

*Parental Supervision
and
Learners' Academic Achievement
In Rural Secondary Schools*

Innocent Bhekani Wanda

*Parental Supervision and
Learners' Academic
Achievement in Rural
Secondary Schools*

By

Innocent Bhekani Wanda

SPTD (Ntuzuma College); FDE (Springfield College); ABET (UNISA); HRM Diploma
(Varsity College); B.Ed. (Technology) (University of Pretoria in conjunction with
Pretoria Technikon); M.Ed. (Psychology) (University of Zululand)

submitted in fulfilment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

In the

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

OF THE

FACULTY OF EDUCATION

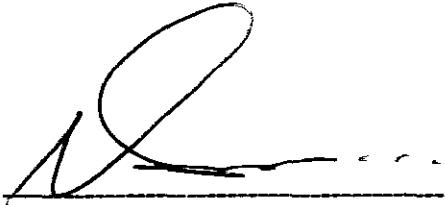
AT THE

UNIVERSITY OF ZULULAND

SUPERVISOR : PROF D.R. NZIMA
EMPANGENI
DECEMBER 2007

DECLARATION

I declare that this thesis "*Parental Supervision and Learners' Academic Achievement in Rural Secondary Schools*" represents my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

A handwritten signature in black ink, consisting of a large, stylized initial 'W' followed by a horizontal line and several small, decorative flourishes.

I.B. WANDA
DURBAN
DECEMBER 2007

Dedication

This work is dedicated to:

- * *My wife, Ntombifuthi*
- * *My only son, Mzamoyendoda*
- * *My late father J.V. Wanda and*
- * *My mother, L.B. Wanda*

ACKNOWLEDGEMENTS

I would like to express my sincere gratitude and appreciation to the following:

- Prof D.R. Nzima, for his unfailing guidance, support, motivation and proper supervision in my endeavour to prepare for and complete this study.
- My wife, Ntombifuthi, for her patience, understanding and constant motivation and support.
- My only son, Mzamoyendoda, who endured the deprivation of paternal love.
- My professional typist, Mrs V. van Rooyen, for sacrificing her time to type this thesis.
- My editor, Dr M.M. Spruyt.
- The library staff of UNISA; the University of KwaZulu-Natal; and the University of Zululand (Main Campus) for their assistance in obtaining books and journals required for the research.
- Dr Cassius Lubisi, PH-D (S.G.) for granting me permission to administer questionnaires to rural secondary schools under his jurisdiction.
- Dr B.H Mthabela, for fatherly advice. (Director of EMIS and Research Planning)
- Dr H.Z. Mzulwini, for professional, friendly and fatherly advice.
- My youngest brother, Rev. E.X. Wanda, for moral and brotherly support.
- Secondary schools' educators who sacrificed their time in the completion of questionnaires.

ABSTRACT

This study is about rural parents who are expected to participate in some of the activities and programmes of rural secondary schools. This is a questionable expectation because rural parents are mostly illiterate, i.e. they cannot read and write. This study revealed that the Department of Education is not doing enough to empower and enlighten rural parents in terms of skills investment. This lack of support to rural communities is difficult to understand, as their plight and predicament is known to the Department of Education. Rural secondary learners have suffered a tremendous loss due to this lack of commitment.

Rural secondary schools do not have sufficient teaching and learning aids that can enhance the teaching and learning process in rural secondary schools. It is recommended that the Department of Education's officials should visit rural secondary schools more often in order to address issues pertaining to these schools' infrastructures and parental involvement. Parental supervision should be established in each rural secondary school to optimise the learners' academic achievement. The school management teams (SMTs) should also welcome and assist with parental involvement.

This study further revealed that subject advisors seldom visit rural secondary schools to review and monitor the learning and teaching process. It is recommended that subject advisors should visit each rural secondary school quarterly, i.e. once in every three months. Simultaneously, Superintendents of Education Management (SEMs) should workshop the school governing bodies (SGBs) of their duties at schools. Superintendents of Education Management are recommended to often visit rural secondary schools as "developers" and not as "judges". They should not only visit schools when there are problems, but also on *ad hoc* basis to ensure that the culture of teaching and learning is intact.

CHAPTER 1

INTRODUCTION TO THE STUDY

	PAGE
1.1 Introduction	1
1.2 Motivation for the study	4
1.3 Statement of the problem	6
1.4 Critical questions	7
1.5 Aims of the study	7
1.6 Elucidation of concepts	8
1.6.1 Secondary school learner	8
1.6.2 Formal education	9
1.6.3 Parental supervision	9
1.6.4 Home education	9
1.6.5 Rural community	9
1.6.6 Stakeholders	10
1.7 Rationale	10
1.8 Significance of the study	11
1.9 Method of research	11
1.10 Summary	12

CHAPTER 2

LITERATURE REVIEW

THE ROLE OF RELEVANT CONCERNED STAKEHOLDERS IN THE RURAL SECONDARY SCHOOLS

	PAGE
2.1 Introduction	13
2.2 Genuine partnership between the relevant concerned stakeholders, educators and learners	14
2.2.1 <i>Utilisation of community-based public municipal libraries by educators and learners</i>	15
2.2.2 Stakeholders' and educators' educational forums	17
2.2.3 Usage of public transport by educators and learners	18
2.3 Stakeholders' input in the rural secondary schools' programmes	19
2.3.1 Cultural activities	20
2.3.2 Sporting activities	21
2.3.3 Fundraising strategies	22
2.4 Involvement of stakeholders in the rural secondary schools' programmes	23
2.5 Collaboration between communities, policing forums and rural secondary schools in maintaining discipline, safety and security	24
2.6 Summary	25

CHAPTER 3

LITERATURE REVIEW

	PAGE
3.1 Introduction	27
3.2 Parental supervision and learners' academic achievement in rural secondary schools	28
3.2.1 Assumptions underpinning parental supervision	29
3.2.2 Conditions for genuine parental supervision	30
3.2.3 Need for parental supervision	31
3.3 Skilful mechanisms of improving the learners' academic achievement in rural secondary schools	32
3.3.1 Conditions of the classrooms	32
3.3.2 Schools' infrastructure	34
3.3.3 Rural concerned stakeholders' perceptions	35
3.4 Rural secondary schools' management teams' key roles	37
3.4.1 Staff Development Programmes	39
3.4.2 Internal and External Networking Strategies	40
3.4.3 Motivational strategies	42
3.5 School governance versus school management	43
3.5.1 Common grounds between the School Management Teams (SMTs) and the School Governing Bodies (SGBs)	43 45
3.5.2 Reconciliation strategies between the School Management Teams and the School Governing Bodies	
3.6 The learners' Bill of rRights	46
3.6.1 Learners' knowledge about their rights and their responsibilities	46
3.6.2 Learners' home background	48

CHAPTER 3 (continued)

	PAGE
3.7 The rural secondary schools' learners' recommended methods of studying	49
3.7.1 Group studying	50
3.7.2 Individual studying	51
3.7.3 <i>Pair studying</i>	51
3.8 The rural secondary schools' departmental support services	52
3.8.1 Curriculum enlightenment	53
3.8.2 Educators' Support Programmes	54
3.9 Summary	55

CHAPTER 4

RESEARCH METHODOLOGY AND DESIGN

	PAGE
4.1 Introduction	57
4.2 Preparation for the Research	57
4.2.1 Permission	57
4.2.2 Selection of respondents	57
4.3 Design of Research Instrument	58
4.3.1 Quantitative research	58
4.3.2 The questionnaire as a research instrument	58
4.3.3 Construction of a questionnaire	59
4.4 Characteristics of a good questionnaire	60
4.5 Advantages and disadvantages of a questionnaire	61
4.5.1 Advantages of written a questionnaire	62
4.5.2 Disadvantages of written a questionnaire	63
4.6 Validity and reliability of questionnaire	65
4.6.1 Validity of a questionnaire	66
4.6.2 Reliability of a questionnaire	67
4.7 Pilot study	69
4.8 Administration of a questionnaire	70
4.9 Processing of data	70
4.10 Descriptive statistics	70
4.11 Summary	71

CHAPTER 5

PRESENTATION AND ANALYSIS OF DATA

	PAGE
5.1 Introduction	72
5.2 Descriptive statistics	72
5.2.1 Gender of respondents	73
5.2.2 Age of respondents	73
5.2.3 Qualifications	75
5.2.4 Years of service as an educator	76
5.2.5 Post level of respondents	77
5.2.6 Type of Post	78
5.2.7 Respondents' employer	79
5.2.8 Classification of respondents' school	80
5.2.9 Parental supervision in rural secondary schools	88
5.2.10 Participatory activities of relevant concerned stakeholders	95
5.2.11 Departmental support services	
5.3 Summary	101

CHAPTER 6

SUMMARY AND RECOMMENDATIONS

	PAGE
6.1 Introduction	103
6.2 Summary	103
6.2.1 Statement of the problem	103
6.2.2 Literature review	103
6.2.3 Planning of the research	105
6.2.4 Presentation and analysis of research data	106
6.2.5 Aims of the study	106
6.3 Findings	106
6.3.1 Findings from the literature review	106
6.3.2 Findings from the empirical research	108
6.4 Recommendation	111
6.4.1 Development of rural parents on parental supervision	111
(a) Motivation	111
(b) Recommendation	113
6.4.2 Involvement programmes for parents	114
(a) Motivation	114
(b) Recommendation	115
6.5 Future research	115
(a) Motivation	115
(b) Recommendation	116

CHAPTER 7

SUMMARY AND RECOMMENDATIONS

	PAGE
7.1 Criticism	116
7.2 Conclusion	116
7.3 Final remark	117
7.4 Acronyms	117
7.4.1 SEMs – Superintendents of Education Management	117
7.4.2 SMTs – School Management Teams	117
7.4.3 SGBs – School Governing Bodies	118
7.4.4 HODs – Heads of Departments	118
SOURCES	119
APPENDICES	124

CHAPTER 1

INTRODUCTION TO THE STUDY

	PAGE
1.1 Introduction	1
1.2 Motivation for the study	4
1.3 Statement of the problem	6
1.4 Critical questions	7
1.5 Aims of the study	7
1.6 Elucidation of concepts	8
1.6.1 Secondary school learner	8
1.6.2 Formal education	9
1.6.3 Parental supervision	9
1.6.4 Home education	9
1.6.5 Rural community	9
1.6.6 Stakeholders	10
1.7 Rationale	10
1.8 Significance of the study	11
1.9 Method of research	11
1.10 Summary	12

CHAPTER 1

INTRODUCTION TO THE STUDY

1.1 Introduction

The National Department of Education expects that education should be owned and assessed by the community stakeholders. This expectation is a relevant expectation because schools are built in communities. It therefore stands to reason that the community stakeholders should look after the community schools. Kruger (1996, p.26) sees the school as a strong contributory measure against illiteracy, and an advocate for the promotion of numeracy and life skills. The main aim of schools is to enlighten the community. The school is set apart from other societal institutions by its task, namely, educative teaching.

According to the South African Schools Act, Act No. 84 of 1996, both parents and educators should account for the learning process at school. In rural communities, however, this has seldom materialised, *inter alia* because of parents' illiteracy. In reality, parents and educators should work as partners in creating the culture of teaching and learning. It is expected of each parent to supervise his or her child, i.e. homework completion, research projects and other arts and culture projects. Parental supervision is thus regarded as a prerequisite in the learning process.

Van Schalkwyk (1990, p.27) and Kruger (1996, p.30) argue that research in recent years has revealed two important facts about parental supervision and educators' commitment to the learners' schoolwork:

- *Parental supervision has a significant effect on the quality of teaching and the learning experience in the school as well as on the learners' results.*

- Without proper cooperation between parents and educators, the learners cannot be adequately educated.

This argument is appropriate, in the sense that educators and parents have a special role to play in the education of learners, i.e. by collectively creating a conducive teaching and learning atmosphere and becoming partners in the proper supervision of learners at school.

Mkhize (1995, p.6) maintains that schools are man-made secondary institutions which were created because parents no longer felt fully competent to perform their educative tasks. Parents are primary educators and educators are secondary educators. They both have a common concern, i.e. to lead the children to adulthood. At this juncture, the Department of Education is in the process of bridging the gap between home education and school education.

Kganye (2002, p.20) sees parents as learners' supervisors and that their supervision should be characterised by:

- trust,
- accountability,
- care,
- love, and
- perseverance.

Parents are regarded as first teachers to their children. When the child enters the school for the first time, the educators pre-assume that the parents have taught the rudiments of important values and life skills to the child. In fact, the school can never replace home but it continues to build on the foundations laid by parents at home. As parents often do not have the proper knowledge to teach their children, they rely mostly on educators who have undergone training for teaching. The academic achievement of learners can be a success if parents can partner with

educators. The outcome of a proper partnership between parents and educators is as follows:

- A high pass rate.
- proper curriculum development.
- accessibility of school programmes.

Munnik and Swanepoel (1990, p.81) acknowledge that parents are key figures in the harmonious learning process at school. The current system of education, that is the National Curriculum Statement (NCS), advises educators and parents to work as partners. It is thus expected that the full participation of parents in schools should have a positive influence on the academic achievement of learners.

It has been found that rural secondary schools are often not fully equipped with the resources that can affect teaching and learning (Niemann, 1995:p.24). Rural secondary schools experience problems such as:

- Shortage of infrastructure.
- Schools' classrooms without electricity.
- Under-qualified educators.
- Illiterate parents.
- Efflux of qualified educators into urban and semi-urban areas
- Scarcity of technological, scientifically and mathematically skilled educators.

1.2 Motivation for the study

A study of parental supervision and learners' academic achievement in rural secondary schools is needed because inadequate knowledge and understanding thereof could lead to parents' reluctance to effectively supervise the learners in rural secondary schools. It is therefore a prerequisite to such a study to investigate the essence of parental supervision in order to:

- Improve the learners' academic performance in secondary schools.
- Commit the parents in the education of their children.
- Improve partnership between parents and educators.
- Enable the community and relevant concerned stakeholders to own and honour the programmes and activities that are offered at schools.
- Relieve parents from a fear of the unknown, by involving them in the schooling process.

According to Niemann (1995, pp.483-484), a study of rural secondary schools will address the issues of irresponsible government and bring equity in education. The inequalities in the provision of education and training are most acute in rural communities. Parental supervision can draw the attention of officials of the Department of Education to the plight of the needy rural secondary schools. The Department of Education has various resources at its disposal with which to support learning and teaching in schools. The curriculum service delivery sub-directorate in the Department of Education has the following components:

- curriculum services,

- examination services
- subject advisory services,
- library, media and educational services,
- psychological services, and
- guidance services.

This study intends to provide a framework within which parents may be motivated to fully involve themselves in the academic performance of their children. Effective parental involvement can force the procurement component to focus closely on rural secondary schools. The procurement component can assist rural secondary schools to:

- Identify needy rural secondary schools.
- Liaise with the private sectors for donations for rural secondary schools.
- Monitor and assess the relevant teaching and learning aids utilised by rural secondary schools' educators, i.e. teaching and learning tools.

Swap (1993, p.11) and Bhengu (2003, p.3) cite the following reasons that may, *inter alia*, hamper accountable parental supervision:

- Parents lack confidence or do not have a strong desire to get involved in the teaching and learning processes in schools, e.g. to be part and parcel of the decision-making at school.
- Direct day-to-day contact or communication between parents and educators, so that supervisory strategies can be planned and implemented is not always possible.

This indicates that parents need to attend workshops. The conduction of workshops for parents can assist them to understand their roles at

school. Although rural parents are interested to know about programmes and activities that are offered at schools, they experience problems such as:

- illiteracy,
- lack of transport to and from schools, and
- community political agendas.

If parents can be workshopped on how to supervise the afternoon studies, for instance, the following can be achieved:

- Learners can become better equipped to pass their exams.
- Parents can become better acquainted about study techniques.
- Higher pass rates can be achieved.

1.3 Statement of the problem

The parents and educators of rural secondary schools are faced with complex demands from the National Department of Education. One of these demands that the rural secondary schools should compete with the urban, formerly known as Model "C" schools in terms of results. These demands seem to be unachievable because rural secondary schools are still under-developed, in that there still is a scarcity of resources and subject specialists, classrooms need to be repaired, and the curriculum needs to be communicated to parents, i.e., parents should have input in the curriculum development.

Although parents have been given more power in the teaching and learning environment in the community public schools, they do not have the skills and knowledge to carry out all these responsibilities. It has been found that, at times, educators tend to undermine the status and rights of parents to access activities and programmes that are offered at schools. This has resulted in parents' poor attendance of schools'

meetings. They feel sidelined and inferior in the initiatives that should be in place in rural secondary schools.

To date very little has been documented on the conditions in which rural secondary schools' parents and educators have to operate. This current study is being undertaken to address certain uncertainties and barriers that affect learners' optimum performance in rural secondary schools

1.4 Critical questions

Critical questions centre around parental supervision and learners' academic achievements in rural secondary schools. These questions are as follows:

- Are parents of learners fully conversant with supervisory strategies?
- How are these strategies related to their roles as parents?
- Is parental supervision meant to uplift the standard of learning and teaching in rural secondary schools?
- Are there any platforms paved, for parents and educators to discuss their roles as they are both educators?
- Are schools' programmes and activities accessible to parents?
- Are community relevant stakeholders permitted to make an input in the curriculum development?

1.5 Aims of the study

This study is aimed at committing rural learners' parents to the programmes and activities of the schools. Supervisory techniques and strategies are key factors in this study. The government of the past did not consider rural parents' input in the running and operating of rural

secondary schools. This often resulted in rural secondary schools being vandalised or disowned by some members of rural communities. Vandalism at rural secondary schools promotes teaching and learning problems such as:

- Shortage of school furniture.
- Lack of school infrastructure.
- Demotivation of both learners and educators.
- High failure rate of learners.

Mthabela (1997, pp.18-19) argues that parents are primary educators, so they should not be deprived of their rights. This argument is relevant because parents are the first teachers of children. Certain societal values are first taught at home, e.g. respect and obedience. These values are undermined if dilapidated schools' buildings are not repaired or renovated, e.g. roofs are falling off and paint is peeling off the walls. The learners' academic achievement in rural secondary schools is thus affected by these unhealthy conditions. Officials of the Department of Education talk of quality and equal education, whereas at rural secondary schools the infrastructure has received very little attention.

1.6 Elucidation of concepts

In the interest of clarity and understanding, important concepts in this study need to be elucidated.

1.6.1 Secondary school learner

A secondary school learner is a learner whose age is between 13 and 17 years. The secondary school learner usually wants to be independent. At this age, he or she wants to be listened to rather than to listen to the elders. At the secondary school level, a learner starts to regard himself or herself as an adult. A secondary school learner often experiences peer pressure problems.

1.6.2 Formal education

Formal education is defined as a stage whereby a child enrolls in the school. According to the South African Schools Act, Act No. 84 of 1996, formal education is when the child gets a formalised education. In this context, formal education is conducted by educators.

1.6.3 Parental supervision

Parental supervision is defined as an act of looking after the child by way of giving him or her proper care, advice, love, support and guidelines. The rendering of assistance to the child is characterised by:

- Responsibility,
- Trust, and
- Authority.

In this regard, parents act as authoritative figures to their children. At a secondary school level, parents are defined as learners' supervisors during study periods.

1.6.4 Home education

Bhengu (1996, pp.6-7) explains home education as a typical education process that takes place outside the school environment. In fact, home education can be regarded as education that is conducted by parents. Parents teach their children acceptable norms and values. In this context, home education should have parents who are able to monitor, guide, support and advise learners.

1.6.5 Rural community

Mzimela (2006, p.7) describes rural community as a place where, most of the time, cultures and customs originate. A rural community can also

be defined as an environment which consists of parents who were disadvantaged in terms of skills and knowledge. In this context, a rural community is described as an under-developed environment.

