

**PRINCIPALS', EDUCATORS' AND PARENTS'
PARTNERSHIP IN CREATING A CULTURE OF TEACHING
AND LEARNING IN SCHOOLS**

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TEACHING AND LEARNING IN SCHOOLS**

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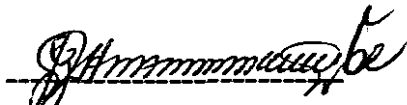
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DATE SUBMITTED: OCTOBER 2004

DECLARATION

I hereby declare that "Principals', educators' and parents' partnership in creating a culture of teaching and learning" is my own work and that all sources that I have used or quoted have been indicated and acknowledged by means of complete references.



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ABSTRACT

The present study examines principals, educators and parents' partnership in creating a culture of teaching and learning in schools. The first aim was to ascertain the extent to which parents, educators and principals play a partnership role in creating a culture of teaching and learning. The second aim was to ascertain the extent to which parents, educators and principals perceive problems that contribute to the decline of a culture of teaching and learning. The third aim was to determine whether parents' educators' and principals' biographical factors such as gender, age, academic qualification nature of stakeholder as well as the highest grade of the school have any influence on their partnership role which they play in creating a culture of teaching and learning. The last aim was to determine whether parents, educators and principals' biographical factors such as gender, age, academic qualification, nature of stakeholder as well as the highest grade of the school have any influence on their perception of problems that contribute to the decline of a culture of teaching and learning. To this end, a questionnaire was administered to a randomly selected sample of two hundred and four parents, educators and principals, inclusively.

The findings reveal that parents, educators and principals, as a group, differ in the extent to which they play a partnership role in creating the culture of teaching and learning. A very high percentage (97.5%) of parents, educators and principals, as a group, report an above average level of partnership role. The findings also show that parents, educators and principals differ in the extent to which they perceive problems that contribute to the decline of a culture of teaching and learning. A very high percentage (90.2%) of parents,

educators and principals, as a group, report an above average level of perception of problems that contribute to the decline of culture of teaching and learning. The findings further indicate that, with the exception of the nature of stakeholder, parents', educators' and principals' personal variables such as gender, age, academic qualification as well as schools' highest grade have no influence on their partnership role which they play in creating a culture of teaching and learning. The last findings show that parents', educators' and principals' biographical characteristics have no influence on their perception of problems that contribute to the decline of culture of teaching and learning.

On the basis of the findings of this study, recommendations to the Department of Education and Culture as well as for directing future research were made.

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I dedicate this work to :

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CHAPTER ONE

1.0 ORIENTATION

1.1 MOTIVATION FOR THE STUDY

In view of most studies that have been conducted in KwaZulu-Natal, it is quite evident that a culture of teaching and learning has collapsed in many schools (Pillay, 1995; Smith & Pacheco, 1996; De Villiers, 1997; Becham, 1999). A large number of schools in KwaZulu Natal are characterized by an apparent absence of a culture of teaching and learning. Instead of improving in recent years, after the democratic elections of 1994, a culture of teaching and learning has continued to drop (Pillay, 1995 : 1). The majority of schools in KwaZulu Natal, especially in the Zululand Region, which consists of three districts, namely Empangeni District, Vryheid District and Ubombo District, are characterized by high failure rate in Grade 12, lack of discipline in schools, low morale, early school dropout and anti- academic attitude amongst learners (De Villiers, 1997:76).

It has been established that a culture of teaching and learning in a number of schools under Empangeni District has collapsed (Bechman, 1999:5). According to Van der Vyer (1997:156), more than 66% of learners in Zululand Region, especially Empangeni District have failed at least once in their career or left school. A huge number of blacks who are entering the South African system do not progress successfully (De Villem 1997:70). Smith and Pacheco (1996:52), states

that a number of schools in Empangeni District are characterized by lack of control, poor discipline and lack of motivation amongst educators.

Empangeni District's pass rate is still very low because this district is always the last when compared with other districts. The pass percentage rate in Grade 12 final results has always been ranging between 40% and 48% from 1997 to 2002, which clearly indicates that a culture of teaching and learning has collapsed.

Empangeni District's schooling situation is marked by an observable lack of interest and commitment to teaching and learning. Most of the schools in this district are characterized by a high failure rate, early school drop-out, lack of discipline among teachers and learners (Smith & Pacheco, 1996:1). Between 1990 and 1991, a number of schools actively engaged in increasing community support for education through participation. During this period, many schools were damaged or destroyed. Principals were threatened and forced to leave schools. Only schools that had a strong community support remained untouched. Strong partnership among all stakeholders i.e. parents, principals and educators may contribute towards achieving a balance, diversity and cohesion. Between 1989 and 1993, a number of schools in the Empangeni District were affected by political unrest and this affected learners' academic performance especially Grade 12 learners.

The schooling situation is marked by an observable lack of learning. Learners arrive at the school at different times, leave when they feel

like, sometimes do not do their work, refuse to do homework and reject any form of authority because corporal punishment has been abolished. Educators are often absent from work, present ill-prepared lessons, fail to exercise discipline in the classroom and show lack of professional work ethics. In the interest of the child's education, the contact and co-operation among parents, principals and educators should denote a strong partnership. The lack of authority, discipline and respect among educators cause a severe barrier to an effective culture of teaching and learning (Caltz, 1988 : 14). Creating and restoring a culture of teaching and learning involves a collaborative effort among parents, principals and educators (Kruger, 1993 : 37).

Oosthuizen (1994: 142) is of the view that much common grounds exist between educators, principals and parents despite the fact that they have different roles to play. Parents are involved with the child as the primary educators, principals and educators are involved with the child as secondary educators (Lemmer, & Squelch, 1993 : 100). Parents who are good primary educators give their children a very firm background when they begin their schooling. A keynote address delivered by the former national Minister of Education, Professor Kadar Asmal, in the year 2002 at the National conference of all South African educators has stirred a hornet among educators and educator organizations (unions) where he made strong allegations against educators who are not committed to service delivery, high absenteeism, unpunctuality, lack of work ethics drunkenness (Sunday Times, 2002). The former provincial Minister of Education, Mr

Narend Singh has also made strong allegations to educators who are not committed to their work (Zululand Observer, 2003).

The only effective way to unify these common educating tasks, is by considering parents, principals and educators to be partners in creating a conducive teaching and learning atmosphere. Van Schalkwyk (1990: 40) maintains that a partnership of this nature is the best way of getting the parents, educators and principals to work together on education and to share the responsibility for creating a culture of teaching and learning. Working with parents is more often preached than practiced. Order and discipline have been undermined by over-actualising freedom and rights, poor role models set by educators, lack of punctuality by educators, dodging classes. According to Dekker and Lemmer (1993:154), parental involvement in school is significantly related to improved learner academic achievement as well as to learner attendance in school. A learner who knows that his/her parents always check his progress at school will always strive for excellence.

The researcher feels that more is said than practised about parental involvement in teaching and learning to improve the learner's academic performance in schools in KwaZulu Natal. Parents are still not involved in decision-making. By way of observation, learners are not committed to school work. Most of the learners still come to school and leave the school premises before the school is out. Parents complain that their children are no more interested in school work as they themselves used to be. Some parents complain about learners

who always bring homework to be supervised by them (parents) daily. Parents think that educators do not want to do their work yet they are paid for it.

1.2 STATEMENT OF THE PROBLEM

Educators, learners and parents are stakeholders in the provision of education, but the big question is: Who is responsible for the effective and efficient education process? The problem that will be investigated in this study pertains to parents, educators and principals as partners in creating a culture of teaching and learning in schools. To understand the core of the problem, answers have to be found to the following questions:

- 1.2.1 To what extent do parents, educators and principals play a partnership role in creating a culture of teaching and learning?
- 1.2.2 To what extent do parents, educators and principals perceive problems that contribute to the decline of culture of teaching and learning?
- 1.2.3 Do parents', educators' and principals' biographical variables (gender, age, academic qualification, nature of stakeholder as well as the highest grade of the school) have any influence on the partnership role which they play in creating a culture of teaching and learning?
- 1.2.4 Do parents', educators' and principals' biographical variables (gender, age, academic qualification, nature of stakeholder as well as the

highest grade of the school) have any influence on their perception of problems that contribute to the decline of a culture of teaching and learning.

1.3 ANALYSIS OF THE PROBLEM

The continuous strikes in many schools in KwaZulu-Natal, especially in the Zululand Region, underscores the failure of parents, educators and principal to assume full responsibility (Alexander, 1995:1). A major problem facing parents, educators and principals is how to get children to attend school and to make those children who attend to gain the full benefit of their education (Ngakane & Naidoo, 1995:3).

Conflicts in many school manifests itself physically as confrontation between learners and educators, learners and principals, educators and principals, learners and parents (Alexander, 1993:2-3). As South Africa commits more and more of its resources to the provision of education, it is the joint responsibility of parents, educators and principals to make sure that the condition for teaching and learning are in place (De Villiers, 1997:76). According to Ngakane and Naidoo (1995:13) a well equipped school will be of no use if parents, educators and principals fail in their responsibilities to ensure that the conditions for teaching and learning are in place.

According to Kruger (1993:37) promoting a culture of teaching and learning in schools involves effective management by the School Management Team. Van Wyk (1996:22), stresses the fact that

effective and meaningful education requires the active participation of parents. Parental involvement and acceptance of responsibilities for their children's education can contribute positively to the promotion of a culture of teaching and learning. According to Van Wyk (1996:24), education has been seen as the exclusive domain of the school and parental participation was too limited. More recently, there has been a gradual move away from a total separation between home and school towards an increasing awareness and recognition of the central role of parents as equal partners in the education process (Squelch & Bray, 1996:212).

Education is not the responsibility of teachers and principals. Although the premise exists that parent, educators and principals are indispensable partners in the education process to create a vibrant culture of teaching and learning, this partnership does not exist. The cause for this state of affairs rests with the principal, educators and parents (Badenhorst, 1995:110). The former Provincial Minister of Education in KwaZulu Natal, Mr. Narend Singh, sounds a strong warning to educators, principals and parents who are lazy, saying that they were among the impediments to an effective culture of teaching and learning (The Mercury, 2003 : 6). The government's ultimate vision is to see normality being restored in school and to see schools being committed to service delivery. Educators are expected to teach learners, learners are expected to learn, parents should be involved in the education of their children. Our schools must become successful centers for learning, places where there is effective and efficient

management. We need teachers who are committed to their duties and learners who have a passion for learning (Mkondo, 1995:11).

The parent, educator and principal partnership has a common goal that is the education of the child. Although parents, educators and principals are united by this common purpose, practices have shown that undefined roles in the respective rights and obligations have led to conflict in the relationship (Oosthuizen, 1992:121). Parental involvement is perceived by many principals as a threat because they do not know what it entails and how they should handle parents. Schools are man made, secondary designs which were created because parents no longer felt fully competent to perform their educative tasks (Van Schalkwyk, 1995:260). According to Van Schalkwyk (1995:5), the school can never replace home but the school provides supplementary education. Educators and principals act in loco – parentis (in place of the parent), but fulfill their educative obligation/task together with parents. Finally, it is essential that parents should be involved with the school (Dekker & Lemmer, 1995:9). To create a culture of teaching and learning, it involves the creation of accountability i.e. the development of a common purpose, vision and mission among parents, educators and principals with clear agreed and understood responsibility (Department of Education, 1999:23).

1.4 AIMS OF THE STUDY

For the purpose of this study the following objectives are formulated.

- 1.4.1 To ascertain the extent to which parents, educators and principals play a partnership role in creating a culture of teaching and learning.
- 1.4.2 To ascertain the extent to which parents, educators and principals perceive problems that contribute to the decline of a culture of teaching and learning.
- 1.4.3 To determine whether parents', educators' and principals' biographical variables (gender, age, qualification, nature of stakeholder as well as the highest grade of the school) have any influence on their partnership role that they play in creating a culture of teaching and learning.
- 1.4.4 To determine whether parents', educators' and principals' biographical variables (gender, age, qualification, nature of stakeholder as well as the highest grade of the school) have any influence on their perception of problems that contribute to the decline of a culture of teaching and learning.

