

**GOVERNING BODIES' PERSPECTIVES ON A
CULTURE OF TEACHING AND LEARNING**

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1998

**GOVERNING BODIES' PERSPECTIVES ON A CULTURE
OF TEACHING AND LEARNING**

by

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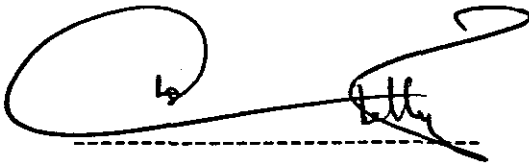
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DECLARATION

I HEREBY DECLARE THAT: "GOVERNING BODIES' PERSPECTIVES ON A CULTURE OF TEACHING AND LEARNING " IS MY OWN WORK AND THAT ALL SOURCES THAT I HAVE USED AND QUOTED HAVE BEEN INDICATED AND ACKNOWLEDGED BY COMPLETE REFERENCE.

A handwritten signature in black ink, appearing to read 'L. S. Chetty', is written over a horizontal dashed line. The signature is stylized with a large loop on the left and a flourish on the right.

L. S. CHETTY

DURBAN

OCTOBER 1998

DEDICATION

This work is dedicated to
my wife **MANDY**,
sons **RICCARDO** and **JARYD**
as well as my daughter
KATHUSIA
for their loving support, encouragement and
inspiration during the course of this study

ACKNOWLEDGMENTS

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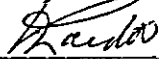
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TO WHOM IT MAY CONCERN

This is to certify that I have, in my personal capacity, on a freelance basis, edited Mr. L. S. Chetty's D.Ed. thesis and can, to the best of my knowledge, declare it free from grammatical errors. The changes I have indicated concerning the thesis have been effected by Mr. Chetty.

Yours faithfully



D. Naidoo

B.A.; B.Ed.; M.A.

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SUMMARY

This study involves an investigation of governing bodies' perspectives on a culture of teaching and learning. An attempt was made to determine if governing bodies are adequately trained to play a meaningful role in the re-establishment of a culture of teaching and learning at schools.

The literature study discloses that education in South Africa is going through a crisis. It is common knowledge that the culture of teaching and learning has almost disappeared in its entirety in many schools. Schools are characterised by an anti-academic attitude by teachers as well as pupils. Many parents seem to be helpless when confronted with problems related to their children's schooling. Their only hope rests in governing bodies' and principals' initiatives to re-establish a culture of teaching and learning. Governing bodies and principals therefore have a vital role to play in creating a culture of teaching and learning. In the interest of the education of children, they need to work in concert with each other. Their working together is a collaborative act, marked by cooperation and support for each other.

The investigation proved that governing bodies have not been adequately trained to deal with problems associated with the culture of teaching and learning. Despite the South African Schools Act, 1996 (Act No.84 of 1996) ushering in a new era of parental involvement in school governance, parents were not systematically empowered to deal with their new responsibilities. The failure of the Department of Education to embark on a meaningful capacity-building programme for school governors has inhibited governing bodies' contribution towards education.

For the purpose of the empirical investigation a self-structured questionnaire for parent governors was utilised. The questionnaires that were completed by parent governors were analysed and thereafter the data that was obtained was processed and analysed. This study has confirmed that governing bodies were not adequately trained to play a meaningful role in the re-establishment of a culture of teaching and learning at schools.

In addition to the empirical survey, personal interviews with members of governing bodies were conducted.

In conclusion a summary was presented and based on the findings of this study, the following are some of the recommendations that were made:

- * All governing bodies should develop and enforce a code of conduct which will provide a set of guidelines to regulate the behaviour of pupils so that a disciplined and purposeful environment is established at schools to facilitate effective teaching and learning.
- * All teachers should be governed by a code of conduct that will prohibit unprofessional behaviour.
- * Governing bodies should offer incentives to principals and teachers who introduce innovative ideas and methods to promote the culture of teaching and learning.
- * Through structured education programmes governing bodies must prepare parents to assume responsibility for the education of their children.

OPSOMMING

Die navorsing ondersoek Beheerliggame se verantwoordelikheid ten opsigte van 'n onderwys- en leerkultuur. Daar is gepoog om vas te stel of Beheerliggame voldoende toegerus is ten einde 'n betekenisvolle rol in die hervestiging van 'n onderwys- en leerkultuur in skole te vertolk.