1.6.6 Stakeholders

Stakeholders are described as people who show and have vested interests in the development of communities. In this context, stakeholders are people who usually make inputs towards the development of schools' infrastructure. Stakeholders are defined as *people who participate in the developmental programmes of the community in which they are residing.*

1.7 Rationale

Rural secondary schools had been under-provided for by the ex-government of South Africa. Since 1994, the rural black community parents were given more opportunities to run and become involved in the operation of their rural secondary schools. The government of the past deprived parents of their right to become key supervisors of their children. Dlamini (1999, p.11) is of the opinion that the parents' constitutional rights should not be infringed upon by whoever is in power in the Department of Education at any given time.

Parents' full involvement in the schools' programmes can serve as a solution to the improvement and maintenance of the rural secondary schools' academic results. This implies that rural secondary schools' learners, like any other school learners, should not be deprived of their rights under a constitutional Bill of Rights.

If parents can effectively supervise the schoolwork of their children, particularly in rural secondary schools, the following improvements can be achieved:

- The gap between home education and school education can be more easily bridged
- Parents' fear of the unknown can be addressed through their involvement in the educational process
- Learners can be motivated and therefore perform to their maximum potential
- Sharing of authorities, powers and responsibilities between parents and education can be facilitated.

1.8 Significance of the study

In view of the lack of proper and effective supervision by parents in rural secondary schools, the findings of this study could assist both parents and educators to better understand their roles as educators of learners. This study will therefore lay a solid and strong foundation for parents to be able to supervise their children's work at school, particularly with an aim of improving the learners' academic performance in rural secondary schools.

This study hopes to encourage rural secondary schools' parents to take part in and honour all programmes that are offered at school and to do away with the saying "The school belongs to the government". Parents should know that their children's education is in their hands and they should therefore value it.

1.9 Method of research

Research with regard to the study will be conducted as follows:

- A literature study of available, relevant literature.

- A study of the Department of Education's relevant circulars.
- An empirical survey comprising a self-structured questionnaire, to be completed by educators of rural secondary schools only.

1.10 Summary

Parents are regarded as essential stakeholders in rural secondary schools. The programmes and activities that are offered in each rural secondary school should be accessible to parents. It has been found that rural secondary schools that value and honour parents' input do not experience problems such as strikes, protest demonstrations or vandalism of school buildings.

The learners' academic achievement solely depends on a partnership between parents and educators. Parental supervision should be in place to maximise the academic performance of rural secondary school learners. On the other hand, it is expected of educators to value the role played by parents in schools. Educators should therefore create strong bonds of sharing ideas with rural stakeholders. Effectiveness of sharing ideas can minimise problems such as shortage of transport to and from school, unnecessary ill-feelings between educators and community members and undermining of the parents' inputs.

CHAPTER 2

LITERATURE REVIEW

THE ROLE OF RELEVANT CONCERNED STAKEHOLDERS IN THE RURAL SECONDARY SCHOOLS

	PAGE
2.1 Introduction	13
2.2 Genuine partnership between the relevant concerned stakeholders, educators and learners	14
2.2.1 Utilisation of community-based public municipal libraries by educators and learners	15
2.2.2 Stakeholders' and educators' educational forums	17
2.2.3 Usage of public transport by educators and learners	18
2.3 Stakeholders' input in the rural secondary schools' programmes	19
2.3.1 Cultural activities	20
2.3.2 Sporting activities	21
2.3.3 Fundraising strategies	22
2.4 Involvement of stakeholders in the rural secondary schools' programmes	23
2.5 Collaboration between communities, policing forums and rural secondary schools in maintaining discipline, safety and security	24
2.6 Summary	25

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

Dekker and Van Schalkwyk (1995, p.485) argue that relevant concerned stakeholders in rural secondary schools are essential. Rural stakeholders should own and access some of the programmes and activities that are offered in rural secondary schools such as cultural activities, heritage days, arbour days, science weeks, Valentine's Day and achievers' days. It is noticeable that rural secondary schools are under-resourced in terms of buildings, electricity installation, teaching and learning aids. This is caused by some departmental officials who do not value the existence of relevant concerned stakeholders in rural communities. Furthermore, educators of rural secondary schools at times over-own programmes and activities that are offered in their respective schools.

It is recommended and quite proper for relevant stakeholders to partake in programmes of rural secondary schools. The full involvement of relevant stakeholders can improve the conditions of service delivery in terms of curriculum development, schools' beautification and the like. Educators of rural secondary schools cannot effectively perform their educational tasks without the full partnership of relevant concerned stakeholders. Relevant concerned stakeholders can assist rural secondary schools by:

- developing the schools' infrastructure,
- ensuring security in the school buildings,
- assisting in the curriculum development of schools,

- accessing programmes and activities that are offered,
- assisting in the construction of roads to community public schools and
- liaising with the educators about fundraising strategies and activities that should be in place to develop funds for the schools.

Relevant stakeholders should regard the schools in rural areas as community information centres. They should liaise with the private sector and attract them to invest in skills for rural secondary schools' learners. According to Cronje (2005, p.2), the culture of teaching and learning is possible in the presence of concerned parents in the rural communities. It is accepted that the community stakeholders have the power to make education happen in their communities, i.e. to support the educational campaigns.

2.2 Genuine partnership between the relevant concerned stakeholders, educators and learners

Since 1994, when the South African government became liberated, community relevant concerned stakeholders were given more powers, rights and responsibilities to serve in the schools' governing bodies (South African Schools Act, Act No. 84 of 1996). On the other hand, educators and learners were given more powers to bargain in the schools' governing body structure, i.e. to become educators' representatives and learners' representatives in the school governing body.

Mzulwini (1997, p.6) states that genuine partnership between educators, learners and relevant concerned stakeholders should be based on trust. The government of the past ignored the existence of relevant concerned stakeholders. This resulted in rural secondary schools being regarded merely as "government buildings". The schools belong to the

communities, not to the government; therefore, parents should access all the progress that is offered in each rural secondary school.

It is a prerequisite that relevant concerned stakeholders should formulate partnership with the officials of the Department of Education, such as subject advisors, principals, superintendents of educational management (SEMs) and the psychological services. It is anticipated that rural secondary schools' results will improve through genuine partnerships between relevant concerned stakeholders, educators and learners.

2.2.1 Utilisation of community-based public municipal libraries by educators and learners

According to Steyn (2003, pp.24-25), the communities value education for themselves and for the future of their children. The vision and mission statement of rural secondary schools should be based on a culture of learning and teaching. The community-based public municipal libraries should benefit both educators and learners. The utilisation of these libraries can assist rural learners and educators to commit themselves to learning, and thus improve academic performance. These libraries can enable rural secondary schools' learners to develop independent reading skills. Educators, on the other hand, will have the opportunity to consult recommended books so that the bad habit of relying only on prescribed textbooks can be curtailed.

Parents are encouraged to support and motivate their children to visit libraries. However rural parents are unable to support their children to visit libraries because of:

- illiteracy,
- ignorance, and
- demotivation.

Rural municipal libraries can assist rural educators to make use of reading material available in the libraries so that they may be able to prepare and arrange standardised activities for learners. Visits to libraries by rural secondary school learners can familiarise them with acceptable behaviour in libraries. The culture of visiting libraries can assist and prepare learners for tertiary education such as Technikons, Universities, Colleges of Education and so on. Although rural community libraries do not have enough books, learners should make use of those available for study and reference purposes. In tertiary institutions, learners are compelled to refer to a wide range of sources when they write assignments. Background knowledge of using the library is thus essential to them.

Roux (1994, p.72) and Cronje (2004, p.6) state that parents should encourage their children to visit community public libraries in order to:

- Revise all that has been taught by educators in the classroom situation.
- Develop their independent thinking skills.
- Supplement textbooks that are used by educators in the classroom situation.
- Promote the culture of learning in their life-worlds.

In reality, it is expected of each learner to practise all that has been taught to him or her in the outside world. The acquisition of skills and knowledge by learners at school and elsewhere should directly and indirectly assist the communities. The revival of learning habits such as pair, group and individual method of studying can assist rural secondary school learners to improve their academic performance. It is of paramount importance for both educators and learners to use community libraries to improve academic results.

2.2.2 Stakeholders' and educators' educational forums

Rural concerned stakeholders and educators of rural secondary schools should work as partners. This partnership should be based on trust. Educators should not create barriers to partnership, but should regard community stakeholders as essential. At times educators tend to isolate themselves from community educational forums. Their isolation is caused by:

- Communication breakdown.
- Community educational projects which are mostly politically aligned.
- Lack of information about the rural community background.

Educational forums should address issues pertaining to:

- Shortage of transport in the community which often causes learners to come late at school.
- *Bad condition of school buildings, e.g. poor roofing.*
- Late-coming of both educators and learners to school.
- Insufficient school infrastructure.

The high rate of failure in rural secondary schools may be caused by some problems which can be resolved at the level of the local school community. The local school community should ensure that both educators and learners do not encounter problems such as shortage of transport, vandalism of classrooms and water and sanitation problems. On the other hand, municipal councillors should ensure that sub-committees which are elected in the community are functional. At times, the dysfunctionality of community sub-committees is caused by:

- political affiliations,
- community political agendas,
- resistance to transform,
- negative attitudes, and
- fear of the unknown.

Municipal councillors negate community sub-committees if they are against their own political agendas. Instead, they develop pre-assumptions about the existence of such committees. Members of those sub-committees end up having their names associated with political organisations that are active in the local school community, e.g. African National Congress, Inkatha Freedom Party, Democratic Alliance and United Democratic Movement.

2.2.3 Usage of public transport by educators and learners

Rural educators and learners encounter problems when it comes to the usage of public transport. Public transport operators often use vulgar language which is not acceptable in schools. They thus show no respect to both educators and learners.

On the other hand, educators at times tend to regard themselves as more important than others and expect to be prioritised, whereas public transport is meant to be used by everyone in the community. In fact, both educators and learners should regard themselves as community members and not as special groupings.

Public transport in rural communities is scarce. The scarcity of public transport indirectly affects the operation of rural secondary schools. These severe outcomes of the unavailability of transport are:

- Late-coming of both educators and learners to school.
- Teaching and learning periods that are wasted.

- Educators and learners who often come early become demoralised and demotivated.
- Schools' starting times and timetables are disrupted.

2.3 Stakeholders' inputs in the rural secondary schools' programmes

David (1993, p.93) argues that relevant stakeholders should have a say about streams that are offered in community rural secondary schools. The school management teams (SMTs) should remember that schools belong to communities; therefore, community stakeholders' inputs should be honoured.

The relevant community stakeholders have a measure role to play in the development of rural secondary schools' programmes. These programmes are water and sanitation, HIV and AIDS awareness, matric intervention, crime prevention and ABET programmes. It is expected of SMTs to ensure that the community's relevant stakeholders are invited to have an input during macro planning at school. The full involvement of community stakeholders can make a difference in the schools' academic results. On the other hand, SMTs should remember that the school is a system which consists of components. In this context, components are learners' representatives, educators' representatives, parents' representatives (SGBs) and relevant concerned stakeholders' representatives.

Rural community stakeholders usually assist needy rural community learners' parents by:

- Creating jobs for needy learners' parents.
- Paying school fees for needy learners.

- Offering of temporary jobs to community secondary schools' learners during school vacations and on weekends.

The full involvement of relevant concerned stakeholders in rural secondary schools can minimise problems such as strikes, unnecessary protest demonstrations, and high rates of absenteeism and any unacceptable behaviours of learners.

2.3.1 Cultural Activities

Rural communities value cultural activities such as Zulu dances, modelling, the celebration of heritage days and so on. Cultural activities should be celebrated in rural secondary schools as tertiary institutions offer these activities as Arts. It is an indisputable fact that rural communities still recognise the role of culture. In reality, education is not only about academic subjects, but is inclusive of a variety of activities, as mentioned previously. These activities should be available to learners in rural secondary schools. Cultural activities stimulate the growing minds of learners, and learners become proud of their customs and cultures. Parents should support and make inputs for the inclusion of cultural activities in rural secondary schools. Cultural activities assist in the restoration of, *inter alia*, the following:

- solidarity,
- respect,
- good and acceptable habits, and
- customs.

According to Bhengu (2005, p.7) cultural activities demonstrate the correct habits and good behaviour of each nation. This is true in the sense that some cultural habits have good teachings for youngsters. Youngsters are often seen to be out of hand because some of the culturally correct habits and good behaviour are deliberately neglected. Each nation should value and hold dear its customs, culture and good

habits. On the other hand, the behaviour of some political organisations can cause confusion as they tend to abuse rural community parents when they celebrate cultural activities such as Zulu dance and modelling which they associate with their political affiliations.

Political alignment with certain cultural activities has caused some parents and other stakeholders to be reluctant to partake and support rural schools in cultural activities. Whilst political activists encourage people and learners at schools to recognise cultural activities, their deeds are at times confusing to both learners and parents in rural communities.

2.3.2 Sporting Activities

Sports are co-curricular or extramural activities that should be included in school programmes. Stakeholders have roles to play in the effectiveness of sports in rural secondary schools. These roles are coaching, refereeing and motivating, as well as clinical sessions for young rural learners.

It is often found that rural communities are under-developed in terms of sports fields, e.g. rugby grounds are rarely found in rural schools. There are still negative attitudes towards some sport activities such as volley ball, table tennis, wrestling, netball and basket ball. Some rural communities associate these sporting codes with whites in urban areas.

Cronje (2004, p.8) argues that rural learners should not be deprived of their constitutional rights. All learners should be treated equally, irrespective of their state of health, colour, religion or places of residence. On the other hand, it has been found that the Department of Education often does not do enough about the scarcity of sports activities in rural secondary schools (Bhengu, 2005, p.50). The perception is that officials from the Department of Education mainly consider urban secondary schools when it comes to sports funding. If

this is so, rural secondary learners are being deprived of their rights. This has a severe impact on learners' academic achievement and results in them losing confidence and self-esteem.

Another perception is that the government seems to have high hopes for rural communities with a vast number of promises; however, most of them never materialise. Concerned rural stakeholders have vested interests in their secondary schools. They want to see rapid changes such as the building of libraries and basic amenities such as flush toilets in their schools.

2.3.3 Fundraising strategies

Fundraising is one of the strategies that can generate funds for rural secondary schools. Fundraising activities are successful in the presence of a fundraising committee. The fundraising committee consists of educators and learners' parents. The main aim of a fundraising committee is to develop and generate school funds. This committee should operate in line with the vision and mission statement of the school.

At times, it helps to involve learners in the fundraising activities, particularly the secondary school learners. The empowerment of secondary school learners can broaden their scope of choice in terms of courses that are offered in tertiary institutions.

Relevant concerned stakeholders can develop the school funds by:

- Planting fresh vegetables and fruits and selling them to public markets.
- Affiliating to collect-a-can competitions.

- Having a school tuck shop in which they sell healthy fruits and refreshments.

Bhengu (2005, p.114) argues that rural stakeholders are often unable to assist in rural secondary schools because of the following reasons:

- insufficient knowledge.
- Illiteracy.
- confusing departmental policies.
- communities' political agendas.

2.4 Involvement of stakeholders in the rural secondary schools' programmes

The rural secondary schools are built in communities which consist of people with various livelihoods. The school management teams should have proper directives in place to enable such stakeholders to participate fully in school programmes. The lines of communication should be clear to relevant stakeholders so that they can easily own and participate in secondary schools' programmes.

Mthabela (1997, pp.21-22) contends that transformation should not sideline rural stakeholders and learners' parents. The current system of education, that is the NCS, clearly involves relevant concerned stakeholders in schools' programmes. The full involvement of relevant stakeholders can minimise problems that are experienced by most rural secondary schools. These problems have to do with the shortage of infrastructures, under-qualified educators and sub-standard building conditions.

Rural stakeholders can participate in rural secondary schools by:

- Supervising afternoon studies.
- Assisting in curriculum development.

- Participating in policy formulation meetings.
- Assisting in cultural activities.
- Coaching sport activities such as soccer, netball, rugby, volley ball.

2.5 Collaboration between communities, policing forums and rural secondary schools in maintaining discipline, safety and security

Since 1994, the government mandated the National Minister of Safety and Security to launch policing forums in each province of South Africa. The provincial commissioners cascaded the information to various community police stations. After all of these interactions and bargaining, a collective agreement was signed in each community police station. The community was mandated to choose representatives in the policing forum's structure.

Rural secondary schools' learners experience problems such as drug abuse, teenage pregnancies, and peer pressure. Collaboration between community policing forums rural secondary schools has minimised a large number of problems such as:

- high crime rate,
- protest demonstrations,
- drugs possession, and
- truancy.

Community policing forums in collaboration with rural secondary schools should ensure that:

- Secondary schools' learners are cared for.
- All community public rural secondary schools are fully fenced.
- Codes of conduct for both educators and learners are in place.

The Minister of Education is concerned about the safety and security of both learners and educators in schools (Bhengu, 2005, p.73). Secondary school learners have been found to come to school in possession of dangerous weapons which is a threat to everybody on the schools' premises. Regular searching of secondary school learners for weapons or drugs, enable educators and learners to work in a relaxed and conducive atmosphere. A strong partnership between Discipline Safety and Security committees and community policing forums can minimise high crime rates in rural secondary schools.

2.6 Summary

According to the South African Schools' Act, Act No. 84 of 1996, rural stakeholders are essential. The concerned stakeholders should be in close partnership with the officials of the Department of Education in order to uplift the standard of learners' academic achievement in rural secondary schools. Educators in rural secondary schools should align themselves with the communities in which they are serving. The school management teams (SMTs) should create platforms for discussion with relevant community stakeholders. It is of paramount importance to regard learners' parents as well as relevant concerned stakeholders as co-owners of rural secondary schools.

Richey and Wheeler (2000, pp.8-9) maintain that the existence of partnerships between parents and educators can improve the standard of education in rural secondary schools. It is noticeable that rural secondary schools that value and honour the status of parents and relevant stakeholders succeed in terms of improvement to schools' beautification, resources and infrastructures. The South African Police Services have structured partnerships with the relevant stakeholders in order to minimise high crime rates in rural secondary schools. These formulated structures link discipline, safety and security in schools to the community policing forums. This partnership will reassure parents that their children are safe in rural secondary schools.

However, it has been found that the Department of Education seldom visit and monitor the unhealthy conditions at rural secondary schools (Dlamini, 2005, p.24). According to the South African Police Service Act, Act No. 68 of 1995, the safety in rural secondary schools is a first priority. This apparent lack of concern should be addressed by educators as well as concerned stakeholders.

In the next chapter, parental supervision and learners' academic achievements in rural secondary schools will be discussed.

CHAPTER 3

LITERATURE REVIEW

	PAGE
3.1 Introduction	27
3.2 Parental supervision and learners' academic achievement in rural secondary schools	28
3.2.1 Assumptions underpinning parental supervision	29
3.2.2 Conditions for genuine parental supervision	30
3.2.3 Need for parental supervision	31
3.3 Skilful mechanisms of improving the learners' academic achievement in rural secondary schools	32
3.3.1 Conditions of the classrooms	32
3.3.2 Schools' infrastructure	34
3.3.3 Rural concerned stakeholders' perceptions	35
3.4 Rural secondary schools' management teams' key roles	37
3.4.1 Staff Development Programmes	39
3.4.2 Internal and External Networking Strategies	40
3.4.3 Motivational strategies	42
3.5 School governance versus school management	43
3.5.1 Common grounds between the School Management Teams (SMTs) and the School Governing Bodies (SGBs)	43 45
3.5.2 Reconciliation strategies between the School Management Teams and the School Governing Bodies	
3.6 The learners' Bill of Rights	46
3.6.1 Learners' knowledge about their rights and their responsibilities	46
3.6.2 Learners' home background	48

CHAPTER 3 (continued)

PAGE

3.7	The rural secondary schools' learners' recommended methods of studying	49
3.7.1	Group studying	50
3.7.2	Individual studying	51
3.7.3	Pair studying	51
3.8	The rural secondary schools' departmental support services	52
3.8.1	Curriculum enlightenment	53
3.8.2	Educators' Support Programmes	54
3.9	Summary	55

CHAPTER 3

LITERATURE REVIEW

3.1 Introduction

According to Donald and Lazarus (2002, p.21), rural communities should own and value their secondary schools. A large number of rural secondary schools are vandalised by some members within the communities. This vandalism proves that rural communities are not yet goal-directed about the education at their secondary schools. They do not honour and value the education of their children. The rural secondary schools' ownership by communities should be characterised by positive attitudes towards programmes and activities that are offered. The relevant stakeholders such as community businessmen, farmers, ex-educators and municipality councillors should have the best interests of the rural secondary schools' developmental programmes at heart.