1.5 HYPOTHESES

Based on the above aims of the study the following hypotheses are formulated:

1.5.1 Parents, educators and principals, as a group, do not differ in the extent to which they play a partnership role in creating a culture of teaching and learning.

1.5.2 Parents, educators and principals, as a group, do not differ in the extent to which they perceive problems that contribute to the decline of a culture of teaching and learning.

1.5.2 Parents', educators' and principals' biographical variables (gender, age, academic qualification, nature of stakeholder as well as the highest grade of the school) have no influence on the partnership role which they play in creating a culture of teaching and learning.

1.5.4 Parents', educators' and principals' biographical variables (gender, age, academic qualification, nature of stakeholder as well as the highest grade of the school) have no influence on their perception of problems that contribute to the decline of a culture of teaching and learning.

1.6 DEFINITION (ELUCIDATION OF TERMS)

1.6.1 Partnership

A **partnership** is an agreement between autonomous parties and is based upon mutual trust (Van Wyk, 1996:66). This implies the sharing of information, skills, decision making, responsibility and

accountability (Wolfendale, 1989:6). Landman and Bodenteen (1994:468), maintain that a partnership involves an agreement of cooperation according to which each partner will accept specific responsibilities and carry out commitments. In this study the concept partnership refers to a working relationship between parents, educators and principals that is characterized by a shared sense of purpose, mutual respect and willingness to negotiate.

1.6.2 Parents

The term **parent** refers to the child's biological father or mother as well as to the child's guardian. This definition has been used in other studies (Madondo, 2002)

1.6.3 Educators

Educators refer to people who are professionally and didactically trained as far as their respective subjects and their occupation are concerned (Van Schalkwyk, 1995:21). In this study, the term educators refers to teachers.

1.6.4 Principal

The term **principal** refers to the first educator in rank who offers guidance to educators, parents and learners. Principals are also referred to as the educational managers or educational leaders, which imply that they are in charge of a particular kind of organisation namely, school.

1.65. Culture of learning

According to Smith and Pacheo (1996: 3-5), a culture of learning refers to the attitude learners have towards learning and the spirit and commitment in a school which arises through the joint effort of parents, principals and educators. The same definition is adopted in this study.

1.6.6 Culture of teaching

According to Van Schalkwyk (1995:28), a culture of teaching means that development of pupil's talents by educators, parents and principals in order to attain a particular educational goal, namely, guiding the child towards responsible adulthood. This definition is also used in this study.

1.7 THE PLAN OF THIS STUDY

1.7.1 Chapter one consists of : Motivation for the study, statement of the problem, aims of the study, analysis of the study, definition of terms and the plan for the organisation of the whole study.

1.7.2 Chapter two deals with the theoretical background to the study. Theories of partnership among principals, educators and parents will be discussed in detail.

- 1.7.2 Chapter two deals with the theoretical background to the study. Theories of partnership among principals, educators and parents will be discussed in detail.
- 1.7.3 Chapter three deals with the research design and methodology of the study. This includes the collection of data, plan for organising and analysis of data.
- 1.7.4 Chapter four deals with data analysis and interpretation of data. The formulated hypotheses will also be tested in this chapter.
- 1.7.5 Chapter five provides a summary, conclusions and recommendations of this study.

CHAPTER TWO

2.0 AN ANALYSIS OF PRINCIPALS', EDUCATORS' AND PARENTS' PARTNERSHIP IN CREATING A CULTURE OF TEACHING AND LEARNING

2.1 INTRODUCTION

After the democratic election of 1994, it has been noted that parental cooperation with the school is a fundamental, democratic necessity for a healthy system of education. This means that parents can no longer relinquish their responsibilities to educators and abstain from the child's school activities. Parents, educators and principals must work together in accomplishing the goals and objectives of education. In effective schools parental support and involvement extend beyond mere endorsement of the schools' activities and includes their presence on site and participation in instruction and other activities (Levine & Lezotte 1990:18). The most important statement that can be made about parental involvement in education, is that, when it happens, everyone benefits (Zululand Observer, 2001:6). This chapter will take a closer look at the partnership of three stakeholders in education, namely, principals, educators and parents, in creating the culture of teaching and learning. Factors contributing to the decline of the culture of teaching and learning in schools will also be discussed.

2.2 PARTNERSHIP AMONG PRINCIPALS, EDUCATORS AND PARENTS

It must be recognized that the quality of education and teaching in schools improves with an improvement in the quality of cooperation between education authorities, parents, educators and principals. Parents and educators need each other. They are in pursuit of a common goal, namely, effective teaching and to achieve it they have to cooperate with one another on all levels in the school. Parents do not have to be well educated to help. For real co-operation parents and educators have to share skills and information with each other. Co-operation among all parties is important to the future success of all learners. Rutherford and Edgar (1979:141) confirm that when parents, educators and principals co-operate in setting goals and planning strategies for reaching those goals, the chances for learner's success are greatly enhanced. Parental involvement in the learner's education is viewed as a major factor in improving school effectiveness.

Parents, educators and principals have to be partners because the demands made by the society on the education of their children necessitate co-operation between partners in all fields. A successful partnership depends, among other things, on parents, educators and principals trusting one another, understanding one another's needs and aspiration. Therefore successful partnership requires working in a team which implies co-operation, not confrontation, not competition. Parents and educators are equal partners in a harmonious partnership.

True educative teaching necessitates a partnership between home and school in order to uphold unity in education (Goodlad, 1984:92).

An examination of school practices undertaken by Howey (1989:8) identified that one of the most important aspects of effective schools is the quality of good relationship between principals, parents and educators. Henerson (1982:214) and Smith and Pacheco (1996:12) found that parental involvement was associated with improved learner's achievement. Parental involvement is identified as being central to the learning process in terms of parents having better information, understanding, expectation for learner performance and being aware of their full support in the learning process (Straughan, 1988:1). According to Dekker and Lemmer (1993:236), parents have an increasingly important role to play in the education of their children. No school can function effectively without the participation of parents and the interest of the parent community. Support from the community can include: looking after school premises from being vandalized; volunteering to teach different social life skills to learners; general disciplining of any child who is found doing something wrong.

Students whose parents participated in school affairs have fewer disciplinary problems. The concept "partnership" among parents, educators and principals in education is based on the premise that a publicly controlled education system is necessary for social cohesion and continued progress towards achieving a democratic society. The influence of local parent's participation has a positive impact on the

success of education. The school help to meet local community needs and contributes towards improving the life of the community. As a result, local residents develop a sense of ownership of the local school and provide support to it. A review of several well-known studies of schooling suggests that schools with parent–educator partnership can indeed make a difference towards improving a culture of teaching and learning (Weber, 1989:64).

Parental involvement is absolutely fundamental to a healthy system of public education (Van der Westhuizen, 1991:338). The research studies made strong emphasis that involving parents in the children's education can make a critical difference. Studies show that programmes designed with a strong component of parental involvement produce students who perform better (Moon & Mayes 1994:362). Studies reveal that learners whose parents are in touch with the school perform better than those who are not (Van Schalkwyk, 1994:75). The degree of partnership between parents and educators is a critical factor in explaining higher levels of achievement and educational aspiration. Some studies strongly suggest that involving parents in the children's education is effective in improving an individual learner performance (Smith & Pacheco, 1996:20).

The case for involving parents in the children development and education has been established by many studies and many schools are committed towards established home-school links (Smith & Pacheco, 1996:8) This means that parents can no longer extend their

responsibilities to educators only and remain detached from the child's school activities. Parents, principals and educators must work together as partners in accomplishing the goals, objectives and vision of the school. Parents are stakeholders on behalf of their children and should be able to influence the school policy through representatives.

2.3 THE FAMILY AS AN EDUCATIONAL INSTITUTION

The home is the first and most influential agency because the foundation of the child's knowledge and of his/her entire personal, moral and social life are laid (Gunter, 1990:200). Smith and Pacheco (1996:8) in their research regarding a culture of teaching and learning in school reveals that the family forms the foundation on which a culture of learning should be built. Steyn (1994:6) argues that the family has a special task of caring and providing for the needs of a child in totality. So, although the family is the child's first and most important school, it is not always a good one. The value of education, which the child receives at home, depends especially on the moral and social quality of the parents as primary educators as well as the quality of the home life and atmosphere.

Parents can help educators expand their knowledge and understanding of their learners, which can improve the effectiveness of the educator's teaching. Smith and Pacheco (1996:98) further point out that the majority of school-going children in South Africa are from homes of lower socio-economic status characterized by poverty, lack of family support, lack of parental control and discipline. The basic

habits and attitudes are inculcated and fixed in him/her at an early age. The child has to live as a person, respect others as persons to be sympathetic and loyal towards other people. Wherever school children are involved school and family become partners in the learner's education. Sometimes children develop wrong habits from home, which may have negative effects on their life throughout. In most cases, educators blame parents for their ineffectiveness in supporting learners, in turn parents blame educators for the lack of support and discipline. Sometimes both partners, that is, parent, educators support each other.

2.4 THE SCHOOL AS AN EDUCATIONAL INSTITUTION

Van Zyl and Vorster (1975:146) strongly emphasises that the most important task of the teacher is to facilitate understanding and acceptance of the world by means of an orientation in the world. The teacher at school has to continue all educative activities as he/she continues to lead the child on his way to civilized adulthood. Louw (1983 : 6) maintain that it is the duty of a teacher to guide the young in a variety of situations in which the child has to give meaning. The quality of his/her activities must prove that the teachers' involvement with him or her is not meaningless (Louw, 1983:26). Hutchkins (1989: 15) asserts that schools need to help young people to develop skills, ideas and habits that will enable them to continue to educate themselves.

Schools aim at unfolding all the potentialities of all learners and help the child constitute his own life world. The school can be regarded as an extension of the family in the education of children in the sense that the school is advocating some philosophy of life and supplement informal parental education. It is thus clear from the literature that has been reviewed that the teaching of knowledge and skills alone at school is not enough, but the total upbringing of the child is essential (Weber, 1989:94). In most cases parents assign the entire responsibility for the learning to educators. Initially, parents were entirely responsible for their children's education (Landman, 1993:62). The school is mainly, concerned with the cultural content of society. The content is systematized, simplified and conveyed in the school. The primary purpose of education is to render service that will bring change through teaching and learning. The school should concentrate itself on everything that is expected of a school. Schools have a responsibility for giving pupils the kind of education that will help learners to become independent.

Many schools find it very difficult to accomplish the goals of educating all children without embracing partnership with parents. Neither parents nor educators and principals alone can fulfill the education task completely. As partners, parents, educators and principals should collaborate to make education easier. The parents as primary educators and educators as secondary educators are in a state of mutual interdependence.

The school can be regarded as an “extension” of the family in the sense that the school is advocating some philosophy of life and has a mission of completion in the sense that formal education starts to supplement informal parental education.

2.5 DANGERS WHICH CAN DISRUPT A CULTURE OF TEACHING AND LEARNING IN SCHOOLS

2.5.1 The destruction of the traditional life and world view

Although parents and educators have good intentions about learners’ education, there are external negative influences, which have in many cases affected the outlook of our young people. The way young people are rebellious, manifest itself in the use of alcoholic drinks or drugs. The breakdown of law and order in society, the growth of revolutionary forces are social factors, which may affect the outlook of life (Cockhran, 1986:72). Gunter (1990: 175) sees using every subject, any form of sport and activity in a school as a means for the intellectual and moral education of the pupils to become self-reliant and efficient people.

2.5.2 The destruction of good human relationship

Masinga (1987:36) maintains that good human relationships are often destroyed by more unhumanliness, hatred, pride and selfishness. The unhappy relationship between parents, educators and learners make people become less productive, the joys of life disappear and hatred

and revolt are initiated. According to Harman (1978:103), the task of the school must always be a good welcome to pupils who commit mistakes for the first time. Chuenyane (1990:59) share the view in that a teacher can make a major contribution to the development of the learners if teachers could alter their attitude, and teach in such a manner as to promote a peaceful society. This can free them from intellectual and emotional society thus creating a vibrant culture of teaching and learning.