Die literatuurstudie het daarop gewys dat onderwys in Suid-Afrika 'n krisis beleef vanweë 'n geerodeerde onderwys- en leerkultuur. Sowel onderwysers as leerders word dikwels aan 'n anti-akademiese houding gekenmerk. Ook ouers kom hulpeloos voor wanneer hulle met hul kinders se vordering op skool gekonfronteer word. Dit wil voorkom asof hulle hulle hoop op die skoolhoof en die Beheerliggaam vestig om hierdie probleem aan te spreek. Laasgenoemde het gevolglik 'n verantwoordelikheid teenoor sowel ouers as leerders rakende die hervestiging van 'n onderwys- en leerkultuur.

Die navorsing het getoon dat sommige Beheerliggame nie voldoende opgelei is om 'n onderwys- en leerkultuur te hervestig nie. Ten spyte van nuwe wetgewing wat ouerbetrokkenheid in skole bevorder, is ouers dikwels nie sistematies bemagtig om die nuwe verantwoordelikheid te hanteer of te aanvaar nie.

Vir die empiriese ondersoek is 'n selfgestruktureerde vraelys as meetinstrument gebruik. Die vraelys is deur lede van Beheerliggame voltooi. Daarna is die versamelde data geprosesseer en ontleed. Die ondersoek het bevestig dat nie alle Beheerliggame toegerus is om 'n sinvolle bydrae tot die daarstelling van 'n onderwys- en leerkultuur te lewer nie. Ter aanvulling is persoonlike onderhoude met lede van Beheerliggame gevoer.

Ter afsluiting is 'n opsomming van die bevindinge van die navorsing aangebied wat onder andere die volgende insluit:

- * Alle Beheerliggame behoort 'n gedragskode vir leerders te ontwikkel en te implementeer.
- * Alle onderwysers se gedrag behoort aan 'n gedragskode onderwerp te word.
- * Beheerliggame behoort skoolhoofde en onderwysers wat hulle vir die bevordering van 'n onderwys- en leerkultuur onderskei, te vergoed.
- * Deur middel van gestruktureerde programme behoort Beheerliggame ouers aan te moedig om verantwoordelikheid vir die opvoeding van hulle kinders te aanvaar.

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CHAPTER 1

ORIENTATION

1.1 INTRODUCTION

The most vital and the most basic unit of society is the family. It is in the family that education derives its substance and the school derives its existence and life-blood (Gabela, 1983: 13). Parents have natural rights in education and in making decisions about their children's welfare. They qualify to have a regular and representative way in which they can register judgement upon matters of educational importance. Their function is to stimulate, to welcome, and to assist all forms of honest educational work.

However, in the past, not all parents enjoyed statutory powers to determine the course of their children's education. South Africa's long history of apartheid and other forms of unfair discrimination in education ensured that parents from certain population groups were excluded from important aspects of their children's schooling such as school governance. This led to serious problems in the administration of schools in certain communities.

The South African Schools Act 84 of 1996, which came into effect on January 1996, ushered in a new era for the South African education system. It brought about a major transformation and democratisation of education. The Schools Act guarantees all parents of learners of public schools a greater say in the governance of schools by ensuring that each of these schools has a governing body, the official mouthpiece of parents. The governing body makes decisions on behalf of parents and sees to it that the

school is properly administered . The members of the governing body are accountable to all stakeholders in education. They have an obligation to report back to them on what they have done to serve the best interests of the learners of the school. An important feature of school governance is the principle of partnership between all stakeholders who have an interest in education which include the State, parents, learners, educators, other members of the community, special education bodies and the private sector.

The main function of the governing body is to help the school principal to organise and manage the school's activities in an effective and efficient way. Furthermore it is expected to improve the quality of education of all learners so that they are better motivated and disciplined to take their education seriously and to use the opportunities that are now open to them.

Although the premise exists that governing bodies and principals are indispensable partners in the education process to create a culture of teaching and learning, the situation is far from satisfactory (Pillay, 1998a: 3). In many instances governing bodies and principals do not enjoy the support they deserve.