The South African Schools Act, Act No. 84 of 1996, defines rural secondary schools as community learning organisations. In the past, rural secondary schools have been neglected in terms of subject-combinations and buildings. This has had a detrimental effect on the quality of learning. Quality in education can have different meanings to different people. One important perspective is that quality is dependent on interactions between parents, educators and the learners. Parental supervision can contribute towards the attainment of good results in rural secondary schools. The rural learners' parents can assist in this regard by ensuring that:

- Homework is being done.
- Learners have eaten before they go to school.
- Learners have shelters.

Burmeister (1998, p.5) describes parents as people who should take account of the academic achievement of their children. Parents should acquire skills of being able to supervise their children at school and at home. The parents' acquisition of skills to supervise the learners' work can have a positive impact on the improvement of results in rural secondary schools. The negligence of rural secondary schools by the Department of Education has had a detrimental effect on the learners' academic achievement. To counter this, the school management teams should institute reconciliation strategies with the learners' parents. The enhancement of parent-educator partnerships can improve and maintain the standard of education in rural secondary schools.

Bhengu (2005, p.2) maintains that the education of South Africans should remain in their own hands. During the apartheid era, i.e. 1948-1976, the National Party introduced the so-called apartheid education. This system of education was introduced as part of a plan of social development that was essential to the success of the policy of apartheid. The current education system, that is, the National Curriculum Statement, is inclusive of skills, values and knowledge for all. The system thus invites parents of learners and relevant concerned stakeholders to make inputs in the education of their children.

3.2 Parental supervision and learners' academic achievement in rural secondary schools

Parental supervision in education has long been acknowledged in the South African education system (Dekker, 1995, p.484). South African parents should therefore commit themselves to the education of their children. It is at times demoralising to stakeholders that, some officials of the Department of Education are perceived to be reluctant to support the rural secondary schools. Moreover, parental supervision in rural secondary schools is often undermined or underestimated by both educators and officials of the Department. Quality education in rural secondary schools is thus far from ideal.

Pintrich and Schunk (2002, p.373) argue that there is a wealth of evidence that parental supervision can make a vast difference in the learners' academic achievement. Parents are regarded as primary educators. They automatically convey some of their own skills, values and knowledge to the growing minds of their children. This acquisition of skills, values and knowledge enables the learners to cope better at school. Bhengu (2005, p.6) maintains that parental supervision should be regarded as a supporting instrument in rural secondary schools. Educators of rural secondary schools should therefore ensure that the support from the parents is valued and welcome.

3.2.1 Assumptions underpinning parental supervision

Dekker (1995, p.459) states that the apartheid education system was meant to empower the whites and disempower the Africans. The traditional system of education, i.e. Bantu education, sidelined the learners' parents to access the programmes that are offered at schools. Under the present system parents are included in the education of their children and can therefore supervise the activities that take place at schools. Lolwane (2002, p.4) and Lubisi (2004, p.2) maintain that parental supervision is underpinned by:

- Commitment.
- Care.
- Motivation.
- Love.
- Trust.

Commitment should be regarded as the first step in the area of parental supervision. Parents of learners at rural secondary schools should commit themselves to the supervisory task. Simultaneously, the commitment of parents should predict good and standardised end results.

In the teaching-learning process, care and love intertwine (Blandford, 2006, p.61). Rural secondary schools' parents should show love and care whilst they are supervising the learners. Parents should be motivated so that they can, in turn, motivate the learners. Parental supervision should also be characterised by trust and commitment; they should be reliable and be trusted by the learners.

3.2.2 Conditions for genuine parental supervision

Donbagin and Gallagher (1999, pp.142-143) maintain that the bottom line of any parental supervision is to help and support the educators to teach the learners effectively. It is not always possible for rural parents to supervise the learners effectively. The rural secondary schools' educators at times seem to want to defend their status at the expense of rural secondary schools' learners. Rural educators are perceived to be afraid of parents' participation, which may lead to serious interference with their rights and duties. Lubisi (2006, p.6) and Cronje (2007, p.2) contend that genuine parental supervision should be characterised by free and continual exchange of information between parents and educators. Rural secondary schools' educators may see rural parents as useless people, although some rural parents are able to converse intelligently with educators. They have skills and talents that can be drawn on for the enrichment of curricular and co-curricular activities.

Jarvis (2002, p.140) argues that the constitutional rights of parents should not be violated. Rural secondary schools' parents have skills and knowledge that can be of value in the rural schools. Some rural parents are highly competent in problem-solving procedures and the formulation of policies that reflect the wishes of the people. Bhengu (2005, p.11) argues that rural secondary schools' educators seem to forget that parents of learners are their clients. Genuine parental supervision can be of inestimable value in helping to chart the course of education while leaving the technical details to professionally trained educators.

According to Dekker (1995, p.41) and Lolwane (2002, pp.48-49) genuine parental supervision can improve and maintain the learners' academic achievement in rural secondary schools. Rural educators at times seem to forget that parents are qualified to decide what education is best for their children or to discuss technical matters of curriculum building and instructional procedures. Parental supervision thus enables the parents to engage themselves in the curriculum development of schools.

3.2.3 Need for parental supervision

Parental supervision is a need in rural secondary schools. The rural secondary schools' educators should avoid conflict and rather build coalitions with the parents of rural secondary schools. Donbagin and Gallagher (1999, pp.7-9) state that every rural secondary schools' parents should be involved in the process of supervising the learners. A vast number of rural secondary educators undermine and underestimate the capabilities of rural parents, although it has been found that parental supervision can bridge the gap between home education and school education.

Mzulwini (1997, p.41) and Bhengu (2005, p.6) argue that rural parental involvement in rural secondary schools should not be abolished. Despite sporadic conflict situations, educators usually commend the effects of parental supervision. In general, educators believe that the failure of parents to participate in rural secondary schools can reduce the learners' potential for a school's success. On the other hand, parental supervision can make the learning and teaching context to become more problematic. The Department of Education at times undermines and underestimates parental supervision, so that rural parents are not workshopped about the National Curriculum Statement. Parents can thus end up interfering with the rights of educators. Their unnecessary interference can be detrimental to those educators.

3.3 Skilful mechanisms of improving the learners' academic achievement in rural secondary schools

La Belle and Sylvester (1991, p.142) state that education is interactive. This means that education involves the learners and educators in the learning environment. Interaction in this context means the engagement of educators and learners in the learning environment for the purpose of achieving the common goal such as the acquisition of skills, knowledge and so on. Although the National Minister of Education approved the so-called National Curriculum Statement with the intention of improving the learners' academic achievement in schools, rural secondary schools are still under-performing. Despite the fact that the National Curriculum Statement cordially invites parents to participate in the programmes and activities of schools, educators are not keen to involve parents in the teaching process.

It is the duty of the relevant concerned stakeholders and educators of rural secondary schools to interact on skilful mechanisms of improving the learners' academic achievement in rural secondary schools.

Van der Westhuizen (1999, p.210) argues that the learners' academic achievement should not be an issue of rural secondary schools alone. The learners' parents, relevant stakeholders, and superintendents of educational management should all play their key roles. It should be brought to the attention of the department's officials when some members of communities vandalise and damage the school buildings. Action should be taken against those who vandalise, instead of protect, the buildings which actually belong to them as members of a community.

3.3.1 Conditions of the classrooms

Barnard (1999, p.410) maintains that rural secondary schools' classrooms should be conducive to teaching and learning. Most of the rural secondary schools' classrooms are not conducive to teaching and

learning. The bad conditions of these classrooms create barriers to learning and teaching.

As stated in the previous Section (3.3) it is often members of the community who vandalise school buildings. Mzulwini (1997, p.10) and Bhengu (2005, p.41) state that rural secondary schools' classrooms are vandalised by local community youths, who at times hold meetings in the schools' buildings. They are often unable to control and maintain order whilst their meetings are in progress. These youngsters also tend to use classrooms as entertainment centres, shebeens and so on.

According to Van der Westhuizen (1999, p.430) complete and optimum development of the child rests with the educative teaching partnership between parents and educators. This development of the child becomes impossible if there are severe barriers to the learning process, such as vandalised classrooms. At times even Municipal councillors of their respective wards disregard rural secondary schools.

Mthabela (1997, p.22) is of the opinion that school management teams should work in close partnership with the school governing bodies so that some of the schools' problems can be discussed in the correct platforms and be resolved timeously.

Poor conditions of classrooms and school buildings can be attended to, provided that:

- Educators and parents develop a team spirit, and work together.
- Local municipal councillors address the ward's youngsters in the strongest terms.
- Non-learners' parents and learners' parents accept responsibility for the community rural secondary schools.

Mzulwini (1997, p.41) argues that rural secondary schools' classrooms are not a conducive environment. Most rural secondary schools' classrooms are operating without doors, window panes, properly plastered walls or fully fenced school parameters. There is often theft of school property by culprits in the community who disregard the duly constituted school governing bodies. They tend to label these bodies as political organisations that are active in their communities. As a result the labelled school governing bodies' members become reluctant and sometimes even dysfunctional. The noticeable features of dysfunctional school governing bodies' members are:

- Leniency.
- Fear to take decisions.
- Unvisionary when it comes to school governance.
- Over-conformity.

3.3.2 Schools' infrastructures

The school infrastructure serves as a cornerstone in the development of rural secondary schools (Van der Westhuizen, 1999, pp.48-49). The rural secondary schools' infrastructures such as water sanitation, installation of electricity and so on, serve as prerequisites in the development of rural secondary schools. The school which has electricity is able to purchase electrical appliances that can assist in promoting the culture of teaching and learning. The utilisation of computers, overhead projectors, radios and tape recorders have a positive effect on the teaching and learning process. Rural secondary schools' learners should have access to sophisticated learning aids in preparation for tertiary institutions.

Fataar (1997, p.68) regards the reconstruction and development programme (RDP) as a campaign that came into being to address the issues of infrastructures in communities. This programme did not work for rural communities (Dlamini, 2003, p.6). The communities' political

activists tended to misappropriate these programmes for their own benefit. In the process, the political activists sidelined and excluded the principals of rural secondary schools from the programme, and this left the schools without infrastructures to effect teaching and learning.

Kruss (1997, p.87) argues that the Department of Education should improve the infrastructures of rural secondary schools in order to bring quality and equity. Rural secondary schools are needful of basic infrastructures that will enable the schools to improve in terms of learners' academic achievement. A school's basic infrastructure consists of the following:

- water,
- electricity,
- libraries,
- laboratories, and
- adequate classrooms.

3.3.3 Rural concerned stakeholders' perceptions

Since 1994, rural concerned stakeholders are regarded as the most important people to effect change in education. The period after 1994 was a most critical one, as education was transforming from apartheid education to outcomes-based education. Community relevant stakeholders become involved in order to make an input in the transformation of the education system. This was done as the African National Congress (ANC) was concerned about the exclusion of parents in the education of their children.

Mzulwini (1997, p.9) and Bhengu (2005, p.19) argue that rural secondary schools' parents should be put at the forefront in education's new dispensation. The negligence and underestimation of rural relevant stakeholders have led, *inter alia*, to the following perceptions:

- Rural secondary schools belong to the government.
- The curriculum should be developed by the superintendents of educational management.
- Education has nothing to do with the community's relevant concerned stakeholders.
- Educators are not part and parcel of the community.
- The principal is the "boss" of the school.
- There is no relationship between home education and school education, or formal education.
- School buildings should not be cared for by them.
- Over-conformity is the way to success.

The South African Schools Act, Act No. 84 of 1996, stipulates that parents should not be excluded from the NCS. Unfortunately the opposite is often the case. Educators at the rural secondary schools often do not regard parents and relevant stakeholders as people who can support them in the attainment of good results. They tend to look at schools as islands, isolated from the community, whereas this is not so. *The schools should welcome support from community relevant stakeholders.*

Dlamini (2003, p.9) argues that:

- Educators do not value the support from the community relevant stakeholders such as chiefs, farmers, ex-educators, ex-policemen and businessmen.

- Educators create barriers to learning by refusing access to school programmes by parents.
- At times, educators of rural secondary schools monopolise the curriculum.
- Rural educators deprive relevant concerned stakeholders of their lawful rights, as provided for in the NCS.
- Learners' home backgrounds are not considered by educators, i.e. diverse cultures.

Blandford (2006, pp.41-42) maintains that educators should respect and honour the relevant community stakeholders. Illiteracy of rural parents has caused the educators to disregard them. This is contrary to the conditions set out in the NCS, according to which parents are regarded as community sources of information to both educators and learners.

Van der Westhuizen (1999, p.93) sees relevant stakeholders as people whose ideas and aspirations should be honoured and recognised by the Department of Education's officials. These stakeholders are often donors of land on which rural secondary schools are built, or founders of the majority of rural secondary schools. Most rural secondary schools are named after certain relevant community stakeholders, e.g. chiefs, donors of land, political organisations' activists, etc. It is unfortunate that this is often disregarded by officials in education.

3.4 Rural secondary schools' management teams' key roles

According to Nicholls (1996, p.31), the South African Schools Act, Act No. 84 of 1996, and Van der Westhuizen (1999, p.92) the school management teams are essential structures at schools. They are essential because they perform managerial, leadership and organisational duties. The SMTs have to effect teaching and learning at

schools. Bhengu and Dlamini (1999, p.46) state that effective teaching and learning are facilitated by organised and visionary SMTs. It is expected of the SMTs to develop the following attributes:

- listening skills,
- communication skills,
- decision-making skills,
- researching skills,
- identification, and
- observational skills.

The school management team consists of:

- the Principal,
- the Deputy Principal, and
- Heads of Department.

The role of the SMTs is to lead, manage and organise. The principal is regarded as the head of the SMT. The principal has to ensure that the SMT members perform their duties effectively. The principal is the accounting officer at school. He or she is accountable for the day-to-day running of the school. The deputy principal's duties are the same as those of the principal. He or she is also responsible for the smooth running of the school, more especially, in the absence of the principal.

The Heads of Departments' main duties are attached to the teaching and learning processes at school. The Heads of Departments have to ensure that teachers are:

- Teaching effectively.
- Monitoring the learning processes.
- Adhering to the current curriculum.
- Attending to learners with learning difficulties, and so on.

3.4.1 Staff Development Programmes

Pretorius and Le Roux (1998, pp.90-91) view staff development as a means to advance educators. Educators are expected to meet with the challenges and demands of the NCS. It is thus advisable for all educators to be well informed of the new stipulations in the NCS with regard to:

- Assessment strategies, techniques, tools and styles.
- Teaching and learning styles.
- Methods and strategies of involving parents in the schools' programmes and activities.
- Skilful mechanisms of accommodating and catering for individual differences in the teaching and learning process.
- Techniques of teaching learners with learning disabilities.

The SMTs should address issues that directly affect teaching and learning. They can invite non-governmental organisation specialists to conduct staff developmental workshops at schools. It is expected of the SMTs to conduct a SWOT (strengths, weaknesses, opportunities and threats) analysis prior to workshops, as this will allow the SMTs to develop staff members in their main areas of development. At times, educators tend to personalise staff developmental workshops by promoting the interests of their own teachers' organisations such as SADTU, NATU, NAPTOSA and APEK. They do this at the expense of needy, rural secondary schools' learners, which is in direct contrast to the views of Lynch and Lodge (2002, p.75) who argue that staff development programmes should not include political agendas.

Cronje and Lubisi (2006, p.02) maintain that staff development programmes should be conducted on a monthly basis. The officials of the Department of Education seem to lack the skill of monitoring their own directives with regard to rural secondary schools' progress. This has resulted in the demotivation and demoralisation of educators.

Brown and Lauder (1997, pp.74-75) view staff development as recommended strategy to improve learners' academic achievement in rural secondary schools. Trained educators are able to implement the demands of the new curriculum, such as assessment standards, learning outcomes, assessment tools, assessment techniques and so on. Staff development programmes can also equip educators with the necessary textbooks for both educators and learners. Some textbooks are not aligned to the demands of the curriculum. It is the duty of the subject educators to identify relevant textbooks from the catalogue. In order to do this, educators should be:

- Well versed in the phase's activities and programmes.
- Skilful to cater for individual differences in the classroom.
- Able to network with others.

3.4.2 Internal and External networking strategies

Mayers and Zepeda (2004, p.61) state that networking brings life to the curriculum. The importance of transforming teaching is becoming clearer as schools are expected to find ways to support and consider the needs of all learners. Networking is the recommended strategy to level the ground for teaching and learning to take place effectively. Rural secondary schools are seldom visited by Department of Education's officials such as subject advisors, physical planners, superintendents of education management (SEMs) and so on. It is essential for educators to network with these officials as internal and external networking can assist the rural secondary schools in the teaching process. Educators of rural secondary schools are generally not skilful in teaching critical

subjects such as mathematics, technology, computer science, physical science and English.

Du Preez (2005, p.01) cites three aspects with regard to internal networking strategies:

- Internal networking should address issues that affect teaching and learning.
- It should not be judgmental.
- Internal networking should be developmental to educators.

The school management teams are expected to identify educators' areas of development. Afterwards, it is their duty to initiate programmes of internal networking. On the other hand, external networking can also assist the rural secondary schools' educators. This is the type of assistance whereby the schools may hire assistance from outside their parameters, i.e. non-governmental organisations, neighbouring schools and so on.

Mayers and Zepeda (2004, p.64) regard external networking as a strategy of empowering rural secondary schools' educators. A clustering of rural secondary schools' educators is made possible through this type of networking. Furthermore, external networking has positive impacts on the improvement of learners' academic achievement, as learners can enjoy the following academic privileges forthcoming from networking between educators:

- Writing the common examination papers.
- Conduction of activities at neighbouring schools' such as debates, sports, music, cultural activities, achievers' days, science weeks, and so on.

- Formulation of after school study groups.
- Neighbouring clustered rural secondary schools can even host the National Minister of Education for motivational purposes.

3.4.3 Motivational strategies

Pretorius (1998, p.210) sees motivation as an attitude of longing to reach certain goals in life. Educators and learners who are motivated work effectively. The Department of Education's officials seldom motivate educators (Claasen, 1995, p.) This has resulted in poor learners' academic achievement in rural secondary schools. A large number of secondary schools' learners in rural communities loiter after completing Matric (Grade 12), while some do not even reach Matric level. A lack of motivation can lead to learner fatigue, bunking, under-achievement and problematic behaviour.

The relevant concerned rural stakeholders and educators of rural secondary schools should formulate motivational strategies that will positively affect teaching and learning. Possible motivational strategies are, *inter alia*, as follows:

- Educators' and learners' merit awards.
- Hosting of motivational speakers.
- Effective educators-learners' educational forums.
- Parents-educators' partnerships.
- Internal and external networking activities such as debates, music, quiz, drama, modelling and so on.

According to the South African Schools Act, Act No. 84 of 1996, the SMTs should play a vital role in the development of educators and learners at schools. School management teams are accountable officers who should ensure that teaching and learning processes take place.

3.5 School governance versus school management

Mthabela (1997, pp.44-45) and Van der Westhuizen (1999, p.180) caution that school governance should not be completely separated from school management, as these structures are interdependent. The school governance consist of the principal (ex officio member), educators' representatives, parents' representative and the learners' representatives. These representatives form the so-called school governing body (SGB). It is imperative for the school governing body to collectively govern the school.

The school management team consist of the principal, heads of department and the deputy principal. These managers form the so-called, school management team. The school management teams run the school while the school governing body governs the school. Managing, in this context means to manage the daily operation of the school such as teaching, learning, staff development and so on. It is advisable for both of these structures to be on good terms for the betterment of the school.

