Executive Director; and
  - extramural activities and, more specifically, the coaching and transport of pupils and the organisation of activities.
- Reports on its activities at least once a year, at an annual general meeting, where a financial report and the budget for the following financial year is presented, or in a newsletter to the parents of pupils of the school.
  - Has the power to accept, retain and administer donations from the community.
  - Has the power to make the physical facilities of the school available to the community, to determine payment therefor, and to retain and administer the funds obtained, provided that such arrangements do not encroach on the normal educational programme of the school.

#### 5.4.2 Functions, duties and responsibilities of the principal

The principal according to Jairam (1994) is in control of the school within the community, and the school's activities affect most of the members of the community. The principal bears responsibility for planning for his school and the implementation of these plans. By his actions and the manner in which his planning is implemented, the image of the school is enhanced, both within the school and in the eyes of the community. In this regard, the principal is answerable to the governing body (NECC, 1992: 47; Vorster, 1993).

As the chief official of the governing body, the principal must according to Fowler (1989: 89-91) and Department of Education and Culture (1993: 25):

- interpret all decisions taken by the governing body;
- give instructions for the implementation of the decisions of the governing body;
- institute control measures to ensure that all the decisions are properly implemented;
- exercise control over confidential matters and decisions;
- report back to the governing body with respect to progress and completion of the implementation of the decisions;
- ensure that decisions are dealt with in such a manner that the governing body is satisfied; and
- perform in an accountable way such duties to which he is

appointed by the governing body. Training opportunities for such a specialised task must be created.

Govender (1994) is of the opinion that the principal is at the head of a well-trained professional staff who look to him for sound and effective guidance in all school matters. The pupils and parents, too, look to him for direction with respect to the education and schooling of the pupils. In this sense he is the educational leader of his staff, pupils and parent community. This position of leadership gives him the responsibility for planning, organisation, delegation of duties, control, advice and coordination. He is also the direct link between the governing body and the rest of the school staff. In the midst of all his varied duties, the principal remains the chief representative of his education department at his school, and, as such, he ensures that the policy of the education department is carried out. He acts as liaison between the school and the head office, educational planners, departmental officials, parents, parent representatives, the governing body and other institutions (De Witt, 1993: 8-11; Department of Education and Culture, 1993: 24-25).

Although the principal, in cooperation with the governing body, exercises overall control of all school matters, his main task is to ensure the educational and academic well-being of his school, by for example (SATC, 1983: 10-14; Theron & Bothma, 1990: 93-99; Shah, 1994: 20-21).

- giving general guidance and advice to the teaching staff with respect to educational practice;
- class visits;
- giving special guidance to inexperienced staff;

- determining, in cooperation with his deputy principal and/or other senior professional staff, which teachers will be used for different subjects and class groups;
- holding meetings with his subject heads with the purpose of discussing and determining broad academic policy;
- attending subject meetings, when convenient;
- exercising broad control over tests and examinations;
- giving advice to teachers;
- evaluating teaching staff for, among other things, promotions;
- accepting full responsibility for receiving and integrating student teachers, and giving them guidance with respect to classroom practice;
- he must, in consultation with his governing body, plan the courses and subjects offered at his school.
- he strives for the effective functioning of a guidance service at his school, to help pupils with their personal problems, learning problems, the choice of subjects and directions of study and the study and choice of careers, by means of group and individual guidance;
- as principal, he is responsible for the general discipline in his school;



- he attends to the welfare of the staff and the pupils;
- pupils assemblies, at which the character and the spirit of the school is reinforced, are usually conducted by the principal or someone delegated by him;
- he arranges and leads staff meetings on general school matters;
- he checks, comments on and signs pupils reports to parents (or delegates part of this task);
- it is his prerogative to issue testimonials to pupils;
- he promotes the image of his school in many ways, for example by means of various functions, meetings and visits;
- within the policy of the governing body, he maintains overall control of all the extramural activities of the school;
- all reports to pupils, the Department and other educational institutions are under the control of the principal;
- in consultation with his staff, the principal recommends to the superintendents of education the promotion or otherwise of pupils;
- the principal conducts interviews with visitors to the school, for example departmental officials, parents and others, or refers them to a particular member of his staff; and

- the principal liaises with representatives of the parents and is an important link between the parents and the Department.

**5.4.3 Advantages which governing bodies hold for the community, parents and school**

The following are the advantages of a governing body according to Sallis (1988: 154-157) and Van der Walt (1994):

- the school enjoys greater management autonomy, it is therefore easier to adapt to local circumstances;
- the governing body has greater powers with respect to personnel matters;
- the governing body controls the property of the school and exercises control over the business and activities of the school;
- the governing body can also involve specialist non-members in its committee;
- the governing body determines, within the present constitution and the relevant Education Acts, its own admissions policy for pupils;
- the income is paid into their own accounts, which results in greater financial freedom for the school;
- the expertise and potential of the private sector can now be

utilized to the full as an external source of financing for education; and

- the fact that the school itself is responsible for the provision of resources fosters a culture of thrift and the prudent use of scarce financial resources.

#### 5.4.4 A salubrious relationship between the principal and the governing body

Newell (1978: 5) and Badenhorst *et al.* (1994 b: 11) contend that relationship formation is particularly important in a school context because:

- Educational aims can only be achieved through the agency of people.
- The formation of good relationships conduces to healthier interpersonal relationships.
- People depend on each other for survival.