2.5.3 The decline of healthy school relationship

This is normally brought about by maladjustment between teachers and their pupils, the inability to master the subject matter due to defective study methods, defective loyalty reflected in refusal to participate actively in the school activities (Avenant, 1990:385). Griessel and Louw (1985:341), Smith and Kilian (1986:65) concur in that the teacher has a responsibility of guiding the child in a variety of situations in which the learners have to give meaning to life.

2.6 CAUSES FOR THE DECLINE IN A CULTURE OF TEACHING AND LEARNING IN SCHOOLS

2.6.1 Problems concerning school environment

The primary purpose of the school is to render service that is to affect education through teaching and learning. Schools hold the future of the community it serves and if the school fails, the community fails.

Kruger (1992:34) recommends that a bigger portion of the curriculum should be channeled into vocational skills so that learners will become more skilled before they finish their senior classes e.g. Grade 12. The school has a special role to play in the country. In spite of the special vital role, it has been proven that some educators, parents and principals have a major contribution to the collapse in a culture of teaching and learning (Wolpe, 1995:6). The next paragraphs describe problems concerning school environment that contribute to the decline in culture of teaching and learning in schools.

2.6.1.1 *School Management*

According to Mona (1997:3), one of the contributing factors to the breakdown of the culture of teaching and learning is the poor management. Van Schalkwyk (1994:14) states that schools cannot perform their functional task of teaching and learning if they are poorly managed. Poor school management, administration, time management, organization of school, time table, staffing, promotion of educators in the middle of the year are the major causes for the decline in a culture of teaching and learning. Rural schools are unlikely to have adequately functioning school governing bodies and principals are expected to carry all administrative duties. According to Smith and Pacheo (1996:8), the cause for the decline in a culture of teaching learning is that most of the schools spend most of the school time on non-instructional activities rather than academic activities.

2.6.1.2 Educators

Ashley (1993:32) maintains that the quality of education is more dependent on the quality of its educators than any other factors. In many schools the main obstacle to progress are the educators. In many schools, especially high schools, educators are lacking commitment, dedication and hard work. Many educators are drinking too much and being absent at work is common. Steyn (1994:380) is of the opinion that a large number of teachers lack professional work ethics. The most common accepted complaint by the community is the unprofessional conduct of educators. Pacheo (1996:24) had the following remarks about educators: "Their culture of hard work is zero. They are sometimes physically at work yet they don't provide excellent service. Most educators need to be pushed behind like wheelbarrows and this affects learner's performance".

The culture of laziness of educators starts from the junior classes and this has a negative impact on the senior learners in grade 12. Some educators concentrate more on the activities of unions at the expense of teaching. The majority of educators pay more attention to extra curricular activities. According to Naidoo (1997:16) the criticism against educators include *inter alia* :-

- ❖ Uncommitted and unprepared lessons;
- ❖ Didactic inability and lack of subject knowledge.
- ❖ Alcohol abuse by many educators.
- ❖ Poor role models set by educators.

- ❖ Unprofessional conduct.
- ❖ Absence from classes.

Most educators do not do justice to their schoolwork and the learners they produce are very unproductive and not marketable. Most educators have no responsibility, they teach for the sake of earning a living.

Wolpe, (1995 :6) describes the following educator-related factors as contributing to the lack of culture of teaching and learning in schools:

- ❖ Lack of authority, discipline and respect among educators cause a severe barrier to an effective culture of teaching and learning. Lack of proper role models. Educators and parents do not fulfill their roles.
- ❖ Lack of a professional working ethic in a large number of educators. Some educators lack commitment – and many educators do not take full sense of ownership of their teaching responsibilities.
- ❖ Lack of punctuality: some educators arrive late for classes and for school.
- ❖ Overcrowded classrooms: many classes have up to 75 learners, this results in a lack of individual attention
- ❖ Change in professional approach. A professional approach to teaching is no longer viewed as a calling and a profession in which educators commit themselves to the education of pupils. In a unionist approach, teaching is regarded as a job in which the worker's rights receive first priority.

2.6.1.3 *Multicultural Education*

Schools in South Africa are currently undergoing a state of transformation as the school population is becoming more heterogeneous. Today, principals and educators face the challenge of managing and teaching pupils from diverse cultural backgrounds.

Multicultural education has received little attention owing to the previous South African government's policy of segregation (Madam, 1994:26). Educators are now faced with the challenge of teaching multilingual classes for which they have limited resources and training. Black learners experience problems because they are required to study all their learning areas (subjects) through the medium of instruction which is not their mother tongue.

2.6.1.4 *Farm Schools*

These schools are situated on private farms and they cater for the children of black farm workers. Farm schools are fully state aided schools. Van Wyk (1996:6) identifies the following problems regarding farm schools concerning a culture of teaching and learning :-

- ❖ Lack of purposeful planning – In most cases the principal is both the educator and principal, which means that there is no time for administrative duties.
- ❖ The principal is often underqualified.

- ❖ The poor level of teaching at many farm schools, approximately 35% of teachers in farm school are underqualified. The poor conditions of work in farm schools cause the best qualified educators to apply for posts in schools with better working conditions. The poorly qualified and underqualified educators are expected to cope with more than 80 learners in one class. Learners are overcrowded because of lack of accommodation.

2.6.1.5 *School Guidance*

The need for career guidance and personal counseling is a serious problem (Van Wyk, 1996:41). Learners lack knowledge and support of where and how to apply to tertiary institution. Many learners also need guidance about subject choices, work ethos and how to study. Very few schools have any form of career guidance with the result that learners often have no career opportunities. Smith and Pacheco (1996:11) states that one of the serious problems of students is the unrealistic expectations. Many learners aspire for top level occupations for which strict entrance requirement exist. Some of these learners hardly manage to pass at school.

2.6.1.6 *Physical Provision*

The Department of Education has failed to provide adequate furniture to schools in KwaZulu-Natal. Almost 45% of schools in KwaZulu Natal have no furniture for learners and for the administration staff. According to Mona (1997:3), the physical state of a number of

schools in KwaZulu-Natal has insufficient furniture, which makes the situation become more conducive to teaching and learning. Many schools have no telephones. The Department of Education has made allocation for Norms and Standards to assist all schools but when orders are placed there is a lot of delay from the Department and the service providers. Many schools lack equipments like computers and photocopiers. It is estimated that there is a shortage of 1250 classrooms at Empangeni District which consists of 4 circuits i.e. Mthunzini, Eshowe, Lower Umfolozi and Nkandla (Zululand Observer, 2002:7)

2.6.1.7 Discipline

According to Schmidt (1991:73), there is no single problem that causes educators heartache, frustration and failure as the problem of discipline in schools. According to Kruger (1993:75), a healthy discipline in a school is a prerequisite for the success of the school curricular and extra-curricular programme. Discipline is an important element of school and classroom management and ensures good academic results. Lack of discipline in a school has a negative influence on a culture of teaching and learning. Discipline in a school does not happen by itself but it is a collaborative effort by all teachers in a school. De Villiers (1997:77) cites the following as possible causes of undisciplined behaviour in schools:

- ❖ Too much emphasis on control and punishment by educators;
- ❖ Overcrowded classrooms ;

- ❖ Social class conflicts;
- ❖ Poor administration and poor school organization;
- ❖ Lack of experience by novice teacher;
- ❖ Shortage of educators;
- ❖ Inadequate school management;
- ❖ Drug abuse and alcohol abuse in schools;
- ❖ Lack of resources such as textbooks, desk and equipment;
- ❖ Political instability;
- ❖ Poverty and learners themselves;
- ❖ Uncommitted educators.

2.6.2 Problems concerning the family and the living environment

According to the research concerning the culture of teaching and learning in schools (Smith & Pacheco, 1996:8), the family forms the foundation on which a culture of learning in school can be built. There are various factors that contribute to the failure of families. According to Van Zyl and Vorster (1995:62), children from poor socio-economic conditions lack sufficient mental stimulation in their home. Most parents are negative towards the school and educators. Most parents are not interested in what is happening in school. The factors that contribute to family failure are described in the following paragraphs.

2.6.2.1 *Socio-economic status*

The socio-economic status of a family is based on the family's level of education, income and occupation (Van der Aardweg, 1990:212). A low socio-economic status includes inadequate housing facilities, lack of proper nutrition and healthy requirements. According to Pillay (1995: 22) there is a strong link between school performance and socio-economic status of the family. The poor economic status of a family has a negative influence towards the school performance. Children who are malnourished exhibit behaviors that interfere with learning such as an inability to pay attention and concentrate. Overcrowded house and squatter huts provide insufficient living space.

2.6.2.2 *Lack of intellectual stimulation by parents*

According to Borger (1986:70), the most important factors in children's learning are contributions of parents, encouragement of learners, aspiration of parents for their children and provision for assistance.

Parents who are illiterate do not always see the value of education for their children. In most cases parents have no time for their children's needs. Instead of close bonds between children and parents there is lack of understanding (Botha, 1997:154).

2.6.2.3 *Different or contradicting values between home and school*

The exposition of learners to values, knowledge and role models that are different from those at home may produce negative results. Values and strengths of the family can be ignored or undermined in school, thus creating learning problems for the child. Many children attend school irregularly as a result of tasks that their parents give them such as looking after cattle McConkey (2000 :71).

2.6.2.4 *Inadequate parental care and control*

Inadequate families are found on all socio-economic and cultural levels. In such families the children speak poorly and have problem with communication. In these families parents have little or no time for their children's needs. Parents have no control over their children and this has an effect on discipline. Parents are unable to check or help with schoolwork because of inadequate knowledge and experience (Van Wyk, 1996:20). Children under these circumstances are very vulnerable to outside influences. Smith and Pacheo (1996:106) asserts that fifty percent of South African adults are illiterate and as such they cannot help with their children's homework.

2.6.3 **Problems concerning learners**

According to Else (1993:17) children with learning problems often regard the school as the source of all their unhappiness. Major causes

of the decline of the culture of teaching and learning according to De Villiers (1997:76) are outlined in the next paragraphs:

2.6.3.1 Lack of proper foundation of knowledge and study habits

Students lack basic numeracy and literacy skills. They lack knowledge on how to study and how to write examination. In most cases learners entered the first grade when they are not ready for school. Some of the deprived home environment is caused by lack of books.

2.6.3.2 Lack of ability to concentrate in class

Learners who are malnourished are unable to pay proper attention or to concentrate in class. In most schools lack of concentration is a serious problem. Lack of concentration is caused by many problems e.g. some learners work hard to supplement the home income. After the democratic elections in 1994 the Government abolished corporal punishment and initially the culture of teaching and learning was affected.

2.6.3.3 Lack of work ethic

A culture of laziness exists among learners. The majority of learners do not know what it means to work hard. Learners lack the ability to study hard in order to pass. Learners are not committed to their studies yet they expect to pass.

2.6.3.4 *Inability to express themselves*

Learners' inability to express themselves is regarded as a common problem in all schools. The grade 12 learners cannot express themselves well through the medium of English. The majority of learners in grade 12 do not cope well in examination because of lack of expression. In the examination most learners find it difficult to express themselves because of the restricted command of a language.

2.6.3.5 *Lack of self-discipline*

Many learners display lack of self discipline to study and to be punctual at school. Without discipline learners cannot progress well. Many learners are aware of their rights and easily query their educator's decision. It becomes very difficult to teach learners who are not disciplined.

2.6.3.6 *Irregular school attendance*

Irregular school attendance and truancy is common among most learners. Many learners in rural areas do not attend regularly because of many responsibilities assigned to them by their parents. Girls often have to stay at home to look after their young brothers and sisters while their mothers go to work. Education is not the first priority among most black learners. Children with learning problems often battle to concentrate and they develop a low self-esteem and they do

not believe that they are capable of achieving. Children with learning problems are not motivated and they attend school when they like.

2.6.4 Factors concerning society

According to Mhlambo (1993:74), South Africa, like many other countries are going through various stages which are regarded as part of human nature. Education forms an important part of the changes in any society. Ashley (1993:14) states that the economic factors of a country have a negative impact on the teaching and learning. It is also assumed that the rate of economic growth in South Africa is going to be a critical factor in the years ahead. Presently, South Africa is suffering from massive unemployment; the situation can become worse if the present low economic growth continues (Putero, 1991:1). If the economic growth in South Africa does not grow, education will be affected. The changes in society that have significant influences on the culture of teaching and learning in school are outlined in the next paragraphs.