3.5.1 Common grounds between the School Management Teams (SMTs) and the School Governing Bodies (SGBs)

According to Bendiso and De Witt (1999, p.23), the SMTs and SGBs should harness teaching and learning in rural secondary schools. It is therefore expected of these structures to operate effectively. The commonalities between these two structures should be clear to minimise uncertainties. The SMTs and SGBs should operate in accordance with the following directives:

- Departmental laws, procedures, principles, rules and so on.
- The South African Schools Act, Act No. 84 of 1996.
- Vision and Mission statement of the schools.

Benson (2004, pp.31-33), Gestwicki (2004, p.41) and Thomas (1991, p.61) caution against policies that contradict SMTs and SGBs. Some officials of the Department of Education are involved in the tendering of textbooks, stationery and the renovation of schools, e.g. *Indiza*. *Indiza* is one of the companies which is registered to supply stationery and textbooks to various schools in KwaZulu-Natal. The principals of schools encounter problems when these supplies are not delivered. This becomes contradictory because some officials of the Department of Education are part and parcel of *Indiza* Company (Dlamini, 1999, pp.4-5). These contradictions are as follows:

- Tendering for textbooks and learners' stationery.
- Termination of temporary educators without having proper alternative provision for learners.
- Job descriptions of SGBs, which are not clearly communicated to the learners' parents.
- Employment and recommendation for newly appointed educators,
- Roles of relevant concerned stakeholders in schools, which are not clearly outlined to both educators and parents.
- Criteria for the upgrading and downgrading of schools are not clear to the learners' parents.
- Compulsory transfer of educators (CTT educators) affects the culture of teaching and learning at schools.

3.5.2 Reconciliation strategies between the School Management Teams and the School Governing Bodies

Claasen (1995, p.447) regards school management teams and school governing bodies as structures that can bring huge improvements to learners' academic achievement in rural secondary schools. Both SMTs and SGBs are holding precarious positions in rural secondary schools. It is expected of them to devise strategic reconciliation platforms where each structure's voice and concerns are honoured and valued. Suggested possible reconciliation platforms are:

- SMTs' and SGBs' educational conferences, seminars, workshops, educational campaigns and so on.
- Schools' "funny" days.
- Merit awards' days.
- End of term concerts.
- Formal and informal school meetings.

Lubisi (2006, p.2) and Cronje (2007, p.3) agree that both SMTs and SGBs should work as a team to improve the standard of education in rural secondary schools. The twinning of these educational structures can positively affect teaching and learning in rural secondary schools. At times, SMTs disregard the SGBs, which is contrary to the agreed policy. Despite the fact that some school governing body members are illiterate, their rights of access to education should still be welcomed. SMTs usually complain about the low level of parents' education. On the other hand, SGBs complain about arrogance on the part of SMTs. Reconciliation strategies should be in place to level the grounds between these two structures.

Reconciliation should be based on:

- Collectively formulated policies, principles, rules and procedures.

- Rural secondary schools' improvement campaigns such as learners' results, quality of education and parents' involvement in schools.
- Skills development and personal empowerment of learners' parents.
- Shared goals of rural secondary schools.

It is essential for school management teams and school governing bodies to reconcile so that gaps that were created by apartheid education can be alleviated. Some political organisations such as African National Congress (ANC) and Inkatha Freedom Party (IFP) are concerned about reconciliation strategies so that communities' development can take place. Therefore, SMTs and SGBs should prioritise reconciliation as cornerstones of education.

Mthabela (1997, p.41) sees reconciliation as a sign of wisdom. Running the school is not a one man show. It is advisable for all school structures to pull together. The rural secondary schools' learners have been experiencing obstacles in terms of academic achievement, acquisition of skills, technological development and the like. The competence of rural secondary schools' learners depends on an effective parent-educator partnership. In this regard, parental supervision is a prerequisite towards the attainment of good results in rural secondary schools.

3.6 The learners' Bill of Rights

According to the South African Schools Act, Act No. 84 of 1996 and Barret, Bosch and Branken (1998, pp.40-68), learners' rights in accordance with the Bill of Rights should be respected. In the teaching and learning environment, learners should not ignore their responsibilities at the behest of their rights. In rural secondary schools, in particular, the majority of learners do not understand what their rights and responsibilities are. The political organisations' activists are largely

responsible for this misconception. These activists abuse the rights of learners. They promote the interests of their political organisations to the expense of learners' rights.

The majority of rural secondary schools' learners are unruly because of detrimental effects of politics. The educators themselves are not always fully apprised of the Bill of Rights and in particular, the learners' rights.

3.6.1 Learners' knowledge about their rights and responsibilities

Nel, Sono and Van Dyk (2002, p.50) argue that under no circumstances should rural secondary schools' educators deprive learners of their constitutional rights. It is noticeable that most rural secondary schools' learners are not informed of their rights and responsibilities. There are vast numbers of indications that educators deprive learners of their rights to learn. These noticeable indications are:

- Educators spend much of their teaching periods in the staff rooms.
- Learners are not allowed to voice their educational concerns.
- Networking opportunities with other neighbouring schools' learners are not provided.
- Educational tours or excursions such as visiting the game reserves, or large businesses like South African Breweries (SAB), Toyota Motor Assembly and so on are not organised for them.
- Learners are deprived of their rights to elect their own representatives in the school governing bodies.

Educators who come from urban areas often undermine or underestimate the status of rural secondary schools' learners. Instead of developing critical thinking of learners, they are spoon-fed. Learners,

on the other hand, place more emphasis on their rights than on their responsibilities. It is the responsibility of each learner to:

- Do homework.
- Attend all the learning periods daily.
- Arrive timeously at school.
- Depart at the school's stipulated time.
- Respect educators.
- Use acceptable language at school.
- Respect other learners' rights as much as he or she respects his or her own.
- Obey all the school's rules, principles, constitutions and so on.
- Care for school buildings and property.

Cronje (2007, p.04) suggests that rural secondary schools' learners do not fully exercise their constitutional rights. Rural communities have large numbers of loitering rural secondary school dropouts. Learners who ignore their rights, for instance, by calling educators from the staff room if it is their teaching periods do this to their own detriment. A large number of educators is more sensitive of their own rights than those of the learners.

3.6.1 Learners' home background

Dlamini (2003, p.04) states that home backgrounds of learners can affect proper education. The NCS highlights parental involvement in the

system of education, and includes a concern for learners' home backgrounds.

It is believed that a conducive home environment can motivate learners to cope in school. Rural secondary schools are built in disadvantaged communities. These communities are regarded as under-developed in terms of basic needs such as roads, water, educational infrastructures and so on. This deprivation within communities can harm the learners' formal education. Moreover, parents in rural communities are mostly illiterate. It is thus impossible for them to supervise their children.

Mzulwini (1997, p.10) sees rural homes as disadvantaged in terms of development. Rural learners' homes are mostly not conducive to study in terms of unavailability of electricity, water being far from homes, and schools which are far away from homes and so on.

Rural learners' homes can positively affect teaching and learning in rural secondary schools, provided that:

- Parents are literate.
- Parent-educator partnerships prevails
- Schools' programmes and activities are accessible to parents.
- Good human relations exist between educators and parents.

3.7 The rural secondary schools' learners' recommended methods of studying

According to Le Roux (1998, p.218) methods of studying can assist rural secondary schools to improve the learners' academic achievement. Since subject advisors seldom visit rural secondary schools, learners are deprived of information that can assist them to study independently, and in accordance with the prescribed methodologies.

3.7.1 Group studying

Group studying consists of learners of different levels and from different schools. Learners of neighbouring rural secondary schools can organise a suitable venue. This venue should be conducive to studying. Furthermore, it should be close to all amenities such as transport, shops, roads and so on. It is advisable for learners to form small groups, e.g. a group of six learners, as larger groups can end up disturbing other groups. Each group should have its group leader. The group leader should ensure that all members of the group participate. At the end of each activity, one group member should report on behalf of other group members. During the reporting session, all groups should pay attention to the reporter on the floor. While group members are listening, certain important points should be jotted down. These points can be of use during the integration session after all groups' representatives have reported.

Du Preez (2005, p.4) cautions that group studying should have skilful group supervisors. This highlights the point that both educators and parents should form strong partnerships. Educators' and parents' supervision should ensure that each group considers:

- gender issues,
- individual differences of learners,
- timeframes for each activity,
- learners' rights, and
- achievement of a specific activity's objective.

Proper group studying can improve certain skills such as:

- listening,
- observation,
- communication,
- appreciation,

- comparing,
- socialisation, and
- decision-making.

3.7.2 Individual studying

Individual studying calls for the following from learners:

introspection / self assessment,
trial-and-error methods,
the discovery, and
exploring method.

Mayers and Zepeda (2004, p.10) regard individual studying as essential to education. The NCS typifies assessment strategies. Among these strategies, summative assessment is closely related to individual studying. Summative assessment is whereby learners are tested individually, e.g. writing the examination and so on. This type of assessment teaches each learner to be:

- self-reliant,
- self-sufficient, and
- independent.

3.7.3 Pair studying

Vermeulen (2003, pp.41-42) argues that pair studying should be regarded as the cornerstone of education. This highlights the point that communication between two persons is different from communication between three or more persons. In this context, learners learn more effectively through two-way communication. Pair studying is characterised by the following:

- It saves time and energy.
- Distorted information is avoided.
- Specific objectives of activities are quickly achieved.

Pair studying involves two-way communication. It is a situation whereby two learners study together. At times, two learners can decide to meet in a library to unfold some of the activities together, e.g. to solve some geometrical problems and so on.

Rural secondary schools' learners could assist themselves in many ways by using pair studying. Two neighbouring learners can engage in a discussion about problem areas in a certain subject. This engagement can cater for parents who cannot afford to send their children to far away libraries and educational centres.

Pair studying carries the following advantages for rural parents:

- It is affordable to everyone, especially since rural parents are often unemployed or without any income.
- It perpetuates strong parental supervision.

Mthabela (1997, p.8) sees various methods of studying as a means towards attainment of good results in rural secondary schools. Various methods of studying such as pair studying make allowance for shy learners in the classrooms. The relaxed atmosphere of learning is conducive to a rapid mastering of subject matter.

3.8 The rural secondary schools' departmental support services

According to Van der Westhuizen (1999, pp.214-215), the Department of Education does not adequately support rural secondary schools in various basic education needs. This confirms that officials of the Department of Education, being reluctant to visit rural secondary

schools, are not fully aware of the requirements of rural secondary schools. This has resulted in poor learners' results.

3.8.1 Curriculum enlightenment

The subject advisors' main duty is to explain the curriculum. Their job description is mostly attached to the curriculum. They are expected to visit schools and empower educators about curriculum development and so on. Rural secondary schools are often not visited by these subject advisors for curriculum enlightenment purposes. The implementation of the NCS and integration of quality management system (IQMS) are still lacking in rural secondary schools.

Bhengu (2005, p.15) and Lubisi (2006, p.4) suggest the following:

- Parental supervision should be accepted and warmly welcomed in rural secondary schools.
- Assistance from non-governmental organisations and local relevant concerned stakeholders should be valued and honoured.
- Strong parent-educators partnerships should be in place.
- Unnecessary internal policies and principles that create barriers to teaching and learning should be abolished.

The SMTs should initiate programmes that will improve learners' academic achievement in rural secondary schools such as winter classes, afternoon classes, morning classes and so on. They should ensure that parents are part and parcel of their initiatives.

Learners with learning difficulties have led to a high rate of secondary learners' dropouts. Learners with learning difficulties are noticeable by:

- achieving far below average.
- signs of demotivation.
- incomplete school work.
- bullying other learners, and
- impatience.

3.8.2 Educators' support programmes

Claassen (1995, p.487) remarks on the poor services rendered by the subject advisors to rural secondary schools. Subject advisors have caused huge inequalities in the provision of supporting services in rural secondary schools. Educators are left undeveloped in terms of curriculum strategies and developments.

Rural educators are lacking in supportive programmes such as integration of quality management system (IQMS), employment assistance programmes (EAP) and so on. The IQMS programme, for instance, is meant to develop educators in the teaching and managing of schools' resources.

Employees' assistance programmes are aimed at assisting teachers who experience problems such as:

- Excessive use of alcohol.
- Drug abuse.
- Lack of teaching skills.
- Unable to control and maintain schools' infrastructures, and so on.

It is also expected of the department to acquaint rural educators of the programmes that are meant to improve teaching and learners' academic achievement. This will avoid unnecessary resistance by educators. Integration of a quality management system, in particular, is a programme which was collectively agreed to be implemented mainly for:

- Skills development of educators.
- Developing the standard of teaching (teaching styles).
- Acquainting educators of inclusive education.
- Developing educators on management styles and so on.

3.9 Summary

Rural secondary schools are regarded as community learning centres in which all concerned stakeholders should be benefiting. Relevant stakeholders have essential roles to play. They should access some of the rural secondary schools' programmes and activities. Parental supervision is regarded as a watch-dog role towards the attainment of good results in rural secondary schools. The success of parental supervision relies solely on strong parent-educator partnerships.

The South African Schools Act, Act No. 84 of 1996, stipulates that public schools should have duly constituted school governing bodies. The school governing bodies of rural secondary schools are expected to formulate policies that will affect teaching and learning. The school management teams (SMTs) are at the forefront of educators' development. They are expected to initiate means that will address skills development of educators.

Partnerships between SGBs and SMTs should prevail. These educational structures are essential at schools. They should both share the same goals and visions for schools. Visionary SGBs and SMTs are characterised by team spirit, teamwork and so on. Their main duty is to harness available manpower and materials and to make rural secondary schools operate. It is thus not a matter of "SGB" *versus* "SMT", but of a dual partnership.

The reluctance of subject advisors and superintendents of educational management to visit rural secondary schools cause numerous problems to both educators and learners. Rural secondary schools' educators are

to both educators and learners. Rural secondary schools' educators are left unskilled in terms of the NCS, (IQMS) and assessment strategies. It is left to rural secondary schools' learners to formulate skilful mechanisms of assisting themselves to overcome problems. Rural learners have formed study groups to meet the challenges of the NCS and to improve their academic achievement.

It is imperative for departmental support services to intervene in terms of *curriculum enlightenment, supporting learners with learning difficulties* and so on. These interventions can acquaint both educators and learners of their areas of development. The acquaintance of educators and learners of their areas of development will enable the support services to devise relevant programmes for them.

Rural learners are often not well informed of their rights. This has resulted in deliberate deprivations of their rights. The violation of learners' rights are caused by educators and learners' parents. Educators who come from urban areas often undermine the status of rural learners. They end up by depriving them of their constitutional right to learn. *Parents of rural learners at times also violate the learners' rights, albeit unintentionally, because the majority of them are not aware of such violations due to illiteracy.* Most importantly, rural secondary schools' learners should be motivated to learn effectively. Motivational strategies should be in place to effect successful learning processes in rural secondary schools.

In Chapter 4, the Research Methodology and Design will be discussed.

CHAPTER 4

RESEARCH METHODOLOGY AND DESIGN

	PAGE
4.1 Introduction	57
4.2 Preparation for the Research	57
4.2.1 Permission	57
4.2.2 Selection of respondents	57
4.3 Design of Research Instrument	58
4.3.1 Quantitative research	58
4.3.2 The questionnaire as a research instrument	58
4.3.3 Construction of a questionnaire	59
4.4 Characteristics of a good questionnaire	60
4.5 Advantages and disadvantages of a questionnaire	61
4.5.1 Advantages of written a questionnaire	62
4.5.2 Disadvantages of written a questionnaire	63
4.6 Validity and reliability of questionnaire	65
4.6.1 Validity of a questionnaire	66
4.6.2 Reliability of a questionnaire	67
4.7 Pilot study	69
4.8 Administration of a questionnaire	70
4.9 Processing of data	70
4.10 Descriptive statistics	70
4.11 Summary	71

CHAPTER 4

RESEARCH METHODOLOGY AND DESIGN

4.1 Introduction

In the preceding chapters, parental supervision and learners' academic achievement in rural secondary schools was discussed by referring to relevant literature. The literature study revealed that parents' accessibility of schools' programmes motivates educators in the teaching and learning environment. The literature study also revealed that the success of learners solely depends on partnerships between educators and parents.

4.2 Preparation for the research

4.2.1 Permission

With the aim of administering a questionnaire to educators of the Camperdown, Umbumbulu and Scottburgh circuits, it was required to first get permission from the Education Management Information System and Research Component Manager. A letter requesting permission was drafted and directed to the Manager.

After permission was granted by the Manager for the intended research to be undertaken, the researcher visited principals of the randomly selected schools with the letter of approval in order to seek their permission to administer the questionnaire to the educators of schools.

4.2.2 Selection of respondents

Schools were randomly selected from the list of secondary schools of the Camperdown, Umbumbulu and Scottburgh circuits. These circuits

comprise predominantly rural areas. This provided the researcher with a randomly selected sample of 120 educators as respondents, which can be considered an adequate sample for reliable data analysis by means of descriptive statistics.

4.3 Design of Research Instrument

4.3.1 Quantitative research

The purpose of a research design is to guide the researcher in collecting, analysing and interpreting the observed facts. Leedy (1993, p.125) describes a research design as the visualisation of data and problems associated with the employment of those data in the entire research project. Quantitative research methods collect data to be translated into a statistical format. In this context, the researcher specifies the variables, and measures for those variables and statistics to be used to analyse data as the researcher knows in advance what he is looking for. Quantitative research has to do with the following:

- Data collection, numerically.
- Experimental studies.
- Quasi-experimental studies
- Statistical-analytical studies.

4.3.2 The Questionnaire as a research instrument

The Questionnaire has to do with a set of questions dealing with related topics given to a selected group of individuals for the purpose of gathering data. On the other hand, questionnaire is a prepared question form submitted to certain persons (respondents) with a view to obtaining information. The main objectives of questionnaire are to:

- Collect data which are not biased.
- Develop a spirit of confidentiality in respondents.
- Enhance genuineness in the respondents.

4.3.3 Construction of a questionnaire

According to Bless and Higson-Smith (1995, p.115), questionnaires are popular research tools because most investigators assume that they know how to ask questions. This is not always true, because posing a question needs certain skills from a researcher. These skills are as follows:

- Relevance of questions.
- Avoidance of ambiguity.
- Consideration of the level of proficiency of respondents.

The questionnaire for this investigation was constructed in order to present the questions as simply and straightforwardly as possible. The researcher aimed to avoid ambiguity, vagueness, bias, prejudice and technical language in the questions. A further aim of the questionnaire was to obtain information regarding educators' views on parental supervision and learners' academic achievement in rural secondary schools. The questions were formulated to establish educators' responses with regard to the following:

- Parental supervision in rural secondary schools.
- The role of the relevant concerned stakeholders.
- Departmental support services.

The questionnaire was subdivided into the following sections:

- Section 1, which dealt with the biographical information of the respondents, namely school educators, and consisted of questions from 1 to 8.

- Section 2, which dealt with parental supervision in rural secondary schools.
- Section 3, which consisted of questions related to the role of relevant concerned stakeholders.
- Section 4, which comprised questions concerning departmental support services.

4.4 Characteristics of a good questionnaire

Throughout the construction of the questionnaire, the researcher had to consider the characteristics of a good questionnaire in order to meet the requirements necessary for the research instrument to be reliable. According to Kidder and Judd (1986 p.22) a good questionnaire should have the following features:

- It has to deal with a significant topic, one the respondent will recognise as important enough to warrant spending his or her time on. The significance should be clearly and carefully stated on the questionnaire and on the accompanying letter.
- It must seek only that information which cannot be obtained from other sources.
- Questionnaires should be attractive in appearance, neatly arranged and clearly duplicated or printed.
- Each question has to deal with a single concept and should be worded as simply and straightforwardly as possible.
- Directions for a good questionnaire must be clear and complete and important terms clearly defined.