Effective communication according to Vorster (1993) with the parent community (governing body) is one of the principal's most important functions as a professional leader. The school may never be an isolated institution in an ivory tower. Effective principalship requires that the principal ensures that the necessary communication channels are kept open. He and his staff must therefore be schooled in the fundamental prerequisites for meaningful communication.

(1) Mutual confidence

According to Pillay (1994) this implies the acceptance of the distinctiveness of the parents' educational sphere. The principal must have an understanding of the parents' uncertainty regarding a demanding educational task, while the parent must show respect for the principal's specialised function with regard to instruction and education. Secondly, their mutual good intentions must be accepted, and constructive criticisms must be welcomed; the parent who takes his child's part must be guided with calm advice, while the parent will come to realise that the principal and teachers are ordinary people with their quota of human faults and deficiencies (Van Schalkwyk, 1988: 179; Theron & Bothma, 1990: 163).

(2) Mutual esteem and respect

This forms the basis for any relationship. Parents and principal must respect one another's dissimilarity (in other words their individuality), acknowledge one another's right to a personal point of view and grant one another an individual way of life within the framework of moral values (Steyn, 1993: 11; Vorster, 1993).

When the educational leader displays basic respect for human dignity of other individuals he is so much the better able to enter objectively into the world of their experience and sensibilities. If in addition to this real empathy with the individual is displayed from time to time the principal will be conceived of as sympathetic, humane and sincere, and if he really is such a person he will have a sense of being true to his innermost self. This is an ideal recipe for effective, harmonious interpersonal relationships and it opens communication channels optimally while improving general effectiveness. Furthermore,

effective harmonious human relationships improve the quality of work performance, and of life in general of both the educational leader and the parent community (De Witt, 1993: 20; Badenhorst *et al.*, 1994 b: 11).

(3) Frankness

A lack of confidence and frankness can lead to unnecessary stress which is not at all conducive to a positive attitude towards work or career satisfaction. Frankness also includes the willingness to listen to one another. The ability to listen is a valuable aspect of the art of communication and this can obviate time-consuming misunderstandings (Teichler, 1982: 227).

Frank communication refers not only to the provision of information during discussions (in other words transmitting a message) but also to the fact that the principal and parents should unburden themselves and be willing to listen to what the other parties are trying to convey. It is therefore directed at reception of the message (which can also be transmitted in writing) and should not be limited to "listening" only. By being open to one another the following should be understood according to (SATC, 1983: 20; Dekker, 1994: 24):

- Attempts on the parts of the receivers of the messages to comprehend precisely what the transmitters are trying to convey. This includes questions aimed at checking whether the correct message has been received, for example "Do you mean that ...?" or "You think we should ...?"

(4) Honesty

So often parents withhold important information regarding their children which

could help the principal to understand the child's particular problem. Knowledge about the child is essential for education, and withholding certain facts could have fatal consequences. On the other hand, the principal should inform the parent about the child's school life, his problems, his possibilities and his choice of subjects as honestly as he can (Theron & Bothma, 1990: 64).

Discussion between parents and the principal should be honest and candid. It implies that the parents should not hesitate to supply information regarding their child to the principal – such information will be treated as confidential. What is said to the principal (even if it is something negative) should not be used to the child's disadvantage. The correct information should therefore be provided when necessary (or when requested) to either the parent or the principal. There should be opportunities for parents to meet the principal and teachers when funds or assistance needed is not the issue – for example an evening of entertainment for parents (SATC, 1983: 20).

Effective communication according to Gorton (1983: 472) and Van der Westhuizen (ed.) (1991: 440-441) is made possible by honest mutual interest:

- of parents in the task of the school, the activities of their children at home and positive appreciation of learning/education and the share of the school therein; and
- of the school in the parents and children, for example by visits, enquiries about their welfare, comprehension of parents' and/or children's success or failure.

(5) Trust

Before parents and principals can cooperate, they must trust each other. Moodley (1994) maintains that trust is a fundamental prerequisite for establishing any kind of relationship. Before there can be true cooperation, there must be trust; but before there can be trust, there must be opportunities for individuals to work together. Trust is an ingredient of cooperation that grows as cooperation grows, that is both a part of and a result of cooperation. The principal must believe that parents have a crucial role to play in their children's education, and the parents and principal must trust each other (Rutherford & Edgar, 1979: viii-ix; SATC, 1983: 21; Dekker, 1994: 24).

According to Van Schalkwyk (1988: 179) and Steyn (1993: 11) a parent is likely to heed the principal when he:

- retains his credibility on account of his conduct, his knowledge and interest in the child;
- is regarded as trustworthy; and
- understands the child and is honestly interested in him.

**5.5 THE RESPONSIBILITY OF THE GOVERNING BODY TO EQUIP THEIR PARENT COMMUNITIES TO BECOME PARTNERS IN EDUCATION**

The possibilities and effectiveness of collective parental participation in education lie firstly in the organisation thereof by means of structures such as governing bodies which can conduct meaningful communication at all

levels with other partners in the teaching sector. This is the only way in which the parent community as a whole can make any meaningful contribution to basic aspects of education (Dekker & Lemmer, 1993: 166).

According to Baptie (1994) the governing body which is elected to deal with the interests of a specific parent-school community and to convey their opinions to the principal is the recommended structure for parent orientation and guidance indeed, not only for providing parents with guidance, but also for providing guidance to teachers and principals through the parents. By facing the task of parent training in conjunction with other parent bodies or committees which are active on various levels and in different fields within the school, the governing body is able to render a unique service which can work effectively and carry out such a supportive function that parents who do not participate in the school programmes will feel they are missing out on an excellent opportunity for contact and guidance (Dekker, 1989: 30).