2.6.4.1 *Economic factor*

Ashley, (1993:14) states that the economic factor of a country has a negative impact on the culture of teaching and learning. South Africa is a country of moderate wealth and a host of severe economic problems especially in job related opportunities, health, housing and educational provision.

2.6.4.2 *Urbanisation*

A great number of people moved to cities to look for work because of a number of manufacturing industries. This resulted in a shortage of necessary facilities like housing and school. The influx of many people to cities has resulted in squatter camps on the outskirts of all major cities. This increased the pressures on urban educational system and placed more burdens on educational provisions. This influx of people to cities has the following serious implications:-

- overcrowded classrooms
- drugs and alcohol abuse in schools
- teacher shortages
- textbooks and stationery shortages.

2.7 **CONCLUSION**

It has transpired from the preceding review of literature that a culture of teaching and learning is an important element in the teaching and learning process. For it to prevail, there is a need of a partnership of different stakeholders, including among others things, principals, educators and parents.

In the next chapter the research design and methodology of the study will be detailed.

CHAPTER THREE

3.0 METHODOLOGY

3.1 INTRODUCTION

In the preceding chapter (chapter two) literature was reviewed. In this chapter the research methodology that will be used to investigate the partnership among parents, educators and principals will be described.

3.2 AIMS OF THE STUDY

The main aim of this study is to investigate the partnership role of parents, educators and principals in creating a culture of teaching and learning as well as problems that contribute to the decline of a culture of teaching and learning.

The following specific objectives are formulated:

- 3.2.1 To ascertain the extent to which parents, educators and principals play a partnership role in creating a culture of teaching and learning.
- 3.2.2 To ascertain the extent to which parents, educators and principals perceive problems that contribute to the decline of a culture of teaching and learning.

3.2.3 To determine whether parents', educators' and principals' biographical variables (gender, age, academic qualification, nature of stakeholder as well as the highest grade of the school) have any influence on their partnership role which they play in creating a culture of teaching and learning.

3.2.4 To determine whether parents', educators' and principals' biographical variables (gender, age, academic qualification, nature of stakeholder as well as the highest grade of the school) have any influence on their perception of problems that contribute to the decline of a culture of teaching and learning.

3.3 FORMULATION OF HYPOTHESES

Based on the aims of the study the following hypotheses are formulated:

3.3.1 Parents, educators and principals, as a group, do not differ in the extent to which they play a partnership role in creating a culture of teaching and learning.

3.3.2 Parents, educators and principals, as a group, do not differ in the extent to which they perceive problems that contribute to the decline of a culture of teaching and learning.

3.3.3 Parents', educators' and principals' biographical variables (gender, age, academic qualification, nature of stakeholder as well as the highest grade of the school) have no influence on the partnership role which they play in creating a culture of teaching and learning.

3.3.4 Parents', educators' and principals' biographical variables (gender, age, academic qualification, nature of stakeholder as well as the highest grade of the school) have no influence on their perception of problems that contribute to the decline of a culture of teaching and learning.

3.4 THE RESEARCH INSTRUMENT

Data is collected by means of questionnaires. A questionnaire is the set of questions dealing with some topics or related groups of individuals for the purpose of gathering data on problems under consideration (Van der Aardweg, 1990 : 190). Questionnaires will be administered in English and Zulu so as to accommodate uneducated parents. However, questionnaires has its own advantages and disadvantages.

3.4.1 Advantages of the questionnaire

For the purpose of this study, a questionnaire is chosen because it could be directly administered, which could lead to almost 100% response rate. Close-ended questions were given first preference because they are easy and quick to answer. They ensure that all

participants will have the same frame of reference when responding to each question (Rosenthal, 1996 :54).

According to Mahlangu (1989 : 96) the questionnaire is one of the most common methods of gathering information. It is also time saving and conducive to reliable results. The researcher used the written questionnaire as a research instrument taking into consideration certain advantages cited by Cohen and Manion (1989 : 112).

They are as follows:

- Affordability is the primary advantage of a written questionnaire because it is the least expensive means of data gathering.
- Written questionnaire precludes interview bias. The way the interviewer asks questions and even the interviewer's general appearance or interaction may influence respondent's answers. Such biases can be completely eliminated in the written questionnaire.
- A questionnaires permits anonymity. If it were arranged such that responses are given anonymously the researcher's chances of receiving responses that genuinely represent a person's beliefs, feelings, opinions or perceptions would increase.

- Questionnaires can be given to many people simultaneously, that is to say that a large sample of a targeted population can be reached.
- They permit a respondent, sufficient amount of time to consider answers before responding.
- They provide a greater uniformity across the measurement situations than do the interviews. Each person responds exactly to the same questions because standard instructions are given to the respondents.
- Generally, the data provided by questionnaires can be more easily analysed and interpreted than the data obtained from verbal responses.
- Using a questionnaire solves the problem of non-contact 'when the researcher calls'. When the target population to be covered is widely and thinly spread, the mail questionnaire is the only possible method of approach.
- Through the use of the questionnaire approach the problems related to interviews may be avoided. Interview 'errors' may seriously undermine the reliability and validity of the survey results.

- A respondent may answer questions of a personal or embarrassing nature more willingly and frankly on a questionnaire than in a face-to-face situation with an interviewer who may be a complete stranger. In some cases it may happen that the respondents report less than expected and make more critical comments in a mail questionnaire.
- Questionnaire requiring considered answers rather than immediate answers could enable respondent to consult documents in the case of the mail questionnaire.
- Respondents can complete questionnaires in their own time and in a more relaxed atmosphere.
- Questionnaire design is relatively easy if the set guides of guidelines are followed.
- The administration of questionnaires, the coding, analysis and interpretation of data can be done without any special training.
- Data obtained from questionnaires can be compared and inferences can be made.
- Questionnaires can elicit information, which cannot be obtained from other sources. This renders empirical research possible in different educational disciplines.

3.4.2 Disadvantages of the questionnaire

Although the questionnaire has advantages it also has significant disadvantages. According to Van der Aardweg and Van der Aardweg (1988 : 223-224) and Mahlangu (1987 : 84 – 85) the disadvantage of the questionnaire are *inter alia* the following:

- Questionnaires do not provide the flexibility of interviews. In an interview an idea or comment can be explored. This makes it possible to judge how people are interpreting the question. If questions asked are interpreted differently by respondents the validity of the 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 straight forward to be understood with the given instructions and definitions.
- The mail questionnaire does not make provision for obtaining the views of more than one person at a time. It requires uninfluenced views of one person only.

- Answers to mail questionnaire must be seen as final. Re-checking of responses cannot be done. There is no chance of investigating beyond the given answer for a clarification of ambiguous answers. If respondents are unwilling to answer certain questions nothing can be done to it because the mail questionnaire is essentially inflexible.
- In a mail questionnaire the respondent could examine all questions at the same time before answering them and the answers to be different questions could therefore be treated as independent.
- Written questionnaires do not allow the researcher to correct misunderstanding or answer questions that the respondents may have. Respondents might answer questions incorrectly or not at all due to confusion or misinterpretation.

3.4.3 Construction of the questionnaire

The most important point to be taken into account in questionnaire design is that it takes time and that the questionnaire will be re-drafted a number of times before being finalised. A researcher must therefore ensure that adequate time is budgeted for the construction of the questionnaire (Kidder & Judd, 1986 : 243–245). According to Neuman (1997 : 24) researchers who use questionnaires to collect data must adopt a style of repeating the content of questions by formulating them in a different way and placing them in different

parts of the questionnaire. This principle was adopted in the present study. This is done to verify the consistency of answers and honesty of the participants and this enhances the reliability of the instrument. All of the above will be taken into consideration by the researcher during the design of the questionnaire for this investigation

The questionnaire was designed to determine the extent to which parents, educators and principals play a partnership role in creating a culture of teaching and learning as well as their perception of various problems that contribute to the decline of a culture of teaching and learning. In order to obtain information required for the purpose of this study, the questionnaire was divided into two sections namely, section A and section B.

The first section (section A) deals with the participants' particulars namely gender, age, qualification, nature of stakeholder as well as the highest grade of the school. The second section (Section B) is divided into two subsections. The first subsection focuses on parents, educators and principals' partnership role in creating a culture of teaching and learning while the second subsection focuses on various problems that contribute to the decline of culture of teaching and learning.

3.4.4 Response alternatives or categories of the rating scales and scoring thereof

With regard to Section B of the research instrument, the rating scale with four response alternatives or categories, namely Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) is used.

According to Ngidi (1995 : 84), Rossi, Wright and Anderson (1983) have identified two major advantages of such categories. Firstly, they have been tested in many different situations and have worked successfully. Secondly, they have got a wide applicability because they can fit in almost any subject matter.

A further advantage of such standard categories is that they are easily adaptable to list of items. One can present a number of different questions or statements while using a single set of response categories, making it easier to both respondent and interviewer (Urbani, 1993 : 93). The five point continuum (strongly agree - agree - uncertain - disagree, - strongly disagree) has become popular in this regard, both for use in scale and for lists of items (Urbani, 1993 : 99). The researcher intentionally omitted the midpoint (uncertain) category because it attracts respondents to choose it, sometimes merely for non-committal purpose. This practice has been adopted in other studies (Ngidi, 1988; Madondo, 2002).

3.4.5 The structure of the items

As mentioned in Section 3.4.4 the questionnaire consists of two sections, section A, and section B. Section A consists of five items (1-5), which solicit biographical information. This information is used in relation to aim number three and four of the study, which intends to determine whether biological variables such as gender, age, qualification, nature of stakeholder as well as the highest grade of the school have any influence on their partnership role that they play in creating a culture of teaching and learning as well as on their perception of various problems to be contributing to the decline of a culture of teaching and learning. In section B there are 60 items. Items 1-28 (first subsection of Section B) are meant to ascertain the extent to which parents, educators and principals play a partnership role in creating a culture of teaching and learning. Items 1-32 (Second Subsection of Section B) intend to ascertain the extent to which parents, educators and principals perceive various problems to be contributing the decline of a culture of teaching and learning. The validity and reliability of the items are discussed in the next section.

3.4.6 Validity of the instrument

Validity is the degree to which an instrument actually measure what it intends to measure (Sibaya, 1993 : 160). Content validity and face validity are the two types of validity interpretation to be discussed and used in this study.

3.4.6.1 *Content validity*

Content validity refers to the representativeness of the sample of questions included in the instrument (Henerson, Morris & Fitz – Gabbon, 1997 : 141). Sibaya (1993 : 159) suggests that content validity must be a matter of judgement not empirical correlation, which means that a systematic examination of the content to find out whether it covers all the information on which the tester means to test subjects. Nzimande (1970 : 43) maintains that content validity entails a full examination and checking of scale items through the use of experts in the field concern. The researcher of this study will consult relevant experts from the Department of Curriculum and Instructional Studies at the University of Zululand

3.4.6.2 *Face validity*

According to Sibaya (1993 : 162) this does not denote validity in the true sense. It simply means that a cursory examination seems to show that the instrument does measure what it is intended to measure. This will be done by the researcher and supervisor before the questionnaire is finalised. The questionnaire will also be shown to the experts at the University of Zululand.

3.4.7 Reliability of the instrument

Reliability refers to the degree to which a test is internally consistent (Sibaya, 1993 : 154). To ensure that items 1-28 (first subsection of Section B) and items 1–32 (second subsection of Section B) are internally consistent, Cronbach's alpha reliability co-efficient will be calculated.

3.5 METHOD OF CODING OR SCORING AND PLANNING FOR THE ANALYSIS OF DATA

3.5.1 Method of coding or scoring the research instrument

Raw data obtained from the questionnaires are converted to a quantitative form for analysis and display: converting process is called scoring or coding (Orlich, 1978 : 135). Urbani (1993 : 135) defines coding as a process whereby the responses on a questionnaire are classified into meaningful categories and converted into numbers which are suitable for the analysis of data.