- Different categories should provide an opportunity for easy, accurate and unambiguous responses.
- Objectively formulated questions with no leading suggestions should render the desired responses. Leading questions are just as inappropriate in a questionnaire as they are in a court of law.
- Questions should be presented in a proper psychological order, proceeding from general to more specific and sensitive responses. An orderly grouping helps the respondents to organise their own thinking so that their answers are logical and objective. It is preferable to present questions that create a favourable attitude before proceeding to those that are more intimate or delicate in nature. Embarrassing and annoying questions should be avoided, if possible.
- The questionnaire must be as short as possible, but long enough to obtain the essential data. Long questionnaires frequently find their way into the wastepaper basket.

4.5 Advantages and disadvantages of a questionnaire

Kidder and Judd (1986, p.221) maintain that data can be gathered by means of a written questionnaire that is mailed, delivered, or handed out personally. *It is risky and time-consuming to mail a written questionnaire.* The researcher can experience the following problems with a mailed written questionnaire:

- Questionnaires can get lost in the post.
- They may not reach the respondents timeously.
- It is costly to mail bulky items.

- Respondents might not take it seriously to complete the questionnaires.

The researcher can also encounter problems with hand-delivered written questionnaires. These are as follows:

- Managers of various institutions may prohibit their employees from completing questionnaires.
- Managers of institutions may develop the suspicion that collected data could be communicated to the media.
- Managers may also feel that the researcher has come to judge their institutions.
- Respondents may feel uncomfortable to furnish the researcher with their personal information.
- Ample time is seldom given to the researcher to present his or her questionnaire.

4.5.1 Advantages of a written questionnaire

The written questionnaire as a research instrument, to obtain information, has the following advantages:

- A respondent may answer questions of a personal or embarrassing nature more willingly and frankly on a questionnaire than in face-to-face situations with an interviewer who may be a complete stranger.
- Questionnaires can be given to many people simultaneously, that is to say a large sample of a target population can be reached.

- Affordability is the primary advantage of written questionnaires because it is the least expensive means of data gathering.
- Questionnaire permits anonymity. If it is arranged such that responses are given anonymously, this will increase the researcher's chances of receiving responses that genuinely represent a person's beliefs, feelings, opinions or perceptions.
- Data provided by questionnaires can be more easily analysed and interpreted than the data obtained from verbal responses.
- They allow ample time for the respondents to consider answers before responding.
- Written questionnaires preclude possible interview bias. The way the interviewer asks questions and even the interviewer's general appearance or interaction may influence respondents' answers. Such biases can be completely eliminated with a written questionnaire.
- Questionnaire design is relatively easy if the set guidelines are followed.
- Respondents can complete questionnaires in their own time and in a more relaxed atmosphere.
- The administering of questionnaires and the coding, analysis and interpretation of data can be done without any special training.

4.5.2 Disadvantages of a written questionnaire

Van den Aardweg and Van den Aardweg (1990, p.190) view a written questionnaire as a reliable research instrument. A written questionnaire

should not be regarded as a reliable research instrument because it has the following disadvantages:

- Questionnaires do not provide flexibility of interviews. In an interview environment, ideas or comments can be explored. This makes it possible to gauge how people are interpreting the question. If respondents interpret questions differently, the validity of information obtained is jeopardised.
- People are generally better able to express their views verbally than in writing.
- Questions can be answered only when they are sufficiently easy and straightforward to be understood with the given instructions and definitions.
- A mailed questionnaire does not make provision for obtaining views of more than one person at a time. It requires uninfluenced views of one person only.
- In a written questionnaire, the respondent examines all the questions at the same time before answering them and the answers to the different questions can therefore not be treated as "independent".
- Researchers are unable to control the context of question answering, and specifically, the presence of other people. Respondents may ask friends or family members to examine the questionnaire or comment on their answers, causing bias if the respondent's own private opinions are desired.
- Written questionnaires do not allow the researcher to correct misunderstandings or answer questions that the respondents may have. The respondents might answer questions incorrectly or not at all, due to confusion or misinterpretation.

4.6 Validity and reliability of a questionnaire

There are two concepts that are of critical importance in understanding issues of measurement in social research, namely validity and reliability.

Reliability and validity are essential to the effectiveness of any data-gathering procedure. Reliability is necessary but it is not a sufficient condition for validity. It is feasible through a variety of statistical treatments to quantitatively assess the reliability and validity of psychological tests and inventories.

Cohen, Manion and Morrison (2000, pp.105-106) regard validity as an important key to effective research, because if a piece of research is invalid then it is worthless. It means that validity is a requirement for both quantitative and qualitative research. Validity should be seen as a matter of degree rather than as an absolute state. Hence, the researcher should strive to minimise invalidity and maximise validity.

Best and Khan (1989, p.100) describe reliability as an essential synonym for consistency and replicability over time, over instruments and over groups of respondents. In this case, a reliable instrument for a piece of research will yield similar data from similar respondents over time. In the research project, reliability should stabilise the collection of data.

It is noticeable that reliability is expressed numerically, usually as a coefficient, and that a high coefficient indicates a high reliability. Some attention must be given to the validity question – that is, whether the interview or questionnaire is really measuring what it is supposed to measure. Questionnaires have a very limited purpose and they are often one-time data gathering devices with a very short life, administered to a limited population.

4.6.1 Validity of a questionnaire

The validity of questionnaires can be considered from two viewpoints:

- Firstly, whether respondents who complete questionnaires do so accurately, honestly and correctly.
- Secondly, whether those who fail to return their questionnaires would have given the same distribution of answers as did the returnees.

The question of accuracy can be checked by means of the intensive interview method. On the other hand, Van den Aardweg and Van den Aardweg (1990, p.237) distinguish between three types of validity:

- Content validity, where content and cognitive processes included can be measured. Topics, skills and abilities should be prepared and items from each category randomly drawn.
- Criterion validity, which refers to the relationship between scores on a measuring instrument and an independent variable (criterion), believed to measure directly the behaviour or characteristics in question. The criterion should be relevant, reliable and be free from bias and contamination.
- Construct validity, where the extent to which the test measures a specific trait or construct, for example, intelligence, reasoning ability and attitudes.

In this case, validity shows whether the instrument is reflecting the true story, or at least something approximating the truth. Validity of questionnaires indicates how worthwhile a measure is likely to be in a given situation. Copper (1989, p.120) maintains that establishing validity requires the researcher to anticipate potential arguments that sceptics might use to dismiss the researcher's results.

For the purposes of this study, the researcher employed the questionnaire as an indirect method to measure the educators' views on parental supervision and learners' academic achievement in rural secondary schools. Some variables that influence the validity of a questionnaire are:

- How important is the topic to the respondent? More valid responses may be obtained from individuals who are interested in the topic and/or and informed about it.
- Does the questionnaire protect the respondents' anonymity? It is reasonable to assume that greater truthfulness will be obtained if the respondents can remain anonymous, especially when sensitive or personal questions are asked.

4.6.2 Reliability of a questionnaire

Reliability relates to consistency and dependability; consistency of obtaining the same relative answer when measuring phenomena that have not changed. There are factors that might affect reliability. These factors are as follows:

- Internal consistency reliability – this indicates how well the items measure the same thing.
- Split-half reliability – by correlating the results obtained from two halves of the same measuring instrument, one can calculate the split-half reliability.
- Test-Retest reliability (coefficient of stability) – consistency estimated by comparing two or more repeated administrations of the measuring instrument. This gives an indication of the dependability of results on one occasion.

In essence, reliability refers to the degree of consistency with which it measures whatever it is measuring and this quality is essential in any kind of measurement. It is accepted that all measurements of human qualities contain some error. Reliability procedures are concerned with determining the degree of inconsistency in scores due to random error.

Gay (1987, pp.216-217) maintains that determining reliability requires at least two observers and their recorded judgements as to what occurred, which can then be compared to see how well they agree. It means that, to estimate the reliability of scoring for a short answer test, the scores resulting from two independent scorings of the same answers can be correlated. In other words, all tests would be scored twice and the correlation between two sets of scores would be the estimate of the reliability of scoring.

Reliability is affected by the following:

- Random effects by respondents who guess or check off attitude alternatives without trying to understand them.
- Differences in scoring or interpretation of results, chance differences in what the observer notices and errors in computing scores.
- Fluctuations in the mood or alertness of respondents because of illness, fatigue, recent good or bad experiences or temporary differences amongst members of the group being measured.
- Variations in the conditions of administration between groups. These range from various distractions, such as unusual outside noise to inconsistencies in the administration of the measuring instrument such as omissions in verbal instructions.

4.7 Pilot study

In a pilot study the entire study is conducted, each and every procedure is followed, and the resulting data are analysed – all according to the research plan. A pilot study has several functions, principally to increase the reliability, validity and practicability of the questionnaire.

A pilot study thus serves the following functions:

- to check the clarity of questionnaire items, instructions and layout;
- to gain feedback on the validity of the questionnaire items, the operationalisation of constructs and the purpose of the research;
- to eliminate ambiguities or difficulties in wording;
- to identify redundant questions (e.g. those questions which consistently gain a total “yes” or “no” response);
- to check whether the questionnaire is too long or short, easy or too difficult, unengaging or too offensive;
- to generate categories from open-ended responses to use as categories for closed response-modes (e.g. rating scale items);
- to identify commonly misunderstood or non-completed items (e.g. by studying common patterns of unexpected responses and non-response), and
- to try out the coding/classification system for data analysis.

4.8 Administration of a questionnaire

Best and Kahn (1989, p.191) maintain that questionnaires should be sent to those who possess the desired information so that they can respond conscientiously and objectively. Questionnaires are the best instrument for obtaining information if they are properly administered.

The researcher personally delivered questionnaires to the selected rural secondary schools of the Camperdown, Scottburgh and Umbumbulu circuits and collected them again after they had been completed. This method of administration facilitated the process and the response rate. A satisfactory return rate was obtained with 135 out of 150 questionnaires that were sent to educators.

4.9 Processing of data

Once the data had been collected, it had to be captured in a format that would permit analysis and interpretation. This involved careful coding of the 135 questionnaires completed by the randomly selected educators. The coded data was transferred onto a computer spreadsheet, using the Quattro Pro 6.0 programme. The coded data was analysed, using the same programme in order to interpret results by means of descriptive statistics.

4.10 Descriptive statistics

Descriptive statistics serve to describe and summarise observations. Frequency tables, histograms and polygons are useful in forming impressions about the distribution of data. In this sense, frequency distribution is a method to organise data obtained from questionnaires to simplify statistical analysis. A frequency table provides the following information:

- The Arithmetic mean (average) can be calculated by adding all the scores and dividing it by the number of scores.
- It indicates how many times a particular response appears on the completed questionnaires.
- It provides percentages that reflect the number of responses to a certain question in relation to the total number of responses.

4.11 Summary

In this chapter, the research methodology and design of the empirical research were discussed and a comprehensive description of the questionnaire as research instrument was given. In the next chapter, the data obtained from the completed questionnaires will be analysed and interpreted.

CHAPTER 5

PRESENTATION AND ANALYSIS OF DATA

	PAGE
5.1 Introduction	72
5.2 Descriptive statistics	72
5.2.1 Gender of respondents	73
5.2.2 Age of respondents	73
5.2.3 Qualifications	75
5.2.4 Years of service as an educator	76
5.2.5 Post level of respondents	77
5.2.6 Type of Post	78
5.2.7 Respondents' employer	79
5.2.8 Classification of respondents' school	80
5.2.9 Parental supervision in rural secondary schools	88
5.2.10 Participatory activities of relevant concerned stakeholders	95
5.2.11 Departmental support services	
5.3 Summary	101

CHAPTER 5

PRESENTATION AND ANALYSIS OF DATA

5.1 Introduction

In this chapter, the data which were collected from the completed questionnaires will be analysed, findings will be interpreted and some comments will be presented. The data consists of biographical information on parental supervision in rural secondary schools the participatory activities of the relevant concerned stakeholders and the departmental support services.

5.2 Descriptive statistics

Descriptive research is one of the methods which is used to study a person or persons scientifically in the educational situation. It attempts to describe the situation as it is, thus there is no intervention on the part of the researcher and therefore no control. Descriptive studies do not set out with the idea of testing hypotheses about relationships, but want to find out the distribution of variables. In this study, nomothetic descriptive research was employed with the aim of describing educators' perceptions pertaining to accountable parental involvement. The researcher was primarily concerned with the nature and degree of existing situations in rural secondary schools.

5.2.1 Gender of respondents

Table 1 Frequency distribution according to the gender of respondents

Gender	Frequency	%
Male	100	74
Female	35	26
TOTAL	135	100

Table 1 shows that 6% more males than females completed the questionnaire. It is significant that more female educators are teaching in primary schools whereas the majority of male educators are teaching in secondary schools. Possible reasons for this finding are:

- Female educators represent a motherly figure and they are more acceptable by younger children as *in loco parentis*.
- Male educators have interests in secondary schools because they like to specialise in certain critical subjects such as maths, science, and technology or computer science.

5.2.2 Age of respondents

Table 2 Frequency Distribution according to the age group of the respondents

Age group	Frequency	%
20-25 years	05	49
26-30	20	15
31-35	40	30
36-40	30	22
41-45	10	7
46-50	20	15
51-55	20	15
TOTAL	125	100%

According to the findings in Table 2, the larger number of respondents in research sample is in the age group of 31-35 years whilst the lowest percentage of educators is in the age group of 20-25 years. Possible reasons for this percentage gap are as follows:

- Youngsters do not see teaching as a career with financial gain.
- A large number of educators, i.e. 31-35 years, regard the teaching profession as a noble profession.
- Most educators resign before the age of 55. They are demotivated and demoralised by the ever-changing policies of the Department of Education.

The low percentage (7%) of educators between 50 and 55 years old indicates clearly that the majority of older educators decided to take voluntary severance packages due to:

- The sometimes confusing OBE approach to teaching and learning.
- Rationalisation and redeployment.
- Systemic learners' evaluation which is not clear.
- Assessment styles.

5.2.3 Qualifications

Table 3 Frequency distribution according to the qualifications of respondents

Qualifications	Frequency	%
Degrees and Diplomas or certificates	128	95
Diplomas and Certificates only	7	5
TOTAL	135	100%

From Table 3 it emerges that the majority of respondents (95%) in the research sample possess professional and academic qualifications. The perception exists, however, that educators in possession of academic (degrees) and professional qualifications (education diplomas) are better qualified for the teaching profession than the ones with only diplomas and/or certificates.

A possible explanation for the high percentage of academic qualifications is that the research sample was drawn from secondary schools (cf. 5.2.8). This emanates from the fact that secondary schools' educators are mostly specialists. The majority of secondary schools' educators have obtained their teaching degrees from universities. These degrees have assisted secondary schools' educators in their teaching task because they are inclusive of:

- Proper teaching methodologies.
- Classroom management strategies.
- Up-to-date standard assessment styles.

In order to be an efficient teacher, whether in a primary or secondary school, the teacher should develop himself to his or her highest potential. Lack of suitable qualifications may result in inadequate execution of responsibilities by an educator, which may have a negative impact on teaching and learning in the school.

5.2.4 Years of service as an educator

Table 4 Frequency distribution according to the respondents' years of completed service as educators

Completed years of service	Frequency	%
1-5 years	9	7
6-10 years	20	15
11-15 years	27	20
16-20 years	50	37
21-25 years	20	14
26-30 years	5	4
More than 30 years	4	3
TOTAL	135	100%

Table 4 reveals that the majority of the respondents (37%) in the research sample have between 16 and 20 years' teaching experience whilst 20% of educators have between 11 and 15 years' teaching experience. Experience together with adequate training is needed for the responsibilities and demands imposed on educators. Continuous professional development and experience are prerequisites for educators to keep up with the rapid pace of change in knowledge, advancement of technology and increasing demands imposed on them.

5.2.5 Post level of respondents

Table 5 Frequency distribution according to the post level of the respondents

Post Level	Frequency	%
Principal	6	4
Deputy Principal	10	8
HOD	20	15
Educator (Level 1)	99	73
TOTAL	135	100%

According to Table 5, the majority of the respondents (73%) who completed the questionnaires are level one educators. This finding is in accordance with the post structures in school as the staff composition consists mainly of level one educators and the promotion posts (management) forms the minority of the staff. The table also indicates that secondary schools have more deputy principals (8%) than principals (4%). Possible reasons for that are:

- Appointment of deputy principals is determined by the learners' enrolment whereas each school is entitled to have one principal. If a large number of learners are enrolled in a year, the Department of Education is compelled to employ more than one deputy principal in one school.

5.2.6 Type of Post

Table 6 Frequency distribution according to the type of post held by the respondents

Type of post	Frequency	%
Permanent	127	94
Temporary	4	3
Part-time	4	3
TOTAL	135	100%

The findings in Table 6 show that the largest percentage of the respondents (94%) who participated in the research are permanent staff. This high percentage can be seen as a favourable situation in rural secondary schools. Chetty (2004, p.114) maintains that permanent educators have the following benefits:

- They enjoy job security.
- Permanent educators are entitled to a housing subsidy which enables them to buy a house or flat.

- They can join a medical aid benefit to which the employer contributes a percentage of the monthly premium.
- They can provide for their retirement as they are contributors to a pension fund.

These fringe benefits may act as motivators to educators in their teaching. The majority of educators who at first served as temporary unprotected educators (UTE) were automatically absorbed into a school become permanent educators. On the other hand, the Department of Education is not interested to employ part-time educators, unless there is a significant change in the schools e.g. unavailability of teachers for critical subjects such as Maths, Technology, Computer Science, Physical Science, Travel and Tourism and Technical Drawing.

5.2.7 Respondents' employer

Table 7 Frequency distribution according to the respondents' employer

Employer	Frequency	%
Department of Education	129	96
Governing Body	6	4
TOTAL	135	100%

The majority of educators (96%) in this research sample are employed by the Department of Education. The lowest percentage (4%) of educators is employed by the governing body. The lower percentage (4%) of governing body employees is possibly caused by:

- Lack of funds for the governing body to employ more educators.
- Educators are reluctant to apply for the school's governing body vacant posts.

- The governing body is not fully capacitated in terms of marketing and advertising their teaching posts.
- Educators feel degraded to serve in the governing body post.

The researcher revealed that the majority of educators are interested to work for the Department of Education. The high percentage (96%) of Department of Education's employees is possibly caused by:

- Fringe benefits such as pension funds, medical aid schemes and housing allowances.
- Opportunities for management promotion posts, e.g. principalship, Head of Department (HOD) and deputising that are often advertised.

5.2.8 Classification of respondents' school

Table 8 Frequency distribution according to the classification of the respondents' school

School	Frequency	%
Primary		
Secondary	135	100
Combined		
TOTAL		100%

The findings in Table 8 are in accordance with the type of school targeted for the research.

5.2.9 Parental supervision in rural secondary schools

Table 9 Frequency distribution according to parental supervision in rural secondary schools

Parental supervision in rural secondary schools depends on:		Agree	Disagree	Uncertain	Total
2.1	Parents access school programmes / activities	40% 30%	90 67%	5 3%	15 100%
2.2	Understand supervisory process	15 11%	110 81%	12 8%	135 100%
2.3	Effective communication between parents and educators	30 22%	100 74%	5 4%	135 100%
2.4	Majority of rural parents are illiterate	130 96%	4 3%	1 1%	135 100%
2.5	Parents know their roles at schools	11 8%	114 84%	10 8%	135 100%
2.6	Mutual respect for each other's position	10 7%	120 89%	5 4%	135 100%
2.7	Educators undermine the parents' inputs	130 96%	3 2%	2 2%	135 100%
2.8	Parents disown their rural secondary schools	120 89%	10 7%	5 4%	135 100%
2.9	Scarcity of workshops on supervision for parents	132 98%	2 1%	1 1%	135 100%
2.10	SMTs accept parents' supervision	13096 %	4 3%	1 1%	135 100%

In Table 9, most of the respondents were in agreement with the requirements stated for successful parental supervision in rural secondary schools. The importance of healthy parental supervision in rural secondary schools is substantiated by the response to the following questions in Table 9:

2.1 School programmes / activities:

Most of the respondents (67%) disagreed that parental supervision in rural secondary schools depends on parents' accessibility of school programmes / activities. Possible reasons for this disagreement are:

- Parents feel too inferior to access school programmes / activities. They see educators as professional people who alone should have access to all activities and programmes that are offered in schools
- Illiteracy distances rural parents from accessing the school programmes and activities.