Van der Walt (1994) contends that it is the duty of the governing body to develop coöperative ability of its parent corps and to ensure progress to a level of ability and skill in decision making. The governing body is also the key to successful development programmes through the planning and implementation of a school social calendar which is based on challenging and attainable goals for both parents and teachers. The school's governing body is representative of parents from various sectors of the community as well as the various types of parents of which the parent-school community consists. They are familiar with the latent potential which must be discovered and developed to enable parents to make valuable contributions. The governing body must be motivated to identify and appoint parent leaders who can support in the task for parent training so that the passivity surrounding the parent-school community can be overcome. The causes of this uninvolved attitude according to Pillay (1993) must be addressed. Parents are usually only too happy for the school to handle their tasks as well and are not



informed about what happens in the school. They are often wary of taking the initiative and unsure of whether the teachers will welcome their cooperation. The governing body is in a good position to eliminate these uncertainties and to bring about an active corps of participating parents through parent orientation (Dekker & Lemmer, 1993: 167).

#### 5.5.1 Obstacles to parent involvement

Although there is often a great deal of support for increased parent involvement in education, in practice it is generally poor. According to Moodley (1994) this can be attributed to several factors. Successful parent involvement depends on the principal's ability to reach the parents and to establish an inviting and non-threatening environment. Various barriers to effective and successful parent involvement can be identified, which can be categorised into *principal obstacles* and *parent obstacles*.

##### (1) Principal obstacles

The following are categorised as principal obstacles by Wolfendale (ed.) (1989: 7-17), Van der Westhuizen (ed.) (1991: 424), Lemmer & Squelch (1993: 98-99) and Dekker (1994: 18-20):

##### (a) **Negative expectations about working with parents**

Previous non-productive encounters between parents and principals often leave principals with the impression that trying to collaborate with parents is a waste of time and they doubt the support parents can give. They also sometimes have the impression that parents, especially those who for various

reasons cannot attend or support school functions on a regular basis, are not interested in their children's education or the school.

**(b) Lack of training in working with parents**

Principals are trained for teaching children and not for working with parents. Principals need to develop special skills for working effectively with parents and for involving them in the educational process. Principals need to be trained to work with all kinds of parents, including those from diverse cultural backgrounds.

**(c) Feeling threatened by parents**

Principals are particularly threatened by parents who might question or challenge their professional competence.

**(d) Interpreting parent involvement as parent-interference**

Principals often resent parent involvement and regard it as interference rather than seeing it as a genuine concern of the child's education.

**(2) Parent obstacles**

The following may be categorised as parent obstacles according to Rutherford & Edgar (1979: vii-viii), Macbeth (1989: 95-96), Theron & Bothma (1990: 160-161) and Badenhorst (ed.) (1993: 110):

**(a) Feelings of intimidation**

Parents feel overwhelmed and intimidated by principals and the whole school

environment, especially if the school does not have an inviting, open-door policy.

**(b) Parents want to help but don't know how**

Many parents would like to participate more in the education of their child but are unsure of their rights and the activities in which they can become involved. They are often afraid of being labelled "interfering parents" and of their child being victimised as a result of this.

**(c) Parents' negative feelings about school**

Parents who have had unpleasant school experiences develop negative attitudes which prevent them from taking an interest in the school and in their child's work.

Negative attitudes which a parent might have are also easily transferred to the child, which can reduce motivation as well as have a negative effect on the child's academic and behavioural performance.

**(d) Parents' negative view of principal's competence**

There are those parents who for various reasons doubt and question the principal's ability and professional competence. These feelings towards a principal can be communicated in different ways, from outright aggression to subtle questioning. This can also severely affect the child's performance and break down home-school relations.

**(e) Difficult work schedules**

Many parents simply cannot be involved in their child's education because of

the nature of their occupations. Efforts need to be made to find ways of making it possible for involving these parents, especially in home-based activities.

**(f) Cultural barriers**

Some parents are excluded from participation in school and home activities because of cultural aspects. For example parents who do not speak the language of the school are often excluded because they are unable to communicate with staff.

**(g) Socio-economic barriers**

Parents from a lower income group often do not get involved in school activities even though they are generally strong supporters of education. Low income parents are often restricted in their ability to purchase books and educational games, and to pay for special educational excursions or extra-curricular activities. In these situations schools through various community orientated projects, can assist parents by providing educational material and by assisting with transport to and from school activities.

**(h) Single-parent families**

While single parents may share the same interests and aspirations for the education of their children as two-parent families, circumstances might prevent them from attending and participating in school functions. They are thus often viewed as un-supportive and uncaring. Principals need to be sensitive to these parents and they should consider ways of making them feel wanted and needed, for example by arranging flexible times for parent-principal conferences. These parents can also be included in more home-based activities.

### 5.5.2 Areas and possibilities of parental involvement in education

Many of the barriers to effective parent involvement can be eliminated by recognising the many roles parents can play and by involving them in both school and home activities (Lemmer & Squelch, 1993: 100).

#### (1) Formal parental involvement

##### (a) **Formal parent bodies**

Formal bodies, such as school committees, governing bodies and management councils are statutorily constituted bodies whose membership requirements and functions are stipulated. Such bodies are responsible for the general running of the school. They are responsible mainly for the supervision of school buildings, repairs and maintenance and administering funds (Lemmer & Squelch, 1993: 100).