In this study the respondents are requested to make a cross through the SA; A; D; SD continuum to describe the statement indicating the partnership among principals, educators and parents (first subsection of Section B).

The items are positively worded and assigned codes or values as follows:

- 4 Strongly agree
- 3 Agree
- 2 Disagree
- 1 Strongly disagree

In second subsection of Section B the respondents need to give the rating of 4 (strongly agree), 3 (Agree), 2 (disagree) or 1 (strongly agree) for each problem contributing to the decline of culture of teaching and learning.

3.5.2 Determination of parents', educators', principals' partnership in creating a culture of teaching and learning

For the purpose of testing the hypothesis that educators, principals, parents as a group, do not differ in the extent to which they play a partnership role in creating a culture of teaching and learning (aim number one) the researcher decided to divide respondents into groups. Since the lowest possible score on items concerning parents', principals' and educators' partnership role in creating a culture of teaching and learning is 28 (could be theoretically obtained by a respondent who endorses strongly disagree to every item) and the highest possible score is 112 (could be theoretically obtained by a respondent who endorses strongly agree to every item) with scores that could range from 28-112 and four response categories, the following categories (groups) are created:

- **LPR GROUP :** A Low Partnership Role group consist of respondents with scores in the range of 28-49.
- **MPR GROUP:** A Moderate Partnership Role group consist of respondents with scores in the range of 50 – 70.
- **HPR GROUP:** A High Partnership Role group consist of respondents with scores in the range of 71–91.
- **VHPR GROUP:** A Very High Partnership Role group consist of respondents with scores in the range of 92-112.

3.5.3 Determination of parents', educators' and principals' perception of problems that contribute to the decline of culture of teaching and learning

To test the hypothesis that parents, educators and principals do not differ in the extent to which they perceive various problems that contribute to the decline of culture of teaching and learning (aim number two) respondents are divided into other groups. Since the lowest possible score on items related to the problems that contribute to the decline of a culture of teaching and learning is 32 (could be

theoretically obtained by a respondent who endorses strongly disagree to every item) and the highest possible score is 128 (could be theoretically obtained by a respondent who endorses strongly agree to every item) with scores that could range from 32 – 128 and four categories, the following categories (groups) are created.

LPC GROUP : A Low Problem Contribution group consist of respondents with scores in the range of 32-56.

MPC GROUP : A Moderate Problem Contribution group consist of respondents with scores in the range of 57-80.

HPC GROUP : A High Problem Contribution group consist of respondents with scores in the range of 81-104.

VHPC GROUP : A Very High Problem Contribution group consist of respondents with scores in the range of 105 – 128.

The above groups are devised by grouping scores into class intervals (Sibaya, 1993 : 184).

3.5.4 Planning for the analysis of data

To test the hypothesis that parents, educators and principals do not differ in the extent to which they play a partnership role in creating the culture of teaching and learning (aim number one) as well as the hypothesis that parents, educators and principals do not differ in the extent to which they perceive various problems to be contributing to the decline of culture of teaching and learning (aim number two) a chi-square (χ^2) one sample test will be used.

The chi-square (χ^2) test is the most frequently used non-parametric statistics for significance (Orlich, 1978 : 145; Behr, 1988 : 79). It is used when the investigation concerns the category variables, that is, comparing how many members of a sample fall into each one of a number of descriptive categories: concerned with comparing differences in the actual (observed) frequencies (or counts) with the expected frequencies (or counts) (Behr, 1988: 79-80). The chi-square test (χ^2) is a test that tells us the extent to which an observed set of frequencies differs from the frequencies that were expected. It is used when the research data are in the form of frequency counts (Borg & Gall, 1983 : 559). In other words, it is used to test the hypotheses about proportions (Sibaya, 1993 : 258). In this study the researcher has in the single sample, four groups or categories, namely LPR, MPR, HPR and VHPR for aim number one and LPC, MPC, HPC and VHPC for aim number two, respectively. The researcher intends to test whether significant differences exist between the observed

frequencies and the expected frequencies in these four respective categories. This type of chi-square test is called one sample test (Behr, 1988 : 82; Sibaya, 1993 : 259). Since the research hypothesis is based on the null hypothesis (which is a “no difference” statistical hypothesis), it is decided that if there is no significant difference between the frequencies, in the four respective categories or groups the null hypothesis will be accepted. However, if there is a significant difference the null hypothesis will be rejected and the alternative or research hypothesis will be accepted.

The null hypothesis is rejected at 0,05 level of significance, which means that the likelihood of the results occurring by chance is less than 5 times in 100. If the calculated probability value of the results (p) is greater than 0,05 level of significance the null hypothesis is accepted. This is recorded as $p > 0,05$. If it is less, the null hypotheses are rejected. This is recorded as $p < 0,05$ (Sibaya, 1993 : 257). Lutz (Abhilak, 1994 : 221) also confirms that using the 0,05 level of significance means that we only reject the null hypothesis when we get sample results whose sampling error probabilities are as low as or lower than 0,05. That is the 5 percent level.

The chi-square test for k independent samples will be used to test the hypothesis that parents, educators and principals' biographical factors such as gender, age, qualification, nature of stakeholder as well as the highest grade of the school have no influence on the partnership role which they play in creating the culture of teaching and learning (aim number three) as well as that they have no influence on their

perception of the various problems to be contributing to the decline of culture of teaching and learning (aim number four).

The chi-square test for k independent sample is an extension of χ^2 for two independent samples: in general the test is the same for both two and k independent samples (Sibaya, 1993 : 260). It is suitable for this study because the respondents in the sample are categorized in terms of their personal particulars and their responses are considered independently. For example, under the category of gender, males and females responses are treated independently of each other.

3.6 SAMPLING OF THE SUBJECTS FOR THE STUDY

Educators, parents and principals will be used as respondents for this study. The respondents will be drawn from Empangeni District and from three circuits, namely Mthunzini, Eshowe and Lower Umfolozi Circuits. The focus will be on parents, educators and principals of schools from grade 1 to 12. A simple random sampling method will be used for selecting the sample for this study. The usual definition of random sampling is that it is a procedure in which all the individuals in the defined population will have an equal chance and independent chance of being selected as a member of the sample (Borg & Gall, 1983 : 244).

3.7 PROCEDURES AND PLANNING FOR THE ADMINISTRATION OF THE RESEARCH INSTRUMENT

The researcher wrote a letter to the Regional Chief Director (Zululand Region, Mr W. Dorkin) requesting for a permission to conduct research in his region. Another letter was written to the District Manager of Empangeni District, Mrs Sidaki.

Brief meetings were held between the researcher and the manager of each school before administering questionnaires. At all these meetings the researcher introduced himself to the manager and the main aim of the research, implications on learners' education, educators, parents and principals were explained in details.

The researcher distributed questionnaires to educators and principals himself. Learners were given questionnaires for parents in order for them to complete at home. Time frames for submission of questionnaires were given to parents, educators and principals.

3.8 CONCLUSION

In the introduction of this chapter, the aims and hypothesis of the study were outlined. Research instrument for collecting data, plan for data analysis and method of sampling the subjects for this study were also discussed. In the next chapter (chapter four) presentation, analysis and interpretation of the findings are discussed.

CHAPTER FOUR

4.0 PRESENTATION AND ANALYSIS OF DATA

4.1 INTRODUCTION

In chapter three a detailed account of research design and methodology was given. In this chapter the analysis and interpretation of data are discussed. The hypotheses postulated on chapter three are also tested in this chapter.

4.2 ADMINISTRATION OF THE RESEARCH INSTRUMENT

The SPSS Computer programme was used for analysing data. Cronbach's co-efficient alpha was used to determined the internal-consistency reliability estimate for items 1-28 (first subsection of section B), which measures parents', educators' and principals' partnership role in creating a culture of teaching and learning. The same procedure was followed for items 1-32 (second subsection of section B), which measures parents', educators' and principals' perception of the problems that contribute to the decline of a culture of teaching and learning. The internal-consistency reliability estimate for a culture of teaching and learning subscale is .92. For problems that contribute to the decline of a culture of teaching and learning subscale, the internal-consistency reliability estimate is .95. The reliabilities for both scales are excellent (Tabachnick & Fidell, 1989).

TABLE 4.1 Distribution of subjects according to biographical variables (N = 204)

CRITERIA			LEVELS					
Gender			Male			Female		
			111			93		
Age	29 and below		30 – 39		40 – 49		50 – 59	60
	7		61		84		46	6
Academic qualification	No formal schooling	Grade 1-7	Grade 8–10	Grade 11-12	Diploma or Certificate	Degree		
	1	2	10	12	80	99		
Nature of stakeholder	Parent	Educator			Principal			
	67	70			67			
Highest grade of the school	Grade 3	Grade 7	Grade 10			Grade 12		
	10	74	22			98		

Table 4.1 illustrates the distribution of respondents according to their biographical characteristics. The questionnaire was administered to 204 subjects. The procedure for questionnaire administration and scoring were discussed in chapter three. The present chapter details the results of the study.

4.3 RESULTS OF THE STUDY

In the analysis of data, hypotheses were tested and the results are presented in the tables. There are four hypotheses to be tested in this study. The presentation of data (in the tables) is preceded by the reiteration of each hypothesis.

4.3.1 Testing of hypothesis number one:

Hypothesis number one is reiterated as follows:

Parents, educators and principals, as a group, do not differ in the extent to which they play a partnership role in creating a culture of teaching and learning

The appropriate statistical test chosen for testing this hypothesis is the chi-square one sample test. The chi-square one sample test is appropriate because testing hypothesis number one is concerned with comparing how many respondents of the whole sample fall into each of the descriptive categories, namely, low partnership role (LPR); moderate partnership role (MPR); high partnership role (HPR) and very high partnership role (VHPR).

The chi-square one sample test is recommended for comparing differences in the observed frequencies with the expected frequencies in a single sample with various categories to determine whether differences (except for sample error) are typical of the population from which the sample was drawn (Behr, 1988 : 82).

Since there are no observed frequencies for LPR group cell, therefore, it is advisable to collapse it.

TABLE 4.2 Group and partnership role levels

	MPR (50-70)	HPR (71-91)	VHPR (92-112)
Frequencies	5	108	91

A chi-square value of 89.676 at $df = 2$ was obtained for table 4.2. It is significant at our chosen level of significance, which is 0.05. Since $p < 0.05$, the decision is to reject the null hypothesis and conclude that parents, educators and principals as a group, differs in the extent to which they play a partnership role in creating a culture of teaching and learning.

4.3.2 Testing of hypothesis number two:

Hypothesis number two is reiterated as follows:

Parents, educators and principals, as a group, do not differ in the extent to which they perceive problems that contribute to the decline of a culture of teaching and learning.

The appropriate statistical test chosen for testing this hypothesis is also the chi-square one sample test. The reason for its appropriateness is the same as the one which was given in the testing of hypothesis number one.

TABLE 4.3 Group and levels of perception with regard to problems that contribute to the decline of a culture of teaching and learning

	LPC (32-56)	MPC (57-80)	HPC (81-104)	VHPC (105-128)
Frequencies	5	15	105	79

A chi-square value of 139.451 at $df = 3$ was obtained for table 4.3. It is significant at our chosen level of significance, which is 0.05. Since $p < 0.05$, the decision is to reject the null hypothesis and conclude that parents, educators and principals, as a group, differ in the extent to which they perceive the problems that contribute to the decline of a culture of teaching and learning.

4.3.3 Testing of hypothesis number three

Hypothesis number three is reiterated as follows:

Parents', educators' and principals' biographical factors such as gender; age, academic qualification, nature of stakeholder as well as the highest grade of the school have no influence on parents', educators' and principals' partnership role which they play in creating a culture of teaching and learning.

The chi-square test for k independent samples is chosen as an appropriate statistical test for testing this hypothesis. The chi-square test for k independent samples is appropriate because the respondents in the sample are categorised in terms of their personal particulars and their responses are considered independently. Since there are no observed frequencies for LPR group (tables 4.5 to 4.8) cells, therefore, it is advisable to collapse it.