1.2 ANALYSIS OF THE PROBLEM

The erosion of the culture of teaching and learning has reached alarming proportions in many schools throughout South Africa. A general decline in educational standards has been precipitated by a multiplicity of factors which include, amongst others, poor planning and the failure of the government to deliver on promises related to education provisioning, a breakdown in communication between home and school and pupil indiscipline. Neither the

school nor the home can rectify the situation on their own. A collaborated effort by parents as primary educators and teachers as secondary educators to work in accord with each other is vital for the re-establishment of a culture of teaching and learning at schools.

It is important that all stakeholders of education acknowledge that schools were originally established by society when parents felt they no longer had the expertise to guide and accompany children with respect to specialised subject matter and the requirements of modern society. Consequently they (parents) were compelled to send their children to schools to receive formal education while still retaining the primary responsibility of their children's education. It is therefore imperative that they should be involved in the formal education of their children at schools (Department of Education, 1995: 22).

Whether the educative task entrusted to schools is adequately executed is a matter of concern to parents. As they commit more and more of their resources to the provision of education, it is prudent that they assist and ensure that a sound culture of teaching and learning is maintained at all times at schools so that their children gain maximum benefit out of their schooling experiences. A major problem facing parents and education authorities is how to get children to attend school and how to make those children who attend school to gain the full benefit of their education.

Parents as primary educators and teachers as secondary educators should work in conjunction with each other and a spirit of partnership should exist between the family and the school for the benefit of the educational tuition of the child (Van Schalkwyk, 1982: 98). It has become evident that

the family and the school as partners have mutual expectations of each other. These expectations can only be realised if a bond of mutual trust exists between the partners and if concordant objectives relating to educational tuition are pursued (Kilian, 1990: xi).

According to Van der Westhuizen (ed.) (1991: 338-407) and Dekker (1994: 6-7) the mutual dependence between the school and the parent community appears to have the following pattern:

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

Parent involvement and their dictates in school matters should take place in an organized and orderly fashion. Organised parent involvement in the formal education of children is embodied in statutory bodies, such as governing bodies, and in non-statutory bodies such as parent-teacher associations (PTA's). Parent bodies offer the parents who elected them a high level of representation in matters concerning the formal education of

their children. The governing body is the mouthpiece of the parents in the community, with statutory powers to implement decisions which have been made.

Parental participation, statutory or not, implies recognition of and respect for the authority structure and autonomy of the school. Parents are entitled to criticise or to make positive contributions to important aspects of education, but they do not have the right to prescribe to the school's internal educational authority. Just as the school cannot replace the internal authority of the home, so that the home cannot trespass upon the internal authority of school education. Parental participation through governing bodies does not mean sole authority or domination (Dekker, 1994: 8). In the final analysis participation comes down to the mutual recognition and respect of the school and the home for each other as independent partners. Only when this condition is met does the relationship between the school and home ^{the} have a good chance of succeeding, to the benefit of the pupil and education as a whole (NECC, 1993a: 15; Dekker, 1994: 8).

1.3 STATEMENT OF THE PROBLEM

In essence the problem that will be investigated in this study pertains to governing bodies' perspectives on a culture of teaching and learning. To understand the crux of the problem, answers have to be found to such questions as:

- * Do governing bodies fully understand their responsibilities pertaining to the formal education of children?

- * What are the factors that led to the collapse of the culture of teaching and learning?
- * Who should be responsible for re-establishing the culture of teaching and learning?
- * What can governing bodies do to promote the culture of teaching and learning?
- * Are governing bodies receiving adequate support in the execution of their duties?

1.4. ELUCIDATION OF CONCEPTS

To ensure clarity and understanding, key concepts in this study need to be elucidated.

1.4.1 Culture of teaching and learning

According to Smith (1996: 4) and Pacheco (1996: 48-49) a culture of teaching and learning refers to the attitude teachers and students (learners) have towards teaching and learning and the spirit of dedication and commitment in a school which arises through the joint effect of school management, the input of teachers, the personal characteristics of students (learners), factors in the family life of students (learners), school-related factors as well as societal factors.

For the purpose of this study the culture of teaching and learning also refers to the habits and norms of individuals concerning teaching and learning, their attitudes in the light of their tasks and what they are doing about these attitudes.