##### (b) **Non-formal parent bodies**

Non-formal bodies, such as parent-teacher associations, are non-statutory, free and autonomous associations or committees which are instituted by parents and teachers to coordinate and arrange a variety of school functions and activities (SATC, 1983: 22; Oosthuizen, 1992: 126).

##### (c) **Register class committees**

A very effective informal way of bringing parents and teachers together according to Macbeth (1989: 98-99) is to organise register class parent committees whereby parents of a specific class and standard meet in small groups on a regular basis to discuss a variety of topics and issues relating to the education of their children. Register class committees provide

opportunities for parents and teachers to get to know each other and for parents to support each other in various educational endeavours. An inviting, comfortable "parent room" could be set up where parents are able to meet on a regular basis (Badenhorst (ed.), 1993: 117).

(2) Informal parent involvement

The parent-teacher organisations mentioned allow parents to become involved in the management of schools. But participation in these bodies according to Moodley (1994) is limited to a small percentage of the parent community. Many parents feel that they are not able to consider elections to such bodies. However, such parents may still be interested in becoming involved. Therefore the average parents who are not part of one or other body should be included in other ways, so that they may be of assistance to the school (Lemmer & Squelch, 1993: 100-101). Van der Walt (1994) says that the governing body can play a vital role in coordinating informal parent involvement.

(a) Classroom assistance

Although this aspect is controversial, volunteer parents can effectively assist with classroom activities, especially in primary schools. Involving parents in classroom activities positively influences teachers' interactions with parents. Parent assistance in this regard does require sound planning and organisation. Examples of classroom assistance include the following according to Macbeth (1989: 119) and Dekker (1994: 14-15):

- reading to groups of children;
- listening to reading;

- giving talks to pupils;
- supervising classes when teachers are absent;
- assisting with art work and teaching displays;
- library assistance;
- preparing material and equipment;
- listening to spelling; and
- serving as an interpreter for non-English speaking pupils.

**(b) Extra-curricular activities**

Parents can be invited to assist in the organisation and management of extra-curricular activities. Even working parents can be involved in evening activities and week-end events. Examples of extra-curricular activities are according to Van Schaikwyk (1988: 181) and Wolfendale (ed.) (1989: 5-6):

- supervising activities;
- running societies;
- coaching sport;
- organising sport and cultural events;
- transporting pupils;
- catering; and
- fund-raising.

**(c) Help with the day-to-day running of the school**

Shah (1994: 26-28) maintains that parents as well as other members of the community can perform a variety of routine tasks which are essential for the day-to-day running of the school. As many parents as possible should be involved in this area. Examples of help with day-to-day running of the school include the following according to Van Schalkwyk (1988: 181), Theron & Bothma (1990: 161) and Bengu (1994: 2):

- administering financial affairs;
- maintenance and repair of school facilities;
- protection of school facilities;
- gardening;
- assisting with school newsletters and school magazine;
- helping with playground duty;
- telephoning or helping to notify other parents of important events;
- accompanying pupils on field trips and excursions;
- attending school assemblies, sport and cultural events;
- typing and editing newsletters;
- arranging parent talks and information evenings; and
- serving as an interpreter for non-English speaking parents.



**(d) Parent involvement in learning activities at home**

A very important part of parent involvement is assisting with learning activities at home. The following activities may be coordinated by parents with or without the knowledge of the teacher (Lemmer & Squelch, 1993: 101; Dekker, 1994: 14):

- providing tutoring;
- creating a suitable learning environment;
- supervising homework;
- listening to reading;
- helping children select books;
- playing educational games;
- telling stories;
- learning poems;
- reading to children; and
- checking that homework assignments are complete.

**5.7 SYNTHESIS**

There are various social structures that can be involved in education and therefore become part of the education system of a country. The most

important and indispensable structure is that of the family. The family has to care for the child, offer love, security and possibilities; and undertake his initial education and schooling.

The family remains primarily responsible for its children and therefore remains involved in formal education. The parents are thus entitled to make certain demands via the governing body on the school. Neither the parent nor the school alone can fulfil the education task completely. As partners they have to collaborate in the closest possible way. The better they are adapted to each other, the more advantages for both. A healthy relationship should exist between the principal and the governing body representing the parents.

The successful education of diverse groups of pupils depends to a large extent on the cooperation, communication and understanding between the principal and the governing body. It is essential for the members of the governing body, parents, teachers and the principal to get to know each other and work together as equal partners. There are various ways in which all parents can be involved in school-based and home-based activities. The principal and the governing body need to encourage parent involvement and provide parents with necessary information and guidance to assist them in participating in the education of their children.

The family as a primary community and the school as a secondary community should work together in conjunction with each other and a spirit of partnership should exist between the family and the school for the benefit of the education of the child. It is evident that the family and the school as partners have mutual expectations of each other. These expectations can only be realised if a relationship of mutual trust, respect and confidence exist between the partners. It is generally acknowledged that this relationship is

indispensable for the harmonious, functional and effective accomplishment, not only of educative teaching in the school, but also of education in the primary education situation.

A governing body could therefore successfully attend to the following functions at school level:

- Mutual goal setting.
- Policy making.
- Staffing of schools.
- Promotion of staff.
- Budget control.
- Appraisal of school practices and school outcomes.
- Provision of additional material and assistance to educators.
- Assisting in co-curricular and extra-curricular activities.
- Maintenance, repair and protection of school facilities.