TABLE 4.4 Gender and partnership role

Gender	MPR (36-50)	HPR (51-65)	VHPR (66-80)
Male	3	63	45
Female	2	45	46

A chi-square value of 1.635 at $df = 2$ was obtained for table 4.4. It is not significant at our chosen level of significance, which 0.05. Since $p > 0.05$, the decision is to uphold the null hypothesis and conclude that gender has no influence on parents', educators' and principals' partnership role which they play in creating a culture of teaching and learning.

TABLE 4.5 Age and partnership role

Age	MPR (50 – 70)	HPR (71-91)	VHPR (92-112)
29 and below	0	4	3
30 – 39	0	34	27
40 – 49	5	43	36
50 – 59	0	24	22
60 +	0	3	3

A chi-square value of 7.530 at $df = 8$ was obtained for table 4.5. It is not significant at our chosen level of significance, which is 0.05. Since $P > 0.05$, the decision is to uphold the null hypothesis and conclude that age has no influence on parents', educators' and principals' partnership the role which they play in creating a culture of teaching and learning.

TABLE 4.6 Academic qualification and partnership role

Academic qualification	MPR (50 – 70)	HPR (71-91)	VHPR (92-112)
No formal schooling	0	0	1
Grade 1 – 7	0	2	0
Grade 8 – 10	0	6	4
Grade 11 –12	0	2	10
Diploma/Certificate	3	47	30
Degree	2	51	46

A chi-square value of 12.874 at $df = 10$ was obtained for table 4.6. It is not significant at our chosen level of significance, which is 0.05. Since $P > 0.05$, the decision is not to reject the null hypothesis and conclude that parents', educators' and principals' academic qualification has no influence on the role which they play in creating a culture of teaching and learning.

TABLE 4.7 Nature of the stakeholder and partnership role

Nature of stakeholder	MPR (50 –70)	HPR (71 – 91)	VHPR (92 – 112)
Parent	0	37	30
Educator	5	38	27
Principal	0	33	34

A chi-square value of 10.972 at $df = 4$ was obtained for table 4.7. It is significant at our chosen level of significance, which is 0.05. Since $p < 0.05$, the decision is to reject the null hypothesis and conclude that the nature of stakeholder has an influence on parents', educators' and principals' partnership role which they play in creating a culture of teaching and learning.

TABLE 4.8 Highest school grade and partnership role

Highest school grade	MPR (50 –70)	HPR (71 – 91)	VHPR (92 – 112)
Grade 3	0	5	5
Grade 7	0	32	42
Grade 10	0	13	9
Grade 12	5	58	35

A chi-square value of 11.936 at $df = 6$ was obtained for table 4.8. It is not significant at our chosen level of significance, which is 0.05. Since $p > 0.05$, the decision was to uphold the null hypothesis and conclude that the highest grade of the school has no influence on parents’, educators’ and principals’ partnership role which they play in creating a culture of teaching and learning.

4.3.4 Testing of hypothesis number four:

Hypothesis number four is reiterated as follows:

Parents’, educators’ and principals’ biographical factors such as gender, age, academic qualification, nature of stakeholder as well as the highest grade of the school have no influence on their perception of the problems that contribute to the decline of a culture of teaching and learning.

The appropriate statistical test for testing this hypothesis is the chi-square test for k independent samples. This test is appropriate for the same reasons given in the testing of hypothesis number three.

TABLE 4.9 Gender and perception of problems that contribute to the decline of a culture of teaching and learning.

Gender	LPC (32 – 56)	MPC (51 – 80)	HPC (81 – 104)	VHPC (105 – 128)
Male	1	7	64	39
Female	4	8	41	40

A chi-square value of 5.371 at $df = 3$ was obtained for table 4.9. It is not significant at our chosen level of significance, which is 0.05. Since $p > 0.05$, the decision is to uphold the null hypothesis and conclude that gender has no influence on parents’, educators’ and principals’ perception of the problems that contribute to the decline of a culture of teaching and learning.

**TABLE 4.10 Age and perception of problems that contribute to
the decline of a culture of teaching and learning**

Age	LPC (32 – 56)	MPC (57-80)	HPC (81-104)	VHPC (105 – 128)
29 and below	0	1	5	1
30-39	1	3		26
40-49	3	7	31	32
50-59	1	4	42	16
60 +	0	0	25	4

A chi-square value of 6.302 at $df = 12$ was obtained for table 4.10. It is not significant at our chosen level of significance, which is 0.05. Since $p > 0.05$, the decision was to uphold the null hypothesis and conclude that age has no influence on parents', educators' and principals' perception of problems that contribute to the decline of a culture of teaching and learning.

**TABLE 4.11 Academic qualification and perception of problems
that contribute to the decline of a culture of teaching
and learning**

Academic qualification	LPC (32 – 56)	MPC (57-80)	HPC (81-104)	VHPR (92-112)
No formal schooling	0	0	0	1
Grade 1 – 7	0	0	2	0
Grade 8 – 10	2	1	3	4
Grade 11 –12	0	2	5	5
Diploma/Certificate	1	9	41	29
Degree	2	3	54	40

A chi-square value of 24.084 at $df = 15$ was obtained for table 4.11. It is not significant at our chosen level of significance, which is 0.05. Since $p > 0.05$, the decision is not to reject the null hypothesis and conclude that parents', educators' and principals' academic qualification has no influence on their perception of problems that contribute to the decline of a culture of teaching and learning.

**TABLE 4.12 Nature of stakeholder and perception of problems
that contribute to the decline of a culture of teaching
and learning**

Nature of stakeholder	LPC (32 –56)	MPC (57 – 80)	HPC (81-104)	VHPC (105– 128)
Parent	4	6	31	26
Educator	1	8	37	24
Principals	0	1	37	29

A chi-square value of 11.549 at $df = 6$ was obtained for table 4. 12. It is not significant at our chosen level of significance, which is, 0.05. Since $p > 0,05$, the decision is to reject the null hypothesis and conclude that a nature of stakeholder has no influence on parents', educators' and principals' perception of problems that contribute to the decline of a culture of teaching and learning.

**TABLE 4.13 Highest school grade and perception of problems
that contribute to the decline of a culture of teaching
and learning**

Highest school grade	LPC (32 – 56)	MPC (57 –80)	HPC (81 – 104)	VHPC (105– 128)
Grade 3	1	0	4	5
Grade 7	2	10	29	33
Grade 10	0	1	15	6
Grade 12	2	4	57	35

A chi-square value of 15.599 at $df = 9$ was obtained for table 4.13. It is not significant at our chosen level of significance, which is 0.05. Since $p > 0,05$, the decision was to uphold the null hypothesis and conclude that the highest grade of the school has no influence on parents', educators' and principals' perception of problems that contribute to the decline of a culture of teaching and learning.

4.4 DISCUSSION OF THE RESULTS

4.4.1 Findings with regard to the extent to which parents', educators' and principals' play a partnership role in creating a culture of teaching and learning

The findings reveal that parents, educators and principals, as a group, differ in the extent to which they play a partnership role in creating a culture of teaching and learning. A very high percentage (97.5%) of parents, educators and principals report an above average level of partnership role. The reason for this high percentage may be attributed to the fact that Empangeni district, where the study was conducted, is close to the University of Zululand. The majority of parents', educators' and principals' from this area are therefore likely to be more concerned and interested in education. This is also evident from the sample which shows that the highest number of parents, educators and principals (87.7%) have diploma/certificate and degree as academic qualification.

4.4.2 Findings with regard to the extent to which parents, educators and principals perceive problems that contribute to the decline of a culture of teaching and learning

The findings indicate that parents', educators' and principals', as a group, differ in the extent to which they perceive problems that contribute to the decline of a culture of teaching and learning. A very high percentage (90.2%) of parents', educators' and principals' report an above average level of perception of several problems as contributing to the decline of a culture of teaching and learning. Considering that a very high percentage of parents, educators and principals report above average level of partnership role which they play in creating the culture of teaching and learning, it is not surprising that most of them attribute any decline to a culture of teaching and learning to various problems. As literature that was reviewed in this study shows, these problems are related to school environment, family and the living environment as well as learners themselves.

4.4.3 Findings with regard to the influence of parents', educators' and principals' biographical characteristics on the partnership role which they play in creating a culture of teaching and learning

The findings show that, with the exception of the nature of stakeholders, parents', educators' and principals' personal variables such as gender, age, academic qualification as well as school's highest grade have no influence on the partnership role which they

play in the creating a culture of teaching and learning. This is an indication that parents', educators' and principals', irrespective of these personal characteristics display the same partnership role.

With regard to the nature of a stakeholder, a small percentage (2.5%) of educators report a moderate partnership role in creating a culture of teaching and learning. The rest report above average partnership role. Neither parents nor principals report a moderate partnership role, instead, they all report above average partnership role. This means that some educators perceive the partnership role played by parents, educators and principals in creating a culture of teaching and learning as moderate. The reason for this perception may be that educators are expecting parents and principals to play a major role in creating a culture of teaching and learning.

4.4.4 Findings with regard to the influence of parents', educators' and principals' biographical characteristics on their perception of problems that contribute to the decline of a culture of teaching and learning

The findings reveal that parents', educators' and principals' biographical characteristics have no influence on their perception of problems that contribute to the decline of a culture of teaching and learning. This means that, irrespective of their biographical characteristics, parents, educators and principals report the same perception of problems that contribute to the decline of a culture of teaching and learning.

4.5 CONCLUSION

Chapter four detailed the presentation and analysis of data. The results of this study were also discussed.

The findings disclosed that a very high percentage of parents', educators' and principals' as a group, report above average level of partnership role in creating a culture of teaching and learning. These are good news to all those who are concerned about these three stakeholders' role in the education of the learners. Regarding aim number two, the findings show that a very high percentage of parents, educators and principals, as a group, perceive various problems to be contributing to the decline of a culture of teaching and learning. These findings are discouraging because they mean that there are problems which are a stumbling block towards a conducive culture of teaching and learning. With regard to aim number three, findings show that, with the exception of the nature of stakeholders, biographical factors of the respondents have no influence on the partnership role which they play in creating a culture of teaching and learning. Lastly, findings for aim number four illustrate that parents', educators' and principals' personal characteristics have no influence on their perception of problems that contribute to the decline of a culture of teaching and learning. In the next chapter (Chapter five) the summary, conclusions and recommendations of the study are presented.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 SUMMARY

5.1.1 THE PROBLEM

The study was designed to investigate parents', educators' and principals' partnership role in creating a culture of teaching and learning. To this end, the problem was stated in the form of the following questions:

- (i) To what extent do parents, educators and principals play a partnership role in creating a culture of teaching and learning?
- (ii) To what extent do parents, educators and principals perceive problems that contribute to the decline of a culture of teaching and learning?
- (iii) Do parents', educators' and principals' biographical variables (gender, age, academic qualification, nature of stakeholder as well as the highest grade of the school) have any influence on the partnership role which they play in creating a culture of teaching and learning?
- (iv) Do parents', educators' and principals' biographical variables (gender, age, academic qualification, nature of stakeholder as well as the highest grade of the school) have any influence on their perception of

problems that contribute to the decline of a culture of teaching and learning?

5.1.2 The aims of the study

- (i) To ascertain the extent to which parents, educators and principals play a partnership role in creating a culture of teaching and learning.
- (ii) To ascertain the extent to which parents, educators and principals perceive problems that contribute to the decline of a culture of teaching and learning.
- (iii) To determine whether parents', educators' and principals' biographical variables (gender, age, academic qualification, nature of stakeholder as well as the highest grade of the school) have any influence on their partnership role that they play in creating a culture of teaching and learning.
- (iv) To determine whether parents', educators' and principals' biographical variables (gender, age, academic qualification, nature of stakeholder as well as the highest grade of the school) have any influence on their perception of problems that contribute to the decline of a culture of teaching and learning.

5.1.3 Hypotheses postulated

The following hypotheses were postulated:

- (i) Parents, educators and principals, as a group, do not differ in the extent to which they play a partnership role in creating a culture of teaching and learning.
- (ii) Parents, educators and principals, as a group, do not differ in the extent to which they perceive problems that contribute to the decline of a culture of teaching and learning.
- (iii) Parents', educators' and principals' biographical factors such as gender, age, academic qualification, nature of stakeholder as well as the highest grade of the school have no influence on the partnership role which they play in creating a culture of teaching and learning.
- (iv) Parents', educators' and principals' biographical factors such as gender, age, academic qualification, nature of stakeholder as well as the highest grade of the school have no influence on their perception of problems that contribute to the decline of a culture of teaching and learning.