1.4.2 Governing body

A governing body is a statutory body set up by an Act of Parliament. The South African Schools Act creates a framework that gives people involved in education a far greater role in the governance and development of schools. The governing body usually controls and manages the activities of an educational institution (Van Schalkwyk, 1990a: 88).

According to Dekker and Lemmer (1993: 227) a governing body means the management council of a school. It plays an important role in the day to day management of a school. A governing body comprises elected members, the school principal and co-opted members. The powers of the governing body are largely derived from parliamentary legislation. While minor variations may occur between schools, governing bodies generally oversee administrative and financial matters of the school.

1.4.3 Parental involvement

Squelch and Lemmer (1994: 93) define parental involvement as the active and willing participation of parents in a wide range of school-based and home-based activities which may be educational or non-educational. It extends from supporting and upholding the school ethos to supervising children's homework

has been elected to serve as a member of the governing body of that school. As a member of the school governing body he has certain statutory powers which empower him to take important decisions regarding education. However he cannot take these decisions on his own. These decisions can only be taken at management council level in consultation with other governing body members (Department of Education, 1997a: 4). Parent governors collectively form the majority of a governing body of any school therefore collectively they have immense power to sway decisions in their favour.

According to Berger (1987: 103) parent governors are elected members of a parent community who are charged with education policymaking. These individuals, according to David (1993: 108) have a legal and moral right to exercise influence on schools in partnership and negotiation with those who know and work most closely with pupils.

Parent governors, because of their social and legal responsibilities, can be seen as consumers by proxy, acting on behalf of their children. Their position, however, is not a simple one. They have a complex mix of roles in relation to schooling: for example, they can make consumer choices though these, like all consumer decisions, will be constrained by resources and circumstances; they can act 'politically' within the school as an integral part of school government; they can take part in the larger political process at local and national level concerning education matters. This complexity of roles is a creature of the state's involvement in education (David, 1993: 138).

According to Wragg and Partington (1989: 2) the two most important qualities of the parent governor are:

- * A concern for the well-being of the children, teachers and others in the school community.
- * Commonsense.

Given these two attributes in sufficient quantity many problems in education can be solved.

1.4.5 Partnership

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

According to Dekker and Lemmer (1993: 157-158) a partnership is an institutionalised confidential relationship between partners. Where there is equity (notwithstanding social differences, differing interests or personal or material inequality), a partnership embodies a social principle by means of which common aims can be achieved. The question of cooperation arises, but each party's sovereignty in its own field is recognised. There is no question of fusion; instead limits are set. This very fact makes it possible for a partnership to brave conflict without falling apart.

Van Rensburg, Landman and Bodenstein (1994: 25) assert that a partnership

involves an agreement of cooperation according to which each partner will accept specific responsibilities and carry out commitments. When each partner completely fulfils his obligation, the aim of the partnership has been realised. A partner therefore has a right to expect that:

- * The other partner will entirely fulfil his obligations and carry out his tasks.
- * All tasks will be fulfilled in a coordinated manner.

1.4.6 Perspective

Perspective means a point of view, a way of looking at things. According to Ngobese (1996: 29) perspective is an approach the individual may follow in viewing education. Once education as an interhuman phenomenon begins to interest a person, he can no longer remain an uninterested and aloof onlooker - he must view the education phenomenon from a particular perspective (Venketsamy, 1997: 10). Education may be approached from philosophical, sociological and historical perspectives.

Perspective has the following characteristics:

- * It is a point of view.
- * It naturally implies a particular set of assumptions, beliefs and values on the part of the persons holding the viewpoint.
- * The viewpoint will be influenced by the culture in which a person lives.

Reber (1985: 538) conceives perspective to mean a mental view, a cognitive orientation, a way of seeing a situation or a scene. Perspective is the arrangement of the parts of a whole scene as viewed from some conceptual, physical or temporal vantage point. The implication in this meaning is that this vantage point provides the proper point of view, the perception being more veridical than from some other. Chaplin (1984: 382) defines perspective as a frame of reference from which parts or elements of an object or a problem are seen to better advantage or form a better organisation.

Drever (1983: 208-209) asserts that perspective refers to the perception of ideas in relation to other ideas, principles, events, etc. It involves the appreciation of the relative importance of things and ideas.

Barnhart and Barnhart (1993: 1556) define a perspective as a particular mental point of view of things or facts in which they are in the right relations. It is a settled opinion that one has of something.