Only thirty percent (30%) of the respondents agreed that parents access school programmes and activities. The fact that few parents in rural communities are able to read and write, indicates that intervention is required to alleviate the problem. Possible reasons for this backlog are:

- Rural communities do not have ABET programmes which can empower parents to develop reading and writing skills.
- Parents see schools as government buildings whose programmes and activities are not available to them.

Less than a quarter (3%) of the respondents are uncertain about parents' access to schools' programmes. This indicates that parents are unsure about the new education dispensation such as the NCS and continuous assessment styles.

2.2 Supervisory process

The majority of the respondents (81%) disagreed that parents understand the supervisory process whilst eleven percent (11%) of the respondents agreed. During the apartheid era, parents were sidelined and did not take part in the teaching and learning process in schools. Parents, particularly in rural communities, are still reluctant to be part and parcel of the teaching and learning process. Parents still regard educators as people who know everything about learning and teaching of learners whereas the new system of education, i.e. the NCS recommends a partnership between educators and parents.

The findings revealed that some educators in rural communities still disregard parents as primary educators. They do not invite them to partake in schools' activities such as:

- planning,
- sports, and
- cultural activities.

Mthabela (1997, p.99) argues that parents should not be deprived of their rights, as the success of learners solely depends on a strong partnership between parents and educators. It stands to reason that parents should be able to supervise learners at school and at home, i.e. during homework time.

2.3 Effective communication between parents and educators

The majority of the respondents (74%) disagreed that communication between parents and educators is effective. The findings revealed that, at times, educators do not use the correct methods of communication when they invite parents to come to school. The following are essential methods of communication between the school and home:

- Letters that inform parents of learners' progress at school.
- Circulars which inform parents of important events.
- Letters to inform parents of learners, who experience problems at school, e.g. frequent absenteeism, unacceptable behaviour, learning difficulties / problems, etc.

Effective communication between the school and home has the following advantages:

- Better school attendance by learners.
- Learners develop positive attitudes towards their schoolwork.
- Improvement in learners' academic achievement.

The research revealed that the school as a learning centre should prioritise communication as the first and foremost step to successful parental supervision.

2.4 Parents' illiteracy

A large number of respondents (96%) agreed that the majority of rural parents are illiterate. The illiteracy of rural parents is possibly caused by:

- Shortage of adult centres.
- Insufficient transport, i.e. to transport parents to ABET centres.

Less than a quarter of the respondents (3%) disagreed that rural parents are illiterate whilst 1% of the respondents are uncertain. This small percentage (3%) reveals that all rural secondary schools have a problem with illiterate parents.

2.5 Parents' knowledge of their roles

Close to ninety percent (84%) of the respondents disagreed that parents know their roles at schools. According to the South African Schools Act, Act No. 84 of 1996, parents should know their roles. Effective school governance relies on the parents' knowledge about their main job descriptions at schools.

The research reveals that parents' lack of knowledge about their roles in schools has indirectly affected the learners' academic achievement. Less than ten percent of the respondents (8%) agreed that parents know their roles at schools. This indicates that parents need for workshops to

inform them of their roles in schools. Whilst the Department of Education usually organises workshops for school governing bodies, very little is benefited by learners' parents. The school governing bodies, particularly in rural communities, seldom give feedback to parents.

2.6 Mutual respect

Almost ninety percent of the respondents (89%) disagreed that mutual respect exists between parents and educators. Mutual respect can be seen as the key to successful parental supervision in schools. Mutual respect between parents and educators should have, *inter alia*, the following characteristics:

- Parents should show respect for the educators' authority and professional status, i.e. the teaching profession.
- Educators must respect the parents' authority.
- Parents should respect the educators' expertise and knowledge, and not interfere with the educators' teaching.
- Educators must respect the career expectations parents have for their children.

Without mutual respect between parents and educators, parental supervision will fail. Of concern, thus, is the finding that less than ten percent of the respondents (7%) in the research sample see mutual respect as important for successful parental supervision in schools. This low percentage indicates that much needs to be done to effect mutual respect between educators and parents. The possible reasons for this might be the following:

- Rural parents have not been exposed to the educational environment. They are not used to mutual respect strategies such as respecting one's rights and his or her position.
- Educators are still not transformed in accordance with the new education policy. They regard parents as outsiders who should not be part and parcel of their initiatives.

2.7 Parents' inputs

The majority of the respondents (96%) agreed that educators undermine the parents' inputs in schools. Parents are important stakeholders whose inputs should not be ignored and undermined by either the Department of Education or school governance. Possible reasons for the undermining of input by parents may be:

- *Scarcity of public transport.* Rural communities do not have sufficient means to transport parents to and from schools, thus parents do not arrive at the schools timeously for certain activities scheduled to take place there.
- *Fear of the unknown.* When parents meet with the educators, they tend to experience feelings of inferiority.
- *Over-conformity.* Rural parents are still affected by the legacy of apartheid. They doubt their rights and responsibilities. Instead of putting their inputs on the table, they fully concur with all that is being said by educators.

A very small percentage of the respondents (2%) disagreed that educators undermine the parents' inputs. The research revealed that this small percentage is an indication of incapacity on the part of educators in schools. The South African Schools Act, Act No. 84 of 1996 stipulates

that parents' inputs should be honoured in schools. The Department ensures that each school has a copy of the Act.

On the other hand, only two percent (2%) of the respondents are uncertain about educators who undermine the parents' inputs. This uncertainty is possibly caused by:

- Confusing policies of the schools which are not adequately explained to rural parents.

2.8 Parents' disownership of rural secondary schools

Close to ninety percent of the respondents (89%) agreed that parents disown their rural secondary schools. This disownership of rural secondary schools by parents might be caused by:

- Distorted information about the schools,
- Lack of parent-educator partnership.

Most parents have distorted information about ownership of schools. In reality, schools belong to the communities. They should serve the interests of the communities, and information on how partnerships can be formed, should be communicated to parents.

Less than ten percent of the respondents (7%) disagreed that parents disown their rural secondary schools, whereas only 4% of the respondents are uncertain. This disagreement and uncertainty are possibly caused by:

- Few rural parents are informed about the education system, i.e. curriculum development. Rural parents do not have sufficient knowledge about programmes that should be offered at schools, whereas the South African Schools Act, Act No. 84 of 1996 clearly stipulates curriculum development.

2.9 Conduction of supervisory workshops

The majority of the respondents (98%) agreed that supervisory parents' workshops are extremely rare. This lack of reaching out to parents is possibly caused by:

- Lack of writing and reading skills by parents.
- Educators' disrespect of parents' status. The status of parents is not recognised by educators. Educators tend to disregard parents as stakeholders in the schooling environment.

Only one percent (1%) of the respondents disagreed that supervisory parents' workshops are rare, while a further 1% are uncertain. This uncertainty and disagreement may be caused by a few respondents who did not read or understand the statement clearly.

2.10 Acceptance of parents' supervision by SMTs

A large number of the respondents (96%) agreed that SMTs accept parents' supervision. This large percentage is a reflection of what is taking place at schools. At present, the Department of Education is campaigning about parents' acceptance as important stakeholders in schools. This appeal is first and foremost directed at the SMTs. Successful parents' supervision depends solely on the SMTs' attitudes. The SMTs are the ones who should develop positive attitudes towards the acceptance of parents as most important stakeholders' in schools.

Mthabela (1997, p.46) argues that transformation should not only address curriculum issues, but it should also address the leadership and management styles. This calls for SMTs to transform their mindsets for the betterment of the:

- Learners' academic achievement.

Less than five percent of the respondents (3%) disagreed the parents' acceptance as supervisors by SMTs. This least percentage indicates the Department of Education's successes to transform the SMTs mindsets.

5.2.10 Participatory activities of the relevant concerned stakeholders

Table 10 Frequency distribution according to the participatory activities of relevant concerned stakeholders

Rural relevant stakeholders support rural secondary schools by:		Agree	Disagree	Uncertain	Total
3.1	Making inputs that can effect teaching and learning	20 15%	90 66%	25 19%	135 100%
3.2	Fundraising on behalf of rural schools	30 22%	100 74%	5 4%	135 100%
3.3	Improving infrastructures of schools	8 21%	105 78%	2 1%	135 100%
3.4	Assisting with the building of roads to schools	80 59%	50 37%	5 4%	135 100%
3.5	Building of schools' grounds	100 74%	10 7%	25 19%	135 100%
3.6	Donating learning and teaching aids to schools	5 4%	120 89%	9 7%	135 100%
3.7	Initiating programmes that will assist parents in becoming literate	30 22%	100 74%	5 4%	135 100%
3.8	Assisting with the building of libraries	20 15%	110 81%	5 4%	135 100%
3.9	Hosting motivational speakers on educational matters	4 3%	13 96%	1 19%	135 100%
3.10	Planning educational forums that will address learners' academic achievements	10 7%	120 89%	5 4%	135 100%

Most of the respondents in Table 10 were in agreement with the requirements stated for the participatory activities of the relevant concerned stakeholders. A healthy participatory commitment by

relevant concerned stakeholders is substantiated by the responses to the following questions in Table 10:

3.1 Effective teaching and learning

Almost seventy (70%) percent of the respondents (66%) disagreed that relevant concerned stakeholders make inputs in the teaching and learning environment. It might happen that relevant concerned stakeholders distance themselves from the affairs of schools because:

- Educators do not invite them to participate.
- Schools' programmes totally sideline them from participating.
- Information on curriculum needs and other activities are not communicated to them.

Less than twenty percent of the respondents (15%) agreed that relevant concerned stakeholders do make inputs in the teaching and learning environment whereas 19% of the respondents are uncertain. These low percentages indicate that much work needs to be done to motivate relevant concerned stakeholders to participate in the schools' programmes. Full participation of the relevant concerned stakeholders can make a difference to the learners' academic achievement, particularly in rural secondary schools.

3.2 Fundraising strategies

Most of the respondents (75%) indicated that relevant concerned stakeholders do not do fundraising on behalf of rural schools. Funding for schools is inadequate; therefore schools need to explore all possible sources to supplement government funding, e.g. norms and standard schools' yearly allocation funds.

Farrant (1991, p.55) states that no matter how good the teaching and physical surroundings of a school are, without enough textbooks, laboratory equipment and other teaching aids, education is significantly impaired. The Department of Education should inform parents by means of workshops on how to participate in fundraising activities.

The finding that most of the parents are not involved in the fundraising activities of the school can possibly be explained by their socio-economic status. This status related reasons might be, *inter alia*, the following:

- Parents who are of low socio-economic status fear that when they get involved in fundraising activities, the school may expect of them to also contribute financially.
- Parents who cannot pay school fees or provide their children with school requirements, are also reluctant to get involved in any money matters concerning the school.

The findings indicated that fundraising strategies should be in place to supplement:

- teaching and learning materials,
- schools' resources, and
- effective teaching and learning.

3.3 Improvement of infrastructures

The majority of the respondents (78%) in the research sample disagreed that relevant concerned stakeholders participate in improving the *infrastructure in schools*. Parents are often reluctant to volunteer their services to school. Possible reasons for this phenomenon might be:

- Parents do not volunteer their services to help with the improvement of schools' infrastructures because of work and other commitments.
- Parents feel that they are being used as "tools" when asked to help when nobody else wants to get involved, or when there is no money to pay for maintenance.

3.4 Building of roads to schools

More than fifty percent of the respondents (59%) agreed that relevant concerned stakeholders support rural schools in the building of roads, whereas 37% disagreed. This indicates that principals of schools do not cascade information to the learners' parents. Principals of schools, according to the South African Schools Act, Act No. 84 of 1996, should ensure that:

- Parents are well informed of their duties. Learners' parents should ensure that roads to schools are built.
- Parents understand the school governance policy so that they can govern the schools in accordance with the procedures set out in the South African Schools Act, Act No. 84 of 1996.

3.5 Building of schools' grounds

Most of the respondents (74%) agreed that relevant concerned stakeholders support the building of schools' grounds. This finding shows that parents are gradually realising the need for sports codes in their rural schools. The building of sports grounds in schools can assist the community's sports lovers as well. Schools' grounds can be used during:

- Weekend soccer matches.

- Community sports clinical sessions, e.g. during visits by cricket, soccer, and rugby stars, etc.

Less than ten percent of the respondents (7%) disagreed whilst 19% of them are uncertain regarding the building of school grounds. Principals of schools should ensure that:

- Parents are workshopped about their duties at schools.
- The relevant stipulations of the South African Schools Act, Act No. 84 of 1996 are explained to parents.

3.6 Donation of teaching and learning aids

The majority of the respondents (89%) disagreed that relevant concerned stakeholders donate learning and teaching aids to schools. Possible reasons for this disagreement are as follows:

- Parents are often unemployed, and may need financial assistance themselves.
- Rural relevant concerned stakeholders believe that schools belong to the government and that they therefore need not make an input with regard to teaching and learning aids.

A small percentage of the respondents (4%) agreed that relevant concerned stakeholders donate teaching and learning aids to schools.

This finding shows that rural parents are still not actively involved in their community schools. This might harm the welfare and safety of rural schools in terms of:

- infrastructure,
- culture of teaching and learning, and

- public community transport.

Bhengu (2005, p.100) argues that relevant concerned stakeholders, e.g. parents, should ensure that transport is available in the community for both educators and learners to arrive at school timeously. The smooth operation of public transport is a means of avoiding disruption of classes.

3.6 Programmes that will literate parents

A large percentage of respondents (74%) indicated that relevant concerned stakeholders do not support programmes that will help parents to become literate. Possible reasons for this finding are:

- Rural communities do not have sufficient adult centres, e.g. ABET centres.
- Relevant concerned stakeholders do not have the skills of knowledge to strategise adult education centres, e.g. for the introduction of assessment, evaluation and writing skills training.

Twenty-two percent of the respondents (22%) agreed that relevant concerned stakeholders initiate programmes that assist parents to become literate. This finding shows that much has to be done to assist parents to develop writing and reading skills.

3.7 The building of libraries

A large number of the respondents (81%) disagreed that relevant concerned stakeholders support the building of schools' libraries, as rural parents do not see libraries as an important infrastructure. The building of libraries can motivate the learners to:

- Develop a culture of reading, researching, writing and evaluating.
- Acquire various methods of study skills.

Bhengu (1996, p.4) maintains that the utilisation of libraries by learners promotes the culture of teaching and learning. Libraries are built to assist everyone at school in the search for information. Educators can also benefit by opportunities to consult school libraries.

3.8 Hosting motivational speakers on educational matters

The majority of the respondents (96%) disagreed that relevant concerned stakeholders host motivational speakers to come and motivate learners. This shows that rural parents see educators as the only source of information and thus over-rely on educators as means to an end. Motivational speakers are of vital importance to both educators and learners, and rural parents should be adequately informed of how the following could benefit the learners:

- motivational strategies,
- appreciation skills, and
- effective supervisory strategies.

3.9 Planning educational forums

A large number of respondents (89%) disagreed that relevant concerned stakeholders plan educational forums that address the learners' academic achievements. This finding indicates that much needs to be done to change the mindset of the relevant concerned stakeholders. Relevant stakeholders still disown their own rural secondary schools. The success of rural secondary schools' learners solely relies on strong:

- Partnerships between educators and relevant concerned stakeholders.

5.2.11 Departmental support services

Table 11 Frequency distribution according to departmental support services in rural secondary schools

Department of Education supports rural secondary schools by:		Agree	Disagree	Uncertain	Total
4.1	Conducting workshops for educators	74% 100	22% 30	4% 5	135 100%
4.2	Enlightening educators on National Curriculum Statement	59% 80	40% 54	1% 1	135 100%
4.3	Developing educators on OBE approach to teaching	96% 130	3% 4	1% 1	135 100%
4.4	Attending to learners with learning difficulties	3% 4	96% 130	1% 1	135 100%
4.5	Organising seminars for educators	10% 13	89% 120	1% 2	135 100%
4.6	Visiting rural secondary schools for infrastructure development	3% 4	96% 130	1% 1	135 100%
4.7	Supporting educators in IQMS	74% 100	25% 34	1% 1	135 100%
4.8	Guiding HODs on progression and promotion of learners	74% 100	25% 34	1% 1	135 100%
4.9	Reviewing the teaching of critical subjects e.g. Maths	30% 40	69% 94	1% 1	135 100%
4.10	Assisting the HODs on subject policy development	22% 30	74% 100	4% 5	135 100%

The majority of the respondents in Table 11 were in agreement with the requirements stated for departmental support services. The Department of Education should harness the situation in rural secondary schools, e.g. by visiting rural schools, improving schools' infrastructure in schools, etc.

4.1 Workshops for educators

More than seventy percent of the respondents (74%) agreed that the Department of Education conducts workshops for rural secondary schools' educators. In this research sample, it shows that the Department of Education does develop rural educators. On the other hand, not all educators benefited, as 22% of the respondents disagreed.

Research has indicated that rural secondary schools' educators need development because their schools are not well equipped in terms of libraries, teaching and learning aids and the like. It has also been found that subject advisors and superintendents of Education Management seldom visit rural schools, particularly secondary schools. The situation in rural secondary schools is such that subject advisors should each month visit rural secondary schools. The conduction of workshops does not predict a "good educator" in the classroom.

Superintendents of Education Management should assist rural secondary schools' principals to run the schools properly. It has been found that most of the workshops are conducted by educators of schools. This is a questionable practice because these educators have their own duty loads at their respective schools. Moreover, educators who act as so-called "facilitators" are employed to serve at schools, i.e. their posts are "school-based" not "office-based". When they act as *facilitators for workshops, this may lead to discrediting schools where "facilitators" are based, with the result that learners are literally left alone when they should in fact be under the supervision of these educators.*

Workshops should be conducted after the Department of Education has identified a need for it. This can assist the facilitators for the workshop to align their programmes and activities accordingly. Furthermore, officials of the Department of Education should ensure that the conduction of workshops does not disrupt the teaching and learning in schools.

4.2 National Curriculum Statement

More than half of the respondents (59%) agreed that the Department of Education enlightens educators on the National Curriculum Statement. This research sample is an indication to the Department of Education of the educators' knowledge of the National Curriculum Statement. It is

imperative that the departmental support services are made available to educators to ensure that they are informed of the integrities of the NCS.

Less than fifty percent of the respondents (40%) disagreed that the Department of Education enlightens educators on the NCS. If educators *are adequately informed of the requirements of the NCS and their expected involvement*, it will lead to:

- Improvement of teaching and learning in schools.
- Improvement of learners' academic achievement in rural schools, particularly, in secondary schools.

4.3 OBE approach to teaching

The majority of the respondents (96%) agreed that the Department of Education develops educators on the OBE approach to teaching. In this research samples, *it shows that educators are workshopped on OBE.*

Refresher workshops organised on a quarterly basis should be planned on phase basis, i.e. foundation phase, intermediate phase, senior phase and FET phase. This can help educators to meet and brainstorm about phase problems they encounter in their respective schools.

4.4 Learners with learning difficulties

The majority of the respondents (96%) disagreed that the Department of Education attends to learners with learning difficulties.

This research sample reveals that educators in schools are experiencing problems in terms of teaching learners with learning difficulties. It has been found that most of the rural secondary schools' educators experience the following problems:

- Classrooms are not fully equipped to cater for individual differences.
- Educators are not empowered to teach learners with learning difficulties.

4.5 Seminars for educators

More than eighty percent of the respondents (89%) indicated that the Department of Education seldom organises seminars for educators. Although the Department of Education often organises workshops for educators, it is advisable that seminars are also conducted on a regular basis so that educators may:

- Share ideas collectively on the correct platform.

4.6 Development of schools' infrastructure

The majority of the respondents (96%) disagreed that the Department of Education supports rural secondary schools with infrastructure development. Most of the rural secondary schools experience infrastructure problems. The appointment of an infrastructure committee would assist in this regard as this committee would assist in this regard as this committee will be able to liaise with the physical component in the Department of Education.