5.1.4 Methodology

A questionnaire was used as a research instrument. The instrument was administered to a randomly selected sample of 204 respondents.

The chi-square one sample test and the chi-square test for k independent samples are the appropriate statistical tests which were used for testing hypotheses of the study.

5.2 CONCLUSIONS

The results of the study led to the following conclusions;

- (i) Parents, educators and principals, as a group, differ in the extent to which they play a partnership role in creating a culture of teaching and learning.
- (ii) Parents, educators and principals, as a group, differ in the extent to which they perceive problems that contribute to the decline of a culture of teaching and learning.
- (iii) With the exception of the nature of stakeholder, parents', educators' and principals' biographical characteristics have no influence on their partnership role which they play in creating a culture of teaching and learning.
- (iv) Parents', educators' and principals' biographical characteristics have no influence on their perception of problems that contribute to the decline of a culture of teaching and learning.

5.3 RECOMMENDATIONS

In the light of the findings of this study, the following recommendations are made to the Department of Education and Culture.

- (i) Parents, educators and principals of Empangeni district should be used in assisting parents, educators and principals of other districts in forging partnerships for the purpose of creating a culture of teaching and learning.
- (ii) Parents, educators and principals of Empangeni district should be used in helping parents, educators and principals of other districts with discussing problems that contribute to the decline of a culture of teaching and learning.

The following limitations of the study are highlighted and recommendations for directing future research are made:

- (i) The sample of this study was drawn from parents, educators and principals of Empangeni district only, therefore, it is not representative of the entire population of parents, educators and principals in other districts and regions. Further studies need to be conducted in other districts and regions.

- (ii) Only public schools were target population in this study. Further research focusing on private schools is needed.
- (iii) The sample of this study consisted of only 204 parents, educators and principals. More research, with a bigger sample, preferably a provincial or national study is essential.
- (iv) Only the questionnaire was used as a research instrument in this study. Further research, using a combination of questionnaires and interviews is needed.
- (v) The sample of this study focused on parents, educators and principals only. Further research focusing on learners and other Department of Education officials is needed.

Inspite of the limitations mentioned above, this study has achieved its objectives of understanding parents', educators' and principals' partnership role in creating a culture of teaching and learning. It has also provided recommendations for the Department of Education and Culture as well as for researchers who are interested in the same field of study.

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ANNEXURE A

English Version

QUESTIONNAIRE

STRICTLY CONFIDENTIAL

You are kindly requested to complete this questionnaire as accurately as possible. The information you provide will be used to establish the partnership among Parents, Educators and Principals in creating a culture of teaching and learning in schools.

Instructions on how to complete this questionnaire accompany each section. Your information will be confidential, therefore, do not write your name or any form of identity in this questionnaire.

Your co-operation will be highly appreciated.

Mr. J.Z.H. Qwabe

P.O. Box 547

Esikhawini

3887

[Handwritten signature] 31/10/2004

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SECTION A

PARTICIPANTS' PARTICULARS

Please complete by making a cross (X) in the appropriate block.

1. Gender

1	2
Male	Female

2 Age

1	2	3	4	5
29 and below	30 – 39	40 – 49	50 – 59	60 +

3. Highest academic qualification

No formal schooling	1	
Grade 1 (SSA) – Grade 7 (STD 5)	2	
Grade 8 (ST 6) – Grade 10 (STD 8)	3	
Grade 11 (STD 9) – Grade 12 (STD 10)	4	
Diploma / Certificate	5	
Degree	6	

4. Nature of stakeholder

1	2	3
Parent	Educator	Principal

5. Highest grade of the school

1	2	3	4
Grade 3 (STD 1)	Grade 7 (STD 5)	Grade 10 (STD 8)	Grade 12 (STD10)

SECTION B

CULTURE OF TEACHING AND LEARNING QUESTIONNAIRE

Below are statements concerning your views on Parents, Educators and Principals' partnership in creating a culture of teaching and learning in schools. Please make a cross (X) through the letter that best describe your position. The meanings of letters are as follows.

SA – Strongly Agree

A – Agree

D – Disagree

SD – Strongly Disagree

1. Educators play an active role in creating a culture of teaching and learning	SA	A	D	SD
	4	3	2	1
2 The principal play an active role in creating a culture of teaching and learning.	SA	A	D	SD
	4	3	2	1
3 Parents play an active role in creating a culture of teaching and learning.	SA	A	D	SD
	4	3	2	1
4. Educators have accepted responsibility for creating a culture of teaching and learning.	SA	A	D	SD
	4	3	2	1
5. Educators accept parents as partners in the education of children.	SA	A	D	SD
	4	3	2	1
6. Parents accept educators' as partners in the education of children.	SA	A	D	SD
	4	3	2	1
7 The principal accepts parents as partners in the education of children.	SA	A	D	SD
	4	3	2	1
8 Educators encourage parents to be actively Involved in the school activities.	SA	A	D	SD
	4	3	2	1

9 The principal encourages parents to be actively involved in the school activities.	SA	A	D	SD
	4	3	2	1
10 Educators hold meetings with individual parents to discuss children's progress.	SA	A	D	SD
	4	3	2	1
11. The principal holds meetings with parents to discuss schools-related matters.	SA	A	D	SD
	4	3	2	1
12. Parents have been informed by educators of what is expected of them in promoting the culture of teaching and learning.	SA	A	D	SD
	4	3	2	1
13. Parents have been informed by the principal of what is expected of them in promoting a culture of teaching and learning.	SA	A	D	SD
	4	3	2	1
14 Parents check their children's schoolwork.	SA	A	D	SD
	4	3	2	1
15. Parents have access to all information and records concerning their children's homework.	SA	A	D	SD
	4	3	2	1
16 Educators discuss with parents problems that parents face with their children's homework	SA	A	D	SD
	4	3	2	1
17 Educators consult parents about children's problems	SA	A	D	SD
	4	3	2	1
18 Parents help their children with homework.	SA	A	D	SD
	4	3	2	1
19 Parents support educators in the education of their children	SA	A	D	SD
	4	3	2	1
20 Educators support parents in the education of their children	SA	A	D	SD
	4	3	2	1
21. The principal supports parents in the education of their children.	SA	A	D	SD
	4	3	2	1
22. Parents realize that educators and principals are their partners in the education of their children.	SA	A	D	SD
	4	3	2	1
23. Parents insist on working with educators in the provision of their children's education	SA	A	D	SD
	4	3	2	1

24. Educators insist on working with parents in the provision of their children's education	SA	A	D	SD
	4	3	2	1
25. The principals insist on working with parents in the provision of their children's education.	SA	A	D	SD
	4	3	2	1
26. Educators are entitled to be involved in the decision making process concerning school matters.	SA	A	D	SD
	4	3	2	1
27. The principal is entitled to be involved in the decision making process concerning school matters.	SA	A	D	SD
	4	3	2	1
28. Parents are entitled to be involved in the decision making process concerning school matters.	SA	A	D	SD
	4	3	2	1

SECTION B

PROBLEMS CONTRIBUTING TO THE DECLINE OF THE CULTURE OF TEACHING AND LEARNING QUESTIONNAIRE

Below are problems assumed to be contributing towards the decline of a culture of teaching and learning in schools.

Please indicate the degree to which you feel each of them contribute. Use the rating scale given to write your rating number for each problem.

4	3	2	1
Strongly Agree	Agree	Disagree	Strongly Disagree

Problem No.

Problem

Rating

1. Poor school administration

☐

2. Poor time management

☐

3. Poor school organisation

☐

4. Poor time table

☐

5. Inadequate staffing

☐

6. Promotion of educators in the middle of the year

☐

7. Unprepared lessons by educators

☐

8. Educators' lack of subject knowledge

☐

- | | |
|---|--------------------------|
| 9. Underqualified educators | <input type="checkbox"/> |
| 10. Alcohol abuse by many educators | <input type="checkbox"/> |
| 11. Poor role models set by educators | <input type="checkbox"/> |
| 12. Educators' unprofessional conduct | <input type="checkbox"/> |
| 13. Educators absence from class | <input type="checkbox"/> |
| 14. Lack of furniture in school | <input type="checkbox"/> |
| 15. Lack of administrative equipment e.g. Computers | <input type="checkbox"/> |
| 16. Overcrowded classrooms | <input type="checkbox"/> |
| 17. Family low level of education | <input type="checkbox"/> |
| 18. Family low level of income | <input type="checkbox"/> |
| 19. Family low level of occupation | <input type="checkbox"/> |
| 20. Inadequate housing facilities like classroom | <input type="checkbox"/> |
| 21. Lack of proper nutrition | <input type="checkbox"/> |
| 22. Lack of healthy requirement | <input type="checkbox"/> |
| 23. Illiterate parents | <input type="checkbox"/> |
| 24. Different contradicting values between home and school | <input type="checkbox"/> |
| 25. Lack of proper foundation knowledge such as basic numeracy skills
among learners | <input type="checkbox"/> |
| 26. Lack of study habit among learners | <input type="checkbox"/> |
| 27. Learners' lack of ability to concentrate in class | <input type="checkbox"/> |
| 28. Lack of work ethic among learners | <input type="checkbox"/> |

29. Learners' inability to express themselves through the

medium of English.

☐

30. Lack of self- confidence among learners.

☐

31. Learners irregular school attendance

☐

32. Learners' truancy

☐

**THANK YOU VERY MUCH FOR YOUR PATIENCE IN RESPONDING TO
THE QUESTIONNAIRE**

ANNEXURE B

Zulu Version

IMIBUZO

KUYIMFIHLO NGOKUGCIZELELWE

Uyacelwa ukuba uphendule le mibuzo elandelayo ngokucophelela okukhulu. Ulwazi olunikezayo luyosiza kakhulu ekubukeni ubudlelwano obukhona kothisha, abazali nothishanhlolo ekwenzeni isikompilo lokufunda nokufundisa ezikoleni.

Imininingwane ukuthi igcwaliswa kanjani iyatholakala ngaphambi kwemibuzwana yonke. Ulwazi lwakho luyimfihlo kakhulu, ngakho – ke ungalibhali igama lakho nanoma yiyiphi indlela ezoveza ukuthi iphendulwe ngubani le mibuzo.

Ukubambisana nawe kuyoncomeka kakhulu.

Mr. J.Z.H. Qwabe

P.O. Box 547

Esikhawini

3887

 31. 10. 2004

0833 1159 46

ISIGAMU SOKUQALA

A. IMININGWANE YAKHO

Siza ugcwalise ngokwenza isiphambano (X) esikweleni esifanele

1. Ubulili

1	2
Isilisa	Isifazane

2. Iminyaka yobudala

1	2	3	4	5
29 Nangaphansi	30 – 39	40 – 49	50 – 59	60 +

3. Iqophelo lakho eliphakeme lokufunda.

Angiyanga esikoleni	1	
Ngigcine phakathi kwebanga lokuqala nesihlanu (SSA) - (STD 5)	2	
Ngigcine phakathi kwebanga lesithupha kuya kwelesishiyagalombili (STD 6) Grade 8- (STD 8) Grade10	3	
Ngigcine phakathi kwebanga lesishiyagalolunye kuya kweleshumi (STD 9) – (STD 10)	4	
Ngizuze izitifiketi / Diploma	5	
Ngizuze iziqu zemfundo	6	

1.4 Iqhaza olibambile kulesi sikole

1	2	3
Umzali	Uthisha	Uthishanhloko

1.5 Ibanga lokugcina kulesi sikole

1	2	3	4
Grade 3 (STD 1) ibanga lokuqala	Grade 7 (STD 5) Ibanga lesihlanu	Grade 10 (STD 8) ibanga lesikhombisa	Grade 12 (STD10) ibanga leshumi

Isikompilo lokufunda nokufundisa.