# CHAPTER 6

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## **CHAPTER 6**

### **SUMMARY AND RECOMMENDATIONS**

#### **6.1. SUMMARY**

##### **6.1.1 Statement of the problem**

In essence this study investigated the relationship between the principal and the governing body as viewed from a psychopedagogical perspective.

##### **6.1.2 Parents as primary educators**

Educational events by their very nature (in their earliest form) occur within the family. It is within the family (home) that the child first learns what is important and what is less important; what is good and what is bad; what has value and what is valueless. The family forms the basis of the child's personal world of experience as well as the social and educational structure in which he develops to adulthood. The family situation is the primary educational milieu in which both adult and non-adult interact as part of a group. It is from this family situation that the child enters the macro-social reality and goes out to meet the world. It is therefore evident that the family situation will not only influence the pre-school child, but that this influence will also find expression in the life of the school-going child.

*Parenthood implies a mutual relationship of trust, understanding and authority between parent and child. This means that parents and children will know and understand each other. Parents who know their children will know what*

they can expect from their children. Children who know their parents and the norms which they subscribe to will know in advance what they may or may not do in a particular situation.

The parent does not educate the child for himself only, but for society as well. That is to say, educational function of the family or parent is, in reality, the social moulding of the child. Through home education with its relationships the child acquires social virtues with which he can enter society and make himself useful to his fellow-man. This means that the child should be accompanied purposefully by his parents towards acknowledging and accepting social responsibility from his earliest years.

Although both the parent and the child are to be held responsible for the success of the child's education, the parent is the one who should mainly be called to account for any dysfunction in the dynamics of the upbringing. When the adult who is the responsible person does not take care that the conditions for adequate education are satisfactory, the child is usually affectively, cognitively and normatively neglected. The parents' neglect of duty lies in his failure to carry out the educative task as he ought to, and as a result the fundamental pedagogical structures will be inadequately realised. It may happen for instance that the parent's appeal to the child is not very clear and is ambiguous, and is consequently misunderstood. In such a situation, it is evident that the pedagogic relationship of understanding is not being adequately constituted. If any of the pedagogic relationship of trust, understanding and authority are absent from the pedagogic situation, it will result in a dysfunction in the dynamics of the education situation. Without sufficient participation of the parent in the dynamics of the education situation, the essential meaning of education is not fulfilled because the child is not involved in an intimate relationship with the parent who focuses on the child's adulthood. When the parent and the child communicate inadequately, all the acts of upbringing itself are necessarily performed inadequately. The

pedagogically inadequate actualization of the child's psychic life is the inevitable result.

### 6.1.3 Parent involvement in formal education

The school as an educational institution was established by society because parents no longer felt fully competent to perform their educative task. They do not have the ability to guide and accompany the child in respect of all specialised subject contents. In addition, the parent is not able to prepare the child for the specialised requirements of the market-place. Parents therefore send their children to school. Parents, however, cannot and may not delegate to the school their privilege and responsibility of educating their children. Parents retain the primary responsibility for the education and personal actualization of their children. Consequently it is essential that parents should be involved with the school in which formal education takes place.

True educative teaching necessitates a partnership between home and school to uphold unity in education. The act of educating is indivisible and cannot be split into two isolated spheres of home and school as this would be detrimental to the child's social, emotional and cognitive development. Parental education and school education do not represent two opposing worlds – school education activities accord with and build upon the foundations of home education.

The family and the school are structurally and practically intertwined and are unable to function independently of one another. On account of the parents *judicial rights and obligations* the parent has a "say" in education. Because the parent and the teacher are responsible for the same child, the family and the school forge a partnership. The meaning of this is that these two social institutions accept responsibility for the child in partnership. Therefore, partnership requires working in a team which implies:



- cooperation, not confrontation;
- integration, not isolation; and
- continuity, not competition.

Partnership involves a two-way process of joint activities in which parents and professionals come together on the basis of equality right from the start. It can take various forms and may involve setting goals, finding solutions and implementing and evaluating them.

When parents become actively involved in the instructional process in schools, they are more likely to make school a priority of their children. Consequently children are likely to achieve better. This heightened achievement by the child may be due to:

- the lessening of the distance between the goals of the school and those of the home;
- the positive changes in the teachers' attitude resulting from the greater sense of accountability when parents of their children are visible in the schools; and
- his increased sense of control over his own destiny when he sees his parents actively engaged in school activities.

Responsible parents consider their children's education important. They want to be kept informed of their child's progress in school and to be involved in their child's education. Parents also need and are interested in other kinds of information, education and involvement. Parent involvement in schools activities is based on the natural right of parents to educate their children. It

has been found that active parent involvement in formal education is significantly related to:

- improved student academic achievement;
- improved student attendance at schools;
- improved student behaviour at school; and
- increased community support for schools, including human, financial and material resources.

The family is unique in its involvement in formal education because it is the parents that carry the final responsibility for the education and schooling of the child. Two basic forms of organised parental involvement can be identified, namely:

- statutory parent bodies which are legally constituted such as the governing body of a school; and
- non-statutory parent bodies which need not be legally constituted such as parent-teacher associations or parent associations.

#### **6.1.4 Role function of the principal**

When considering the responsibilities, functions and duties of the principal, it must be emphasised that it is neither possible nor desirable to define in absolute and final terms the role function of the principal. As far as the various functions and duties are concerned, the principal will inevitably delegate some duties to senior staff who will, in the execution of these duties, be accountable to the principal. The principal, jointly with the

governing body determines the policies and goals of the school. The principal, in consultation with staff, parents and pupil representatives is fully responsible for all aspects of management including planning, organising, leading, controlling, appraising and is responsible for the internal and external image of the school.