The physical planners should often visit rural secondary schools to check if the schools' buildings, toilets, roads and sanitation problems are attended to.

4.7 Supporting educators in IQMS

Most of the respondents (74%) agreed that the Department of Education supports educators in IQMS. This finding indicates that officials of the Department of Education should support educators in IQMS because

rural educators need such development. According to Bhengu (2005, p.2) and Kgany (2002, p.14), the integration of IQMS is aimed at improving teaching and learning in schools.

The IQMS is a skilful mechanism that has been put in place to improve:

- the teaching and learning process.
- assessment strategies.
- academic achievement of learners.

4.8 Guiding HODs on progression and promotion of learners

A large number of the respondents (74%) agreed that the Department of Education guides HODs on progression and promotion of learners. The HODs should be workshopped on essential progression and promotion. The essence of progression and promotion assists the SMTs, especially during the condonation period whereby learners need to be:

- promoted.
- condoned, and
- transferred.

Twenty-five percent of the respondents (25%) disagreed that the Department of Education guides HODs on progression and promotion of learners. This percentage (25%) highlights the fact that the Department of Education still has to improve its attempts to guide HODs.

4.9 Teaching of critical subjects

More than ninety percent of the respondents (94%) disagreed that the Department of Education reviews the teaching of critical subjects. In this research sample, it is revealed that critical subjects such as Maths, Natural Science, Technology and Computer Science are problematic at rural schools.

Rural secondary schools experience problems such as:

- Shortage of educators who can teach critical subjects.
- Under-qualified educators. The employment of unqualified and under-qualified educators in rural communities is caused by a national shortage of qualified educators.

4.10 Assisting the HODs on subject policy development

A large number of respondents (74%) indicated that the Department of Education does not assist the HODs on subject policy development. The researcher sees the Department of Education as a structure that can assist the HODs to acquire certain skills on subject policy development.

Heads of Departments should be well versed on various policies. Moreover, they should have background information on policy development. The HODs' acquisition of policies can assist them to run their departments smoothly. Subject policies and other policies of the HODs enable them to practise justice in the workforce thus to treat their subordinates equally. This will minimise an unhealthy environment that can affect progress.

It stands to reason that officials of the Department of Education should assist the HODs to:

- develop policies,
- draft policies, and
- practise justice in the working environment.

5.3 Summary

In this chapter the researcher's aim was to give some order to the range of information provided by rural secondary schools' educators in their answers to the questions in the questionnaire. Some of the data collected were of a demographic nature, which enabled the researcher to construct a broad profile of the sample selected for the investigation. Data collected regarding the nature and extent of parental supervision and learners' academic achievement in rural secondary schools were organised in frequency distribution tables to simplify statistical analysis.

The responses to the questions were interpreted and the findings thereof discussed.

The next chapter will consist of a summary of the literature study and the empirical investigation, findings from both the literature and empirical study, and certain recommendations.

CHAPTER 6

SUMMARY AND RECOMMENDATIONS

	PAGE
6.1 Introduction	103
6.2 Summary	103
6.2.1 Statement of the problem	103
6.2.2 Literature review	103
6.2.3 Planning of the research	105
6.2.4 Presentation and analysis of research data	106
6.2.5 <i>Aims of the study</i>	106
6.3 Findings	106
6.3.1 Findings from the literature review	106
6.3.2 Findings from the empirical research	108
6.4 Recommendation	111
6.4.1 Development of rural parents on parental supervision	111
(a) Motivation	111
(b) Recommendation	112
6.4.2 Involvement programmes for parents	114
(a) Motivation	114
(b) Recommendation	115
6.5 Future research	115
(a) Motivation	115
(b) Recommendation	116

CHAPTER 6

SUMMARY AND RECOMMENDATIONS

6.1 Introduction

In this chapter, a summary of the previous chapters will be given. This will be followed by recommendations and criticism that emanates from the study.

6.2 Summary

6.2.1 Statement of the problem

In essence, this study investigated if parents are adequately involved as partners with educators in the education of their children. It also investigated the involvement of relevant concerned stakeholders towards the attainment of good learners' academic results in rural secondary schools. In the literature study and in the empirical research, it was established that rural secondary schools are neglected, i.e. officials of the Department of Education seldom visit rural secondary schools. It was also discovered that rural parents' reluctance to become involved in their children's formal schooling is caused by illiteracy and low socio-economic status.

6.2.2 Literature review

Effective education cannot take place without a sound partnership between home and school. Educators cannot perform their educational tasks without full partnership with parents. Parents must be involved in the supervisory process that is, the curricular, extracurricular and management tasks of the school.

Therefore, within these relationships, consistent findings emerged. Accountable parental supervision is significantly related to the improvement of learners' academic achievement, behaviour and school attendance. Parental participation also increases community support for the school which includes human, financial and material resources. The most important advantages of parental supervision are to:

- Improve the learners' academic achievement.
- Maintain a healthy school community.

Reasons for parental supervision are:

- It is a matter of principle.
- Parental involvement in formal education is compulsory by law.
- Formal education alone cannot completely meet the needs of a rapidly changing modern society.
- It serves as a guarantee for upholding community values.
- Mental development of children demands parent-educator cooperation.

Cooperation is important for an adequate partnership between parents and educators. Relevant concerned stakeholders should maintain the teaching and learning process at schools by:

- Supporting educators.
- Fundraising on behalf of the schools.

Parental supervision is essential. It is meant to promote the culture of teaching and learning. The learners' academic achievement solely depends on parental supervision. In a rapidly changing society, parental

involvement in their children's formal schooling cannot be seen as a luxury. One element that has been shown as contributing to more successful children and more effective schools across all populations is adequate parental involvement in their children's education. The value of parental involvement for themselves, the educator and the learners is undisputed. On the other hand, departmental advisory services should assist rural secondary schools. Rural secondary schools need for development in terms of skills, knowledge and methodology.

It was found that subject advisors seldom visit rural secondary schools, despite the fact that the Department of Education expect quality education in rural secondary schools. Rural educators need development in:

- IQMS,
- CAS, and
- subjects-methodologies.

6.2.3 Planning of the research

This study utilised a questionnaire, constructed by the researcher, as a data base. The questionnaire was aimed at educators in schools of the Camperdown, Umbumbulu and Scottburgh circuits. These circuits are on the KwaZulu-Natal South Coast.

The information sought for this investigation was not available from any other source and had to be acquired directly from the respondents. When this situation exists, the most appropriate source of data is the questionnaire, as it is easily adapted to a variety of situations.

The aim of the questionnaire was to obtain information regarding *parental supervision and learners' academic achievement in rural secondary schools*. The questionnaire focused on the following aspects:

- participatory activities of the relevant concerned stakeholders,
- parental supervision, and
- departmental support services.

6.2.4 Presentation and analysis of research data

The purpose of Chapter 5 was to discuss the data collected from the questionnaires completed by 135 educators and to offer comments and interpretations on the findings. At the outset, an explanation and description was provided as to the methods employed in the categorisation of the responses and the analysis of the data. This was followed by calculating the data in percentages, known as relative frequency distribution. This was done in order to clarify the presentation of data. This was also done to indicate the proportion of the total number of cases which were observed for a particular question. The findings from the frequency distribution were analysed.

6.2.5 Aims of the study

The researcher formulated the specific aims to determine the course of the study. These aims are summarised as follows:

- To improve the learners' academic achievement in rural secondary schools.
- To enable the rural parents to partake in all rural secondary schools' learning programmes.
- To formulate strong partnerships between the educators, parents, learners and the relevant concerned stakeholders.

These aims were realised through the literature study, together with an empirical survey consisting of a structured questionnaire. On these bases, certain recommendations will be offered.

In reviewing the literature, the following was discovered:

- Parents feel that education in schools should be in harmony with the spirit and character of the family home. The school must build on the foundation laid by the parents and must strive to attain the same general educational goal.
- Parents have a fear of the unknown and the illiteracy of rural parents has caused them to develop this fear. They regard themselves as less important people when it comes to educational matters. In reality, parents are relevant concerned stakeholders of schools.

At present, rural secondary schools only involve parents in the school governance. Parental supervision should not be limited to the school governance because school governance is limited to a small percentage of the parents' community. The South African Schools Act, Act No. 84 of 1996 stipulates that parents are a prerequisite in education, i.e. relevant concerned stakeholders. The learners' academic achievement solely depends on the full involvement of parents thus to supervise learning. Where there is good cooperation between parents and educators, they are more likely to trust each other.

The departmental advisory services should support rural secondary schools in terms of workshops, seminars and in-service training. Subject advisors should guide, monitor and advise educators on the recommended methods of teaching. The literature review reveals that subject advisors seldom visit rural secondary schools. It is expected of the subject advisors to develop educators on:

- assessment styles on strategies;
- subjects-methodologies;
- inclusion, and
- classroom management.

The incompetence of rural learners is often caused by their schools which are not in good condition. The Superintendents of Education Management (SEMs) in conjunction with the physical planners should attend to rural schools which are not in good condition. On the other hand, school governing bodies should be workshopped on how to look after the schools' buildings in order to minimise vandalism. Most of the rural secondary schools are vandalised by community members who still believe that the school belongs to the "government". The schools belong to the communities; therefore, they should serve the best interests of the communities. The SMTs should ensure that programmes that involve parents are in place. These programmes are:

- afternoon study supervisory sessions,
- sport activities,
- cultural activities, and
- classroom assistance programmes.

The literature review revealed that strong partnerships between parents, educators and the departmental advisory services can improve the learners' academic achievement in the rural secondary schools.

6.3.2 Findings from the empirical research

It was found that more than seventy percent (76%) of the respondents in the research sample possess professional qualifications (Diplomas or Certificates). This finding can be explained by the target population of the research sample, namely educators in rural secondary schools. The majority of the respondents (94%) disagreed that parents access school programmes / activities (cf. 2.1). Parents of rural communities are illiterate; it is therefore very difficult for them to access secondary schools' programmes.

The majority of the respondents (76%) disagreed that parents understand the supervisory process (cf. 2.2). The SMTs should

ensure that parents are fully apprised of the supervisory strategies and techniques. If these strategies and techniques are properly applied, rural secondary schools' learners can improve in terms of academic performance.

The majority of the respondents (90%) agreed that rural parents are illiterate (cf. 2.4). Most of the rural communities do not have adult centres, i.e. ABET centres, where illiterate parents can empower themselves in terms of reading and writing skills. It is very difficult for rural parents to monitor and check their children's schoolwork without the necessary reading and writing skills.

Most of the respondents (70%) indicated that rural parents do not care about their secondary schools. They disregard their responsibilities towards the schools (cf. 2.8), with the result that rural secondary schools are deliberately vandalised by members of the communities. This has led to a scarcity of teaching and learning aids which drastically hamper the learners' academic achievement.

The majority of the respondents (80%) disagreed that relevant concerned stakeholders make inputs in the teaching and learning process (cf. 3.1). It seems that relevant concerned stakeholders are not interested in educational matters, but rather in community projects.

A large number of the respondents (94%) disagreed that relevant concerned stakeholders plan educational forums that will address learners' academic achievements. The illiteracy of rural parents has caused them to ignore the learners' academic achievements. Educational forums are not in place in rural communities where educational matters can be discussed. Educational forums are essential, particularly in rural communities as schools' infrastructures are scarce.

The majority of the respondents (86%) agreed that the Department of Education conduct workshops for educators (cf. 4.1). Workshops are essential in order to inform educators of the recommended methods and styles of teaching and learning. It is imperative that the Department of Education should develop educators.

A large number of respondents (74%) indicated that educators are informed of the National Curriculum Statement (cf. 4.2). It is advisable for the Department of Education to monitor the performance of educators immediately after they have attended the workshops. Some rural educators are reluctant to implement all that has been imparted to them. Possible reasons for this reluctance are:

- Subject advisors seldom visit rural secondary schools.
- The majority of rural schools are not fully equipped in terms of resources. Educators rely on improvising, which often ends up harming the learners' academic achievement in rural secondary schools.
- Some educators resist transforming.

The majority of the respondents (94%) indicated that the Department of Education does not attend to learners with learning difficulties, although the Department has established a component which looks after and supports learners with learning difficulties. The officials of the Department should ensure that learners with learning difficulties are supported. On the other hand, educators should also be workshopped on how to teach learners with learning disabilities.

Ninety percent of the respondents (90%) disagreed that the Department of Education visits rural secondary schools for infrastructure development. The Department should see to it that the physical planning component is committed to infrastructure development in rural

secondary schools. Rural secondary schools should be developed in terms of infrastructure such as:

- building of toilets,
- construction of roads, and
- building of libraries and more classrooms.

Some rural secondary schools are operating without toilets, libraries or sufficient classrooms. It is the duty of the physical planners to identify, assess and prioritise needy rural secondary schools in terms of infrastructure development. Physical planners should also ensure that:

- School governing bodies are fully workshopped on infrastructure development as a means of empowering them.

More than seventy percent of the respondents (75%) agreed that the Department of Education supports educators in Quality Management System (IQMS), integration which is meant to develop educators. Moreover, it is a reliable instrument that has come to measure the skills and knowledge of educators, thus to improve the learners' academic achievement. Its main objectives are to:

- Review the teaching and learning process.
- Promote quality education.

The majority of the respondents (84%) indicated that the departmental support services guide HODs on progression and promotion of learners. Heads of Department (HODs) are placed in responsible positions, and it is therefore of paramount importance to keep the HODs abreast of current information. Subject advisors should ensure that HODs are fully apprised of recommended assessment strategies, techniques and styles.

- Review the teaching and learning process.
- Promote quality education.

The majority of the respondents (84%) indicated that the departmental support services guide HODs on progression and promotion of learners. Heads of Department (HODs) are placed in responsible positions, and it is therefore of paramount importance to keep the HODs abreast of current information. Subject advisors should ensure that HODs are fully apprised of recommended assessment strategies, techniques and styles.

The majority of the respondents (88%) disagreed that the departmental support services review the teaching of critical subjects, e.g. Maths (cf. 4.9). Subject advisors should often visit rural secondary schools to support and demonstrate the teaching of critical subjects. Rural educators who are able to teach critical subjects are scarce. This is a further reason why subject advisors should often visit rural secondary schools' educators for development purposes.

6.4 Recommendation

6.4.1 Development of rural parents on parental supervision

(a) Motivation

Effective formal education necessitates strong parental supervision. Educators cannot perform their educational tasks without the full support of parents. Parents must be involved in the actuality of teaching, that is, the curricular, extracurricular and management tasks of the school. Development is of paramount importance to parents for the betterment of their rural schools, particularly, the secondary schools. Parents are responsible for the education of their children.

Within the process of parental supervision, parent-educator partnerships are involved. Each partner has a particular obligation related to the different life tasks and roles which they as parents and educators are normally expected to fulfil within the community. Parental supervision should be a dynamic process whereby parents and educators work together for the ultimate benefit of the learner. This involves collaboration on educational matters, setting goals, finding solutions, implementing and evaluating shared goals as well as inspiring and maintaining trust between parents and educators. Parents' development on parental supervision is intended essentially to promote and support the learners' school performance and general well-being. Parental supervision is a working relationship that is characterised by a shared sense of purpose and the willingness to negotiate.

This implies that parental supervision should be characterised by:

- sharing of information,
- responsibility,
- skills;
- decision-making, and
- accountability.

From the research that has been conducted, it is clear that, taking the present situation in South Africa into consideration, the potential of parents as partners in education is not being realised and put to use, and that there is still a wealth of potential waiting to be exploited. Therefore, the orientation, education and development of rural parents on parental supervision should not be ignored and need to be urgently addressed.

(b) Recommendation

The recommendation is that:

- Awareness of their rights in respect of the education of their children.
- Matters of school policy.
- Acceptance of co-responsibility in the child's education.

On the other hand, the school management teams (SMTs) should ensure that parents are informed of the new dispensation in education, such as:

- Educators' new leave dispensation.
- The National Curriculum Statement.
- The Outcomes-based education (OBE) approach to teaching and learning.
- School governance and management.

6.4.2 Involvement programmes for parents

(a) Motivation

Nowadays, it is widely acknowledged that parental involvement in the child's schooling is a fundamental democratic and pedagogic necessity for a system of education to be effective. Responsible parenthood requires that parents should become actively involved in the formal education of their children. Effective parental involvement is only possible in a well informed and diligent parent community which, through parent orientation under the leadership of the school governing body and / or other parental bodies, whether statutory or otherwise, has mobilised itself and is willing to render its services.

By means of parental involvement programmes, parents must be made aware that their rights in respect of their children's education only extend

as far as the degree to which they realise and practise their duties. The responsibilities and duties of parents in formal education make guidance for parents essential. Schools and various parent management bodies, therefore, have the enormous task of alerting uninterested and uncaring parents to their role in this vital educational function. They need to inspire and equip parents to undertake a school community relations programme that will attract parents to the school, so that they will become acquainted with educators and learn to take an interest in various facets of the school.

Parental development is becoming a necessity because parents have already relinquished too many of their responsibilities to the schools. Non-Governmental Organisations (NGO's), such as the management of schools training programme, already indicated that it is possible to train educators to involve parents in school activities.

(b) Recommendation

The Department of Education should organise workshops to acquaint educators of various strategies to involve parents in the schools' activities. Such workshops should include, *inter alia*, the following:

- satellite ABET centres,
- fundraising activities in schools,
- infrastructure development,
- home education,
- school governance *versus* management, and
- cultural diversity.

(b) Recommendation

The Department of Education should organise workshops to acquaint educators of various strategies to involve parents in the schools' activities. Such workshops should include, *inter alia*, the following:

- satellite ABET centres,
- fundraising activities in schools,
- infrastructure development,
- home education,
- school governance *versus* management, and
- cultural diversity.

6.5 Future research

(a) Motivation

The research has shown that healthy parental supervision, committed relevant concerned stakeholders, departmental support or advisory services and effective teaching, go hand-in-hand. Cooperation between parents and educators is vital for effective teaching and learning to take place at schools. The parents and educators each has a special and important role to play in the effective education of the child by becoming partners in the formal education of the child.

Parental involvement in the acceptance of responsibility for their children's education is still unsatisfactory. In the interest of the education of the child, the contact and cooperation between parents and educators should denote a sound partnership.

(b) Recommendation

The recommendation is that further research of a quantitative and qualitative nature be undertaken pertaining to parental supervision,

committed relevant concerned stakeholders and effective departmental advisory or support services. Due to the diversity of conditions under which parents and schools find themselves, it is necessary that research studies be conducted to find suitable models of parental involvement to optimise parents' participation in schools' activities in different settings such as a rural, semi-rural and urban differentiation.

CHAPTER 7

7.1 Criticism

Criticism that emanates from this study includes the following:

It can be presumed that some of the educators who completed the questionnaires formed their perceptions regarding proper parental supervision in rural secondary schools from the media. The probability thus exists that these educators indicated what should be achieved through parental supervision and not what is really happening in schools.

The research sample comprised only educators of schools from the former black Department of Education. Dissimilar responses might have been elicited from schools from the former white, coloured and Indian education departments.

7.2 Conclusion

In reality, educators and parents are both educators. They should, therefore, work together to optimise the learners' academic achievement in rural secondary schools. It is expected of them to share the vision of the school. On the other hand, relevant concerned stakeholders should also participate in the programmes and activities of the schools. Rural secondary schools are in need of support in terms of teaching and learning equipment. Relevant concerned stakeholders should liaise with the school management teams (SMTs) about the development of infrastructure at schools.

The Department of Education should support and develop educators in terms of skills and knowledge. The educators' acquisition of skills can enable them to teach effectively in the classrooms. It is expected of the

Heads of Departments (HODs) to identify those learners with learning difficulties. Parental supervision solely depends on strong partnerships between parents and educators.

The school governing bodies (SGBs) should always be on good terms with the school management teams (SMTs). Both of these structures should share the schools' common goals. The superintendents of education management are tasked to ensure that school governing bodies are fully workshopped regarding their duties. The main duty of the SGB is to harness the teaching and learning environment in schools, i.e. maintenance of school buildings, school grounds and infrastructure development. Rural secondary schools need development as they have been disadvantaged by "Apartheid Bantu Education".