Izincazelo

Ngaphansi kunezitatimende ezibhalwe ngemibono yakho ngobudlelwane obukhona kothisha , abazali , othishanhloko ekwenzeni isikompilo lokufunda nokufundisa. Faka isiphambano (X) egameni elichaza lokho ovumelana nakho. Nansi incazelo yamagama angaphansi.

SA – Ngivuma kakhulu

A – Ngiyavuma

D – Ngiyaphika

SD – Ngiphika kakhulu

1. Othisha badlala indima enkulu ekwakheni isikompilo lokufunda nokufundisa ezikoleni.	SA	A	D	SD
	4	3	2	1
2. Uthishanhloko udlala indima enkulu ekwakheni isikompilo lokufunda nokufundisa.	SA	A	D	SD
	4	3	2	1
3. Abazali badlala indima enkulu ekwakheni isikompilo lokufunda nokufundisa.	SA	A	D	SD
	4	3	2	1
4. Othisha bayavuma ukubamba iqhaza elikhulu ekwenzeni isikompilo lokufundisa, nokufunda.	SA	A	D	SD
	4	3	2	1
5. Othisha bayabamukela abazali njengozakwabo ekwenzeni izinga elingcono ekufundiseni asekufundeni kwabantwana.	SA	A	D	SD
	4	3	2	1
6. Abazali bayabamukela othisha njengozakwabo ekwenzeni izinga elingcono ekufundeni nasekufundeni kwabantwana	SA	A	D	SD
	4	3	2	1

7	Uthishanhloko uyabamukela abazali njengozakwabo ekwenzeni ngcono izinga lokufunda nokufundiswa kwabantwana.	SA	A	D	SD
		4	3	2	1
8	Othisha bayazama ukukhuthaza abazali ukuba babe yingxenye yakho konke okwenziwa esikoleni.	SA	A	D	SD
		4	3	2	1
9	Uthishanhloko uyazama ukukhuthaza ababazali ukuba babe yingxenye yakho konke okwenziwa esikoleni.	SA	A	D	SD
		4	3	2	1
10	Othisha benza imihlangano nabazali ngamunye ukuxoxisana nomzali ngakho konke okuletha impumelelo nenqubelela phambili yomntwana	SA	A	D	SD
		4	3	2	1
11	Othishanhloko babamba imihlangano nabazali ukuxoxisana nezinto ezithinta isikole.	SA	A	D	SD
		4	3	2	1
12	Abazali bayaziswa ngothisha ukuthi kubhekekeni kubo ukuvusa isikompilo lokufundisa, nokufunda.	SA	A	D	SD
		4	3	2	1
13	Abazali bayaziswa nguthishanhloko ukuthi kubhekekeni kubo ukuvuselela isiko lokufunda nokufundisa.	SA	A	D	SD
		4	3	2	1
14	Abazali bayawubheka umsebenzi wabantwana.	SA	A	D	SD
		4	3	2	1
15	Abazali banelungelo lokubona konke abakudingayo okugondene nomsebezi wabantwana wesikole.	SA	A	D	SD
		4	3	2	1
16	Othisha baxoxisana nabazali ngezinkinga abazali abahlangabezana nazo ekubhekeni umsebenzi wabantwana wesikole.	SA	A	D	SD
		4	3	2	1
17	Othisha bayaxoxisana nabazali ngezinkinga abantwana abahlangabezana nazo ekufundeni.	SA	A	D	SD
		4	3	2	1
18	Abazali bayabasiza abantwana ngomsebenzi wasekhaya.	SA	A	D	SD
		4	3	2	1
19.	Abazali bayabalekelela othisha ekufundeni kwabantwana babo	SA	A	D	SD
		4	3	2	1
20.	Othisha bayabalekelela abazali ekufundeni kwabantwana.	SA	A	D	SD
		4	3	2	1

21. Uthishanhloko uyabalekelela abazali ekufundeni Kwabantwana	SA	A	D	SD
	4	3	2	1
22. Abazali bayakubona ukubaluleka kokubambisana nothisha, nothishanhloko ekufundeni kwabantwana.	SA	A	D	SD
	4	3	2	1
23. Abazali bayakuphikelela ukusebenzisana nothisha ekwenzeni ngcono imfundo yabantwana babo.	SA	A	D	SD
	4	3	2	1
24. Othisha bayakuphikelela ukusebenzisana nabazali ekwenzeni ngcono imfundo yabantwana babo	SA	A	D	SD
	4	3	2	1
25. Uthishanhloko uyakuphikelela ukusebenzisana nabazali ekwenzeni ngcono imfundo yabantwana babo.	SA	A	D	SD
	4	3	2	1
26. Othisha bagunyaziwe ukuba babe yingxenye yazozonke izinqumo ezenzeka ziqondene nezindaba zesikole.	SA	A	D	SD
	4	3	2	1
27. Uthishanhloko ugunyaziwe ukuba beyingxenye yazozonke izinqumo ezithinta ukuphathwa kwesikole.	SA	A	D	SD
	4	3	2	1
28. Abazali bagunyaziwe ukuba babe yingxenye yazo zonke izinqumo ezithinta ukuphathwa kwesikole.	SA	A	D	SD
	4	3	2	1

Isigamu B

Izinkinga eziholela ukuba kwehle isikompilo

lokufunda nokufundisa

Ngaphansi kunezinkinga ezibukeka zehlisa izinga lokufundisa, nokufunda.

Yisho izinga obona lezi zinkinga zehlisa ngayo izinga lokufunda nokufundisa .

ngokuthi ulobe inombolo efanele esikweleni, njengoba kuchazwa ngezansi.

4	3	2	1
Ngivuma kakhulu	Ngiyavuma	Ngiyaphika	Ngiphika kakhulu

Uhla lwezinkinga

Uhlobo lwenkinga

Izinga lenkinga

1. Ukuphathwa kabi kwesikole

☐

2. Ukungahlonishwa kwesikhathi.

☐

3. Ukungahleleki kwesikole

☐

4. Ukungahleleki kwezikhathi zokufundisa, nokufunda

☐

5. Ukushoda kwabasebenzi abazofundisa

☐

6. Ukukhushulwa kothisha ezikhundleni eziphezulu phakathi
nonyaka

☐

7. Ukungahleli umsebenzi ozokwenziwa ngothisha

☐

8. Ukushoda kolwazi kothisha abafundisayo

☐

9. Ukungaqeqesheki ngokwanele kothisha ☐
10. Ukuphuza utshwala kothisha abanengi ☐
11. Ungungabi isibonelo esihle kwothisha ☐
12. Ukungaziphathi kahle kothisha ☐
13. Ukulova kothisha emsebenzini ☐
14. Ukunganeli kwezinto zokuhlala kwabantwana
ezindlini zokufunda ☐
15. Ukushoda kwezinto ezilekelela ekufundiseni,
njengamakhompuyutha ☐
16. Ukugcwala kwamakilasi okufundela ☐
17. Izinga eliphansi lemfundo yabazali ☐
18. Amazinga aphansi omholo wabazali ☐
19. Amazinga aphansi omsebenzi owenziwa abazali ☐
20. Ukushoda kwezindlu zokufundela ☐
21. Ukungatholi kwabantwana ukudla okuseqopheleweni elifanele ☐
22. Ukushoda kwezinto ezilekelela impilo ☐
23. Ukungafundi kwabanye abazali ☐
24. Izinto eziphikisana nomgomo wempilo phakathi kwekhaya
nesikole ☐
25. Ukungabibikho kwesisekelo esanele noma esifanele kubantwana
njengolwazi oluhle lwezibalo ☐
26. Ukungabi namaqhinga okufunda kubafundi ☐

27. Ukungakwazi ukulalela okunzulu kubafundi uma kufundiswa ☐
28. Ukungabi nokuzinikela kokufunda kubantwana ☐
29. Ukwahluleka kwabantwana ukuzethula ngolimi lwesingisi ☐
30. Ukungabi nokuzethemba kwabanye abafundi ☐
31. Ukulova kwabantwana esikoleni ☐
32. Ukungaziphathi kahle kwabafundi ☐

**NGIYABONGA KAKHULU NGESINEKE SAKHO
EKUPHENDULENI KWEMIBUZO.**

ANNEXURE C

A LETTER OF REQUEST TO CONDUCT RESEARCH

P.O. Box 547
Esikhawini
3887
1 September 2004

The District Manager
Empangeni District
Private Bag x 20104
Empangeni
3880

Sir / Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am currently conducting a Research Project aimed at examining how principals, educators and parents can work together as partners in creating the culture of teaching and learning in schools, especially schools under Empangeni District. I have randomly selected Empangeni District as my area of research.

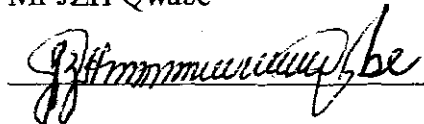
This research is towards a Masters degree and it is carried out under the supervision of Dr. D.P. Ngidi (Curriculum and Instructional Studies) at University of Zululand. For the purpose of administering this research, two separate questionnaires will be developed which will be sent to 60 randomly selected principals, 70 educators and 70 parents in your District.

It will take only 15 – 20 minutes to complete the questionnaire. All information will be dealt with in the strictest confidence and anonymity is assured.

I therefore humbly request for your kind permission to conduct the above-mentioned research. Presently, I am employed at Sikhulangemfundo Senior Primary School as a Headmaster.

Hoping that the research gathered here will be of great assistance to all stakeholders with an interest in education in South Africa, especially Empangeni District.

Yours Faithfully
Mr JZH Qwabe



Tel / Fax : 035 796 1916 (work)
Tel : 035 796 3280 (home)
Cell: 083 311 5946

ANNEXURE D

A letter of permission to conduct research



EMPANGENI DISTRICT

ISIFUNDA SASEMPANGENI

EMPANGENI STREEK

Address: Corner: Maxwell Street
lkheji: & Hancock Avenue
Adres: 3880

Private Bag:	Private Bag X20104
Isikhwama Seposi:	Empangeni
Privaatsak:	3880

Telephone:
Ucingo:
Telefoon:
Fax:

Enquiries: MRS GMP SIDAKI
Imibuzo:
Nayvge:

Reference:
Inkomba:
Verwysing:

Date: 20.09.2004
Usuku:
Datum:

**THE REGIONAL SENIOR MANAGER
DEPARTMENT OF EDUCATION AND CULTURE
PRIVATE BAG X 59
ULUNDI
3838**

PURPOSE:

**REQUEST FOR MR JZH QWABE TO CONDUCT RESEARCH IN SCHOOLS
UNDER EMPANGENI DISTRICT**

BACKGROUND

- Mr Qwabe is a student at the University of Zululand studying towards his Masters degree under the supervision of Dr DP Ngidi.
- His purpose is to examine how principals, educators and parents work together as partners creating the culture of teaching and learning in schools.

RECOMMENDATION

It is recommended that Mr Qwabe be granted permission to conduct research at our schools in our district.

GMP Sidaki
MRS GMP SIDAKI
DISTRICT DIRECTOR

20-09-2004
DATE

~~APPROVED/NOT APPROVED~~

W Dorkin
MR W DORKIN
REGIONAL SENIOR MANAGER
REQUEST TO CONDUCT RESEARCH- VS MNCUBE/tp

20.09.2004
DATE



EMPANGENI DISTRICT

ISIFUNDA SASEMPANGENI

EMPANGENI STR

Address: Corner: Maxwell Street
Ikheli: & Hancock Avenue
Adres: 3880

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Isikhwama Seposi: Empangeni
Privaatsak: 3880

Telephone:
Ucingo:
Telefoon:
Fax:

Enquiries: MRS GMP SIDAKI
Imibuzo:
Navrae:

Reference:
Inkomba:
Verwysing:

Date: 30.09.2004
Usuku:
Datum:

Mr JZH Qwabe
P.O Box 547
ESIKHAWINI
3887

Dear Mr Qwabe

RE: APPLICATION TO CONDUCT RESEARCH

Your letter dated 01 September 2004 refers.

I have pleasure in informing you that your application to conduct research among the schools of Empangeni District has been approved.

All the best with your research.

MRS GMP SIDAKI
DISTRICT DIRECTOR