School management is the collective term describing all management actions, such as planning, organising, leading and control which, in turn, are made up of various management activities. A school has two essential tasks, namely a functional task (the task and purpose for which it was instituted and created), and a management task (the task required to ensure that the functional task will be carried out effectively).

If a school functions effectively due to good management by the principal, then it is performing its task as part of the education system effectively and it is contributing to the achievement of the community's educational objective. Management is the key factor in this process which underlies the important role the principal has to play. Schools cannot perform their functional work effectively if they are poorly managed, in which case they have a negative impact on the overall education of the community.

Schools can only achieve the objectives for which they are instituted if high and pure ethical principles are maintained in the first place. The primary purpose of the school is to render a service, that is, to effect education and teaching. The school holds the whole future of the community it serves and of society at large in its hands. If the school fails the community fails. Every child must receive the very best education and teaching, and the school manager is charged with the responsibility to ensure that such education and teaching are realised through good management.

The principal is dependent on teachers to help him pursue his vocation – and

management is necessary and present wherever someone is in control of people's activities and wants to direct those activities by offering guidance towards the attainment of collective goals. The fact that the principal is referred to as an educational leader and/or manager implies that he is in charge of a particular kind of organisation – a school. It also implies that he offers guidance to the teaching staff and the pupils of his school as well as to the parents and other parties concerned, and that his guidance is calculated to bring out the best in every facet of education and teaching.

Nobody has a greater influence on every facet of school life than the educational leader. His perception of education and teaching is exemplified in all facets of his school's life. His personality not only influences the job satisfaction of all his staff members, but with the passage of years becomes a cardinal factor that guides the morale and quality of the school as an educational institution in a particular direction. An incompetent teacher can do considerable damage at a school, but this is far surpassed by the influence of an incompetent educational leader, who not only disrupts the school's administration and organisation to the core, but can derail the entire education potential of the school.

The educational leader is not only the pivot on which the whole administration and organisation of the school turns, but as a key figure he is held responsible for the quality of the teaching offered to the children of the whole community. He is the manager of a school and the organiser of all its multifarious activities. The quality of a principal's performance as the leader of a team of highly trained, carefully selected professionals is decisive for a school's success or failure in achieving its primary objectives.

The execution of management tasks is an interactive activity which takes into account the dynamism of teaching and learning. The purpose of management activity at schools is to realise effective educative teaching. This means that

management skills cannot be obtained through didactic skills only, and demands much more from an educational leader than mere experience – it requires purposeful training.

#### **6.1.5 An accountable relationship between the principal and the governing body**

Formal education does not function in a vacuum. If the principal wants to understand what should really take place in the school he has to understand the various forces that act on the school and in the school. The school is shaped by and forms part of the culture of the community within which it functions. It is therefore of vital importance that the principal should not only understand the culture of the community, but also how this has been or is being developed. Most modern communities' cultures are dynamic or changing.

One can hardly refer to the school as an extension of the parental home, or to a supplementary relationship between the parents and the principal, without also considering the relationship of partnership between the governing body representing the parents and the principal. It is generally acknowledged that this relationship is indispensable for the harmonious, functional and effective accomplishment, not only of educative teaching in the school, but also of education in the primary education situation. The governing body representing the parents and the principal function as equal partners in a harmonious relationship.

Having equal dignity does not mean that they are each other's equals. In the field of pedagogical knowledge the principal may be superior to parents, whereas the parents may in their turn have superior knowledge of economics, farming, or some other trade. As people and partners in education, however, they are of equal worth, supplement each other and respect each other's

greater or lesser knowledge. They understand each other's strengths and weaknesses. They are in an agogic relationship with each other, that is a relationship of mutual trust, respect, esteem, understanding, authority and responsibility.

The following are the basic characteristics of a harmonious relationship between the principal and the governing body:

- Both parties combine their abilities and skills for the attainment of specific goals and objectives. They have mutually supportive duties in respect of educative teaching.
- Both partners experience and share successes and failures; they should not begrudge each other for their successes or reproach each other for failures.
- Responsibilities and accountability are borne jointly and individually.
- Specialisation is built into the relationship; each partner is responsible for his/her own speciality. This means that the parents and the principal have to respect each other's sovereign areas of competence. The principles of equal worth and mutual respect and esteem are therefore among the basic characteristics of the relationship.
- Partnership between the parents and the principal presupposes planning, careful consideration and an equal say in discussions.
- The parents and the principal must trust each other. To create trust, facets such as openness, honesty and interest in each other's concerns must be built into the partnership.

- Harmony in principal-governing body relationship is a prerequisite, because when the parents and the principal achieve sympathetic appreciation and active cooperation, there is continuity in the educative teaching of the child, who then experiences security.

Both the governing body and the principal have a fundamental task in this relationship. The relationship can only be harmonious and effective if there is effective communication between the partners.

## **6.2 RECOMMENDATIONS**

### **6.2.1 Principles governing parent involvement**

#### **(1) Motivation**

The school as an organisation is not an independent or isolated entity. It operates in a social context, an important element of which is the parent community represented by the governing body (cf. 1.2; 5.3). Schools can only achieve the objectives for which they are instituted if a harmonious relationship exists between the principal and the parent community. The primary purpose of the school is to render a service, that is, to effect education and teaching. The school holds the whole future of the community it serves and of society at large in its hands. If the school fails the community fails. Every child must receive the very best education and teaching, and the school manager is charged with the responsibility to ensure that such education and teaching are realised. The educative functions of parents and teachers must be integrated and coordinated. These two groups are partners, and although each of them performs tasks peculiar to itself, they also have many tasks in common. The emphasis must be on cooperation and

co-responsibility for each task which they undertake in concert. Where only one of the two parties is actively engaged the other must lend support with its enthusiastic and interested presence.