7.3 Final remark

The aim of this study was to obtain a better understanding of parental supervision and learners' academic achievement in rural secondary schools. It is hoped that this study will prove useful to all interested stakeholders in education, especially to educators who experience problems in involving the parents in the programmes and activities of the school. It is also hoped that the departmental advisory service, relevant concerned stakeholders, school management teams, parents and educators will consider the very poor conditions at rural secondary schools under which learners learn, i.e. insufficient teaching and learning aids, dilapidated classrooms and poor roads construction.

7.4 Acronyms

7.4.1 SEMs – Superintendents of Education Management

7.4.2 SMTs – School Management Teams

7.4.3 SGBs – School Governing Bodies

7.4.4 HODs – Heads of Departments

LIST OF SOURCES

- BARNARD, S.S. 1999. *Effective Educational Management*. Pretoria: Kagiso.
- BARRET, D.C., BOSCH, J. & BRAMKIN, S. 1998. *School management: the task and role of the teacher*. Pretoria: HAUM.
- BENDISO, J. & DE WET, J.T. 1999. Educational management. *Tutorial letter 102/1999*. Pretoria: Unisa.
- BENSON, E.H. 1987. *Parents as partners in education*. Ohio: Merrill.
- BEST, M. & KHAN, B. 1989. *Parental involvement in education*. Oxford: Blackwell.
- BHENGU, S. & DLAMINI, C. 1996. The effective school management in rural secondary schools. Paper delivered at Amanzimtoti Civil Centre on 17 October 1996.
- BHENGU, T. 2003. *Accountable parental involvement in rural secondary schools*. Durban: University of KwaZulu-Natal. (M.Ed. Dissertation)
- BHENGU, T.T. 2005. *Principals as professional leaders: Implications for management of rural secondary schools during transition*. Durban: University of KwaZulu-Natal. (D.Ed. Thesis)
- BHENGU, W.W. 1996. *School governance as prerequisite in secondary schools*. Durban: University of South Africa. (Ph-D. Thesis)
- BLENDFORD, G.M. 2006. *Parent-educator partnership in secondary schools*. Pretoria: University of Pretoria.

BLESS, D. & HIGSON-SMITH, C. 1995. *Fundamentals of social research methods: An African perspective*. Cape Town: Juta.

BROWN, G. 1998. *Parent-teacher partnership*. London: Evans Brothers.

BROWN, P. & LAUDER, H. 1997. *Rural secondary schools' learners as victims of apartheid*. Pretoria: UNISA.

BURMEISTER, G. 1998. *Parent-teacher partnership*. London: Evans Brothers.

CHETTY, U.P. 2004. *The effect of stress on teacher efficacy*. Durban: University of Zululand. (D.Ed. Thesis)

CLAASEN, M. 1995. *The value of relevant concerned stakeholders in the new education dispensation*. Pretoria: University of South Africa.

COHEN, I., MANION, L. & MORISSON, M. 2000. *Research methods in education*. London: Croom Helm.

COOPER, H.M. 1989. *Integrating research*. London: Croom Helm.

CRONJE I. & LUBISI, C. 2006. Schools should honour the relevant concerned stakeholders. *Quality of education in rural secondary schools*. Circular No. 6 of 2006.

CRONJE, I. 2004. Bringing quality of education TO rural schools. *Transformational leadership*. Circular No. 7 of 2005.

CRONJE, I. 2005. Parents' empowerment. *School governance versus school management*. Circular No. 4 of 2005.

CRONJE, I. 2007. Parents as partners of educators. *Home education in rural secondary schools*. Circular No. 10 of 2007.

DAVID, M.K. 1993. *Parents' main duties and their responsibilities in education*. Johannesburg: Lex Patria.

DEKKER, E. 1995. *Tutorial letter 108/1995, parent-teacher partnership*. Pretoria: UNISA.

DEKKER, E. & VAN SCHALKWYK, O.J. 1995. *Parents as partners of educators in schools*. Pretoria: Unisa.

DLAMINI, T.S. 2003. Parental involvement towards the attainment of good results in secondary schools. (Paper delivered in Durban: City Hall, February 2003 during matric intervention programmes)

DLAMINI, V. 1999. The role of the school governing body in schools. (Paper delivered at Adams College, Amanzimtoti, February 1999, farewell party for retired educators)

DONALD, B. & LAZARUS, S. 2002. *Inclusive education in action in South Africa*. Pretoria: Van Schaik.

DONBOGIN, T.T. & GALLAGHER, P.S. 1999. *Educators' guide to school management skills*. Pretoria: Van Schaik.

DUPREE, J. 2005. Helping students to improve their study skills. *Handbook for teaching assistants in secondary schools*. England: Manchester.

FARRANT, J.S. 1991. *Principles and practice of education*. London: Longman.

FATAAR, V. 1997. The *in loco parentis* role of the teacher: A relation perspective. *Bulletin for Christian Scholarship*, 58 (11):132-135.

GAY, L.R. 1987. *Educational research*. London: Blackwell.

GESTWICKI, C. 2004. *Home school and community relations*. Victoria: Aser.

JARVIS, A.M. 2002. *Ideology and its influence on educational leadership, structure and process: With reference to dominant and dominated ideologies in South Africa*. Durban: University of KwaZulu-Natal. (Ph-D Thesis)

KGANYE, T. 2002. *Effective educational management in rural and semi-rural secondary schools*. Durban: University of KwaZulu-Natal. (M.Ed. mini-dissertation)

KIDDER, H.K. & JUDD, C.M. 1986. *Research methods in social relations*. New York: Holt, Rinehart & Winston.

KRUGER, A.G. 1996. *Educational Management. Study Manual*. Pretoria: UNISA.

KRUSS, J. 1997. *Parents as partners of educators in schools*. Pretoria: UNISA.

LA BELLA, N. & SYLVESTER. 1991. Parenting of Children. *SAOR Bulletin*, 23 June 1991:3.

LEEDY, P.D. 1993. *Practical Research: Planning and design*. New Jersey: Merrill.

LE ROUX, J. (ed.) 1998. *The black child in crisis: a socio-pedagogic perspective*. Pretoria: Van Schaik.

LOLWANE, N. 2002. *Parental involvement in secondary schools*. Durban: University of Durban-Westville. (M.Ed.)

LUBISI, C. 2004. Involvement of relevant concerned stakeholders in education. *Circular No. 5 of 2004*.

LUBISI, C. 2006. The essence of relevant concerned stakeholders in education. *Circular No. 7 of 2006*.

LYNCH, V. & LODGE, S. 2002. *Putting parents in their place in public schools*. Johannesburg: Lexicon.

MAYERS, S. & ZEPEDA, S. 2004. *Supervision across the content areas*. Oklahoma State University.

MKHIZE, G. 1995. *Parents and educators as partners in creating the culture of teaching and learning*. Durban: University of Durban-Westville. (D.Ed. Thesis)

MTHABELA, B.H. 1997. *The transformational leadership role in principals in schools during transition*. University of Zululand, Umlazi Campus. (M.Ed. Dissertation)

MUNNIK, M. & SWANEPOEL, E. 1990. Family agogics. *Only study guide for effective teaching and learning in the learning environment. (FAMOD G and FAMOD Y)*. Pretoria: UNISA.

MZIMELA, T. 2006. Quality education in rural secondary schools. (Paper delivered at Umlazi Cinema during NATU meeting, May 2006).

MZULWINI, H.Z. 1997. *Principals' perceptions of school governance in rural areas*. Durban: University of Zululand. (D.Ed. Thesis)

NEL, B.F., SONNE, S. & VAN DYK, J.G. 2002. *Parents and principals as partners in creating a culture of learning*. Johannesburg: Lexicon.

NICHOLLS, A.J. 1990. *Rural secondary schools' infrastructure*. Pretoria: UNISA.

NICHOLLS, J. 1996. *Parent participation in schools*. Cape Town: Juta.

NIEMANN, N.P. 1995. *Effective educational management*. Pretoria: Kagiso.

PINTRICH, C. & SCHUNK, T. 2002. *Parents as partners*. London: SAOR Publications.

PRETORIUS, B. 1998. *Parent orientation for partnership in education*. Pretoria: HAUM.

PRETORIUS, S. & LE ROUX, J. 1998. *Socio-Pedagogics in rural communities*. Pretoria: University of Pretoria.

RICHEY, D.D. & WHEELER, J.J. 2000 *Inclusive education*. New York: Albany.

SOUTH AFRICAN POLICE SERVICE ACT, ACT NO. 68 OF 1995.

SOUTH AFRICAN SCHOOLS ACT, ACT NO. 84 OF 1996.

STEYN, S. 2003. *Culture of teaching and learning in rural secondary schools*. Cape Town: University of Cape Town.

SWAP, S.M. 1993. *Developing home-school partnerships: from concepts to practice*. New York: Teachers' College Press.

VAN DEN AARDWEG, E.M. & VAN DEN AARDWEG, E.D. 1990. *Dictionary of Empirical Education / Educational Psychology*. Pretoria: E & E Enterprises.

VAN DER WESTHUIZEN, P.E. (ed.) 1995. *Effective educational management*. Pretoria: HAUM.

VAN SCHALKWYK, O.J. 1990. The education system: theory and practice of educational management. *Letter 102/4*. Pretoria: UNISA.

APPENDIX "A"
QUESTIONNAIRE

STRICTLY CONFIDENTIAL

QUESTIONNAIRE

**PARENTAL SUPERVISION AND LEARNERS'
ACADEMIC ACHIEVEMENT IN RURAL
SECONDARY SCHOOLS**

I.B. WANDA
September 2007

Dear Educator

QUESTIONNAIRE: PARENTAL SUPERVISION AND LEARNERS' ACADEMIC ACHIEVEMENT IN RURAL SECONDARY SCHOOLS

At present I am engaged in a research project towards my Ph.D (Doctor of Philosophy) degree at the University of Zululand under the guidance and supervision of Prof D.R. Nzima. The research is concerned with Parental Supervision and Learners' Academic Achievement in Rural Secondary Schools.

I have taken the liberty of writing to you, as one of the selected respondents, in order to seek assistance in acquiring information about your experience related to the research.

CONFIDENTIALITY

All information obtained will be treated as confidentially as possible and no personal details of any Educator / Respondent will be mentioned in the findings nor will any results be related to any particular educator or school.

We appreciate your cooperation.

Yours sincerely

I.B. WANDA

Date:

INSTRUCTIONS TO THE RESPONDENT

1. Read through each statement carefully before giving your opinion.
2. Make sure that you do not omit or skip a page.
3. Please, be frank when giving your opinion.
4. Please do not discuss statements with anyone.
5. Please, return the questionnaire after completion.

Kindly answer all questions by supplying the requested information in writing, or by making a (X) in the appropriate block.

SECTION 1: BIOGRAPHICAL INFORMATION

1.1 My gender is

	Code
Male	1
Female	2

1.2 My age in completed years as at 2007-12-31

Age group in years	Code
20 – 25	1
26 - 30	2
31 – 35	3
36 – 40	4
41 – 45	5
46 – 50	6
51 – 55	7
56 – 60	8
61 – 65	9
Older than 65	10

1.3 My qualifications are:
 Academic qualification(s) e.g. B.A., M.Ed. etc.
 Professional qualification(s) e.g. FDE, HDE etc

	Code
	1
	2

1.4 Total number of completed years in the teaching profession as at 2007-12-31

Number of years	Code
0-25	1
6 – 10	2
11 – 15	3
16 – 20	4
21 – 25	5
26 - 30	6
More than 30 years	7

- 1.5 My post level is:
 Principal
 Deputy Principal
 HOD
 Educator (Level 1)

Code	
	1
	2
	3
	3

- 1.6 Type of post held by me:
 Permanent
 Temporary
 Part-time

Code	
	1
	2
	3

- 1.7 My employer is:
 Department of Education
 Governing Body

Code	
	1
	2

- 1.8 My school is classified as:
 Primary
 Secondary
 Combined

Code	
	1
	2
	3

SECTION 2: PARENTAL SUPERVISION IN RURAL SECONDARY SCHOOLS

Parental supervision in rural secondary schools depends on:		Agree	Disagree	Uncertain
2.1	Parents' access to school programmes / activities			
2.2	Understanding supervisory process			
2.3	Effective communication between parents and educators			
2.4	The level of literacy of rural parents			
2.5	Parents' knowledge of their roles at school			
2.6	Mutual respect for each other's position			
2.7	Educators' acceptance of the parents' inputs			
2.8	Parents' sense of ownership of their schools			
2.9	Effective / availability of workshops on supervision for parents			
2.10	SMTs' acceptance of parents' supervision			

SECTION 3: ROLE OF RELEVANT CONCERNED STAKEHOLDERS

Rural relevant stakeholders support rural secondary schools by:		Agree	Disagree	Uncertain
3.1	Making inputs that can make teaching and learning effective			
3.2	Fundraising on behalf of rural schools			
3.3	Improving infrastructure at schools			
3.4	Assisting with the building of roads to schools			
3.5	Building of schools' grounds			
3.6	Donating learning and teaching aids to schools			
3.7	Initiating programmes that will assist parents in becoming literate			
3.8	Assisting with the building of libraries			
3.9	Hosting motivational speakers on educational matters			
3.10	Planning educational forums that will address learners' academic achievements			

SECTION 4: DEPARTMENTAL SUPPORT SERVICES

Department of Education supports rural secondary schools by:		Agree	Disagree	Uncertain
4.1	Conducting workshops for educators			
4.2	Enlightening educators on National Curriculum Statement			
4.3	Workshopping educators on OBE approach to teaching			
4.4	Attending learners with learning difficulties'			
4.5	Organising seminars for educators			
4.6	Visiting rural secondary schools for infrastructural development			
4.7	Supporting educators in IQMS			
4.8	Guiding HODs on progression and promotion of learners			
4.9	Reviewing the teaching of critical subjects e.g. Maths			
4.10	Assisting the HODs on subject policy development			

APPENDIX "B"
LETTER REQUESTING PERMISSION
TO
CONDUCT RESEARCH

P.O. Box 132
UMBUMBULU
4105

03 October 2007

Dr. Cassius R. Lubisi (SG)
Department of Education
Private Bag x9137
PIETERMARITZBURG
3200

Dear Sir

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I kindly request permission from the Department of Education to conduct a research within the schools of Camperdown, Umbumbulu and Scottburgh Circuits in respect of "Parental Supervision and Learners' Academic achievement in rural secondary schools."

At present I am engaged in a research project towards my PH. D (Doctor of Philosophy) Degree at the University of Zululand under the guidance and supervision of Prof. D.R. Nzima. I have taken the liberty of writing to you sir, as I have an interest in the Secondary Schools of the Jurisdiction of Scottburgh, Umbumbulu and Camperdown Circuits.

As part of my research, I will compile a questionnaire, which I would then circulate to some of the rural secondary schools within the circuits I have mentioned. The purpose of this questionnaire is to obtain relevant information that will be of help to the Department of Education.

Questionnaires will be administered to the following rural secondary schools:

- Gcewu Secondary School
- Isisusa Secondary School
- Khayelihle Secondary School
- KwaJabula Secondary School
- Ndonyela Secondary School
- Saphumula Secondary School

In anticipation, I hope that my request will receive your favourable consideration.

Yours Faithfully



I.B. WANDA (Student)

Contact Numbers: Cell – 083 507 3198

Tel/Fax – (031) 915 1884

APPENDIX "C"

**LETTER GRANTING PERMISSION
TO
CONDUCT RESEARCH**



PROVINCE OF KWAZULU-NATAL
ISIFUNDAZWE SAKWAZULU-NATALI
PROVINSIE KWAZULU-NATAL
DEPARTMENT OF EDUCATION
UMNYANGO WEMFUNDO
DEPARTEMENT VAN ONDERWYS

Telephone: (033) 341 8611
Facsimile: (033) 341 8612

Private Bag X9137
Pietermaritzburg, 3200
228 Pietermaritz Street
Pietermaritzburg, 3201

RESOURCE PLANNING

INHLOKOHHOVISI

HEAD OFFICE

PIETERMARITZBURG

Enquiries: Mrs M Francis
Imibuzo:
Navrae:

Reference: 0048/2007
Inkomba:
Verwysing:

Date: 22 October 2007
Usuku:
Datum:

IB WandaMr
P.O Box 132
Umbumbulu
44105

PERMISSION TO INTERVIEW LEARNERS AND EDUCATORS

The above matter refers.

Permission is hereby granted to interview learners and educators in selected schools of the Province of KwaZulu-Natal subject to the following conditions:

1. You make all the arrangements concerning your interviews.
2. Educators' programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, educators and schools are not identifiable in any way from the results of the interviews.
5. Your interviews are limited only to targeted schools.
6. A brief summary of the interview content, findings and recommendations is provided to my office.
7. A copy of this letter is submitted to District Managers and principals of schools where the intended interviews are to be conducted.

The KZN Department of education fully supports your commitment to research: Parental supervision and learners' academic achievement in rural secondary schools.

It is hoped that you will find the above in order.

Best Wishes

R Cassius Lubisi, (PhD)
Superintendent-General



PROVINCE OF KWAZULU-NATAL
ISIFUNDAZWE SAKWAZULU-NATALI
PROVINSIE KWAZULU-NATAL

Telephone: (033) 341 8611
Facsimile: (033) 341 8612

DEPARTMENT OF EDUCATION
UMNYANGO WEMFUNDO
DEPARTEMENT VAN ONDERWYS

Private Bag X9137
Pietermaritzburg, 3200
228 Pietermaritz Street
Pietermaritzburg, 3201

RESOURCE PLANNING

INHLOKOHHOVISI

HEAD OFFICE

PIETERMARITZBURG

Enquiries: Mrs M Francis
Imibuzo:
Navrae:

Reference: 0046/2007
Inkomba:
Verwysing:

Date: 22 October 2007
Usuku:
Datum:

IB WandaMr
P.O Box 132
Umbumbulu
44105

RESEARCH PROPOSAL: PARENTAL SUPERVISION AND LEARNERS' ACADEMIC ACHIEVEMENT IN RURAL SECONDARY SCHOOLS

Your application to conduct the above-mentioned research in schools in the attached list has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educator programmes are not to be interrupted.
5. The investigation is to be conducted from November 2007 to December 2007.
6. Should you wish to extend the period of your survey at the school(s) please contact Mrs M Francis at the contact numbers above.
7. A photocopy of this letter is submitted to the principal of the school where the intended research is to be conducted.
8. Your research will be limited to the schools submitted.
9. A brief summary of the content, findings and recommendations is provided to the *Director: Resource Planning*.



PROVINCE OF KWAZULU-NATAL
ISIFUNDAZWE SAKWAZULU-NATALI
PROVINSIE KWAZULU-NATAL

Telephone: (033) 341 8611
Facsimile: (033) 341 8612

DEPARTMENT OF EDUCATION
UMNYANGO WEMFUNDO
DEPARTEMENT VAN ONDERWYS

Private Bag X9137
Pietermaritzburg, 3200
228 Pietermaritz Street
Pietermaritzburg, 3201

RESOURCE PLANNING

INHLOKOHHOVISI

HEAD OFFICE

PIETERMARITZBURG

Enquiries: Mrs M Francis
Imibuzo:
Navrae:

Reference: 0046/2007
Inkomba:
Verwysing:


Date: 22 October 2007
Usuku:
Datum:

IB WandaMr
P.O Box 132
Umbumbulu
44105

LIST OF SCHOOLS

1. KwaJabula Secondary School
2. Saphumula Secondary School
3. Gcewu Secondary School
4. Khayelihle Secondary School
5. Isisusa Secondary School
6. Ndongyela Secondary School

Kind regards



R Cassius Lubisi, (PhD)
Superintendent-General

27/10/2007

10. The Department receives a copy of the completed report/dissertation/thesis addressed to

The Director:Resource Planning
Private Bag X9137
Pietermaritzburg
3200

We wish you success in your research.

Kind regards



R. Cassius Lubisi,(PhD)
Superintendent-General

27/10/2007