The relationship between the parent community and the school is vital for education and the upbringing of the non-adult members of the community. The parents and the principal become partners in the learning and becoming of the non-adult members of the community towards adulthood

Neither the parent nor the principal alone can fulfil the education task completely. It is generally agreed that this partnership is indispensable for the harmonious, functional and effective accomplishment, not only of educative teaching in the school, but also of education in the primary education situation. As partners they have to collaborate in the closest possible way in the interest of the child. The better they are adapted to each other, the more the child benefits (cf. 3.2.1; 5.3).

(2) Recommendations

The recommendations are:

- A harmonious relationship between the principal and the governing body must be established which is vital for effective parental involvement.
- The above relationship must be based on the following principles:
  - Mutual trust in each other, so that their intentions and desires are honest, sincere and pure.



- Mutual understanding and acceptance, since both are indispensable partners in the education process.
- Mutual respect and consideration so that they acknowledge each others' position, situation and expectations.
- Solidarity in the sense that they must support each other whole-heartedly.
- Equivalence, in spite of their differences.
- Understanding of the specific task of each other.
- Effective communication.
- Loyalty.
- Cordial cooperation.
- Mutually respecting the sovereignty and authority of each other, i.e. they should not infringe on the rights and powers of each other.

### 6.2.2 Effective parental involvement

#### (1) Motivation

The school is an institution which supplements the education parents provide and parents are therefore inextricably bound to schools. Home and school are partners in a common task, namely the education of the child (cf. 5.3).

The fact is, however, that parents often have no knowledge of pedagogics, and that they also lack the intuition or experience to know that their pedagogic responsibility extends beyond the school gates and into the classrooms. Education was often not realised adequately in the homes where these parents grew up. They therefore lack a model of parenthood to direct their own educative actions (cf. 3.3.3). Vandegrift and Greene (1992: 57) are of the opinion that the improvement of parent involvement "particularly among at-risk populations, has become one of the most challenging tasks facing educators today. It is unfortunately so that for many parents school bring back memories of their own failure. Some feel uncomfortable, embarrassed, even guilty when they walk into a school. Others do not feel valued by the schools. Feelings of inadequacy, shyness or resentment, longing or fear ... every parent has his own story to tell." Many parents do not have the confidence or the desire to get involved with the school, a matter that needs to be urgently addressed (cf. 5.5.1).

## (2) Recommendations

The recommendations are:

- As the first and primary educators of their children, parents must be given a say in the management of their schools.
- Policy formulation on parent involvement in education management should be based on consultation with all the stakeholders interested in education. Parents being one of the major and primary stakeholders must be involved.
- There must be parent-teacher education programmes that develop a sound understanding of the rights and obligations of all in the future education dispensation.

professionalism and management skills are sufficiently developed, and if he has a constructive attitude (cf. 5.4.2).

Parents must be accorded recognition of and the opportunity to exercise their rights and powers. The competent principal will ensure that parents associated with the school are as fully engaged as possible in the essential affairs of education. He will also ensure that they carry out their function as effectively as possible by either training them or initiating such training. The role of the teacher and the principal will have to expand to much larger dimensions in the future. The educative functions of parents and teachers must be integrated and coordinated.

Professionalism by the principal in working with parents requires that it is planned and properly managed like all other school activities. Parent involvement cannot be left to chance encounters and occasional conversations (cf. 4.3.3; 5.4.2).

## (2) Recommendations

The recommendations are:

- The principal must ensure that parental involvement is:
  - planned – goals must be set and a school policy on parent involvement devised;
  - managed – leaders must be identified and tasks relating to parent involvement should be delegated and coordinated; and
  - supervised and evaluated – parent programmes must be designed and evaluated by comparing outcomes with

desired goals (adjustments should be made if goals are not being achieved).

- To regulate and manage parent involvement the principal must:
  - create a strategic plan for the school, with the cooperation of parents and teachers;
  - create an inviting school climate;
  - create a parents' society/body with working committees;
  - train teachers to cope with parent involvement;
  - train parents for parent involvement;
  - communicate effectively on a regular basis with the parent community;
  - involve parents by means of the class teacher; and
  - coordinate all activities by means of a programme for the year.

#### 6.2.4 Communication between school and home

##### (1) Motivation

The necessity for a healthy school-community relationship is generally recognised by practising school principals. Unfortunately there are still too many cases where unidirectional communication occurs, that is from the

school to the school community for the purpose of announcing school activities. School principals often supply information which they think may be of interest to the school community without determining what information the community would like to receive (cf. 1.2; 5.4.4).

It can be assumed that the lack of communication between the school and the home is an important reason for parents' uninvolvement in the school's educational programme. It can also be assumed that a willingness and need exists among parents to contribute constructively to the school's activities. This charitable potential should be tapped. It is an important management task of the principal to activate parents to a partnership with the school and to ensure reciprocal communication between the school and the home (cf. 4.3.3; 5.5.1; 5.5.3).

## (2) Recommendations

The recommendations are:

- The principal must regard regular, structured and frank two-way communication as being in the interest of education in general and the child in particular.
- Communication between the school and the home must take on various forms such as:
  - written communication;
  - open days;
  - informal contact; and
  - parent-teacher conferences.

### 6.2.5 Parent orientation and training

#### (1) Motivation

The active involvement of the parent community in educational matters is a new concept to which local and parent school communities will have to adapt. For a long time, the question has no longer been one of whether time should be made for promoting parent school community relations, but rather how this can be most effectively utilized and who should take the initiative (cf. 5.5).

As input by the parent community will become all the more significant in both the formation of policy in the school and the implementation thereof, it is becoming extremely urgent that parents are informed and motivated with regard to general educational matters. More attention should be paid to prepare parents for their parental role and for cooperation with the school (cf. 5.5.2). Parents should have no uncertainties as to:

- the responsibilities of parenthood and how education at home serves as the basis for school education; and
- the role, purpose and task, as well as the limitations and possibilities of their cooperative activities as regards the education of their children.

It has been found that parental interest and parental orientation, guidance and training are the vital links in the chain that leads to the stimulation of the parents' ability to cooperate. That is why the development of parents' ability to participate needs far more attention than ever before to create a functional partnership in education (cf. 5.5).

(2) Recommendation

The recommendations are that:

- Parental orientation programmes must be developed and applied urgently.
- The governing body which is elected to deal with the interests of the parents must be the recommended structure for parent orientation and guidance programmes.
- The governing body must *inter alia*, make use of the following methods for parent training:
  - workshops;
  - formal lectures;
  - informal discussions;
  - educational excursions; and
  - conferences.

6.2.6 Functions of the governing body

(1) Motivations

Various goal conflicts between the governing body and the school are encountered (cf. 1.2). This parent-principal relationship has as a common goal the education of the child. Although the parent and the principal are united by this common purpose, practice has shown that undefined roles in the respective rights and obligations of the associates could lead to disharmony (cf. 5.1).

For the school principal the involvement of the parent community and their say in educational affairs has the implication that it directly affects his management style and responsibility. Parents involvement is perceived as a threat by principals because they do not know what it entails, how they should "handle" parents, or how they should exploit this phenomenon to the advantage of the school and the pupils (cf. 3.3.1; 5.2). The confusion concerning the dual competency areas of the governing body and the school must be prevented.

Just as the school cannot replace the internal authority of the home, so the home cannot trespass upon the internal authority of school education. Parental involvement does not mean sole authority or domination. Although the school and the family have the same common goal in mind (educating the educand), each one functions in accordance with its own specific nature and purpose in society. Even though there is a definite undercurrent of continuity between the home and school, the sovereignty of each is at the same time a prerequisite for the harmonious functioning of a relationship between the principal and the governing body. The education of the child in the school is exercised by the school as a societal relationship with its own function and purpose. As a societal relationship it functions with the sovereignty of its own authority in its own sphere of activities. In the final analysis parental involvement comes down to the mutual recognition and respect of the school and the home for one another as independent partners. The functions of the governing body must therefore be clearly defined and clarified.

Parental involvement always implies recognition of and respect for the typical authority structure of the school which is determined in practice by specially trained, competent and officially appointed educators. Parents should be free to criticise — or to make positive contributions to — important aspects of



education but they do not have the right to prescribe to the school's internal educational authority.

(2) Recommendations

The recommendations concerning the functions of the governing body are:

- There must be mutual goal setting based on community needs, pupils needs and a constant re-assessment of existing school goals and objectives.
- Parents must be involved in determining broad policy for schools' efficient functioning.
- Parents must be involved in the appointment of educators at their schools.
- Parents must be involved in the appointment of educators to promotion posts to their schools.
- Parents must have decision-making powers in school financial management.
- Parents must be involved in appraising school practices and outcomes to establish, with educators, whether these are consistent with mutually set goals and objectives.
- Parents must provide additional material resources to facilitate the achievement of school goals and objectives.

- Parents must play a vital role in assisting in co-curricular and extra-curricular activities.
- Parents must play a significant role in monitoring and curbing pupils discipline problems by working closely with the school.
- Parents must play a major role in the maintenance, repair and protection of school facilities.

#### 6.2.7 Further research

##### (1) Motivation

Effective school management, leadership and organisational commitment go hand in hand. Organisational problems are indeed complex and principals often lack the necessary management skills to lead effectively and to foster organisational commitment. Management with the emphasis on acquiring leadership expertise and skills should become available to school principals. Unfortunately high-level management training for principals in South Africa has yet to be developed. At present principals are expected to manage their schools effectively, although little has been offered to them in terms of high level management training or even basic management training. This matter needs to be addressed without delay. It is the principal who is the crucial, directive figure in the school – his/her formal leadership behaviour and effective managerial skills should never be under-estimated, for he/she will inevitably determine the extent to which parents, teachers and pupils will be prepared to become committed to the school as an educational institution in the community.

(2) Recommendation

The recommendation is that further research of a quantitative and qualitative nature is needed where the life-world of the principal and his/her relationship with the governing body can be studied and appraised. A well planned strategy must then be implemented to provide school principals with the necessary managerial expertise and skills to promote effective educative teaching.

**6.3 FINAL REMARK**

It is hoped that this study will be of value to all stakeholders with an interest in education including *inter alia*, the state, educational planners and parents who are concerned with improving the relationship between the principal and the governing body. This work should also prove useful to all those in promotion posts in education (such as school principals, deputy principals and heads of departments) and teachers interested in promotion posts.

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