In this study a perspective refers to a particular attitude or viewpoint which someone has of certain educational phenomena such as teaching and learning.

1.4.7 Relationship

A relationship is the dynamic, interactive, truly human stand or alignment with another person or persons, whereby bipolar association or interaction is established and mutual influence is realised. Furthermore a relationship may be defined as a particular mode in which persons, things, ideas, self and God are mutually connected (Van den Aardweg & Van den Aardweg, 1988: 193; Le Roux (ed.), 1992: 14). According to Vrey (1990: 20) the word relationship

refers to a connection between two referents. This may be an associative connection between two objects or between an object and its properties. A person is busy throughout life with these associations, giving them meaning and so forming a relationship. Relationships can be experienced as pleasant or unpleasant and is then either encouraged or avoided. Therefore the relationship between people will depend largely on their knowledge of each other, mutual trust and understanding.

The above theory forms the foundation on which this study is based.

1.5. PURPOSES OF THIS RESEARCH

The purposes of this research are:

- * To pursue a study of relevant literature on governing bodies' perspectives on a culture of teaching and learning.
- * To undertake an empirical investigation concerning governing bodies' perspectives on a culture of teaching and learning.
- * To institute certain guidelines according to which accountable support can be initiated to equip governing bodies to play a more meaningful role in the formal education of children.

1.6. METHOD OF RESEARCH

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

- * A literature study of available, relevant literature.
- * An empirical survey comprising a structured questionnaire to be completed by members of governing bodies of secondary schools in the North Durban Region. A Likert-type scale questionnaire with three response categories; viz. Agree Disagree, Uncertain, will be constructed. The three response categories will ensure that the respondents' selections fall into one of the categories enabling the measurement of the direction and the intensity of their perspectives on the culture of teaching and learning.
- * In addition to the empirical survey, personal interviews with members of governing bodies will be conducted.

1.7. FURTHER COURSE OF THIS STUDY

Chapter two will deal with responsible parental involvement in education.

Chapter three will examine the pedagogic perspective on a culture of teaching and learning.

In chapter four consideration will be given to the life-world of the parent governor and the various relationships that affect the culture of teaching and learning.

The research design to be used in this study will be covered in chapter five.

The presentation of research data will be dealt with in chapter six.

Finally, chapter seven will provide a summary, findings and certain recommendations.

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CHAPTER 2

RESPONSIBLE PARENTAL INVOLVEMENT IN EDUCATION

2.1 INTRODUCTION

Parental involvement in the education of children has been present since prehistoric times. The family provided the first informal education for the child through modeling, teaching, and praise or discipline. From the times of early Egyptian, Sumerian, Hebrew, Greek, and Roman days, parents were actively involved in the selection of teachers and the education of their children (Allen & Martin, 1994: 1).

Whether sufficiently appreciated or not, parents have always reared and educated children until informal education was supplemented by formal education (Kilian, 1990: 15; Berger, 1987: 25). There is now emerging an increasing awareness of the link between informal and formal instruction. Parents can enhance the informal education of their children by knowledge of the formal educational process. Their support, interrelated with other agencies such as the school should be integrated and continuous (Van Schalkwyk, 1990a: 202; Berger, 1987: 19).

Recent changes in the field of education in South Africa have far reaching implications for all stakeholders in education. At the heart of these changes is the South African Schools Act No. 84 of 1996 which amongst others, grants a greater say to parents who must now act as custodians and policymakers of schools. Parent involvement and home-school

relations have a significant influence on the culture of teaching and learning (Kruger, 1996: 30).

Seeing that parents have such an important role to play in the formal education of their children, this chapter will take a closer look at parental involvement in the educational context. Furthermore, parent governors in relation to governing bodies as statutorily constituted bodies will be examined to highlight the significance of formal parental involvement in the education of their children.

2.2 PARENTHOOD

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

According to Munnik and Swanepoel (1990: 3) the family situation is one in which parents and children encounter each other. Parents are the adults who must accompany their children to adulthood. Parents educate their children so that they can become fully-fledged members of their society. Parenthood presupposes specific demands made on parents. The first demand is that parents themselves should be proper adults and must be aware of the requirements of adulthood.

Pringle (1987: 37) describes the family as a typically normative, ethical or loving community united by mutual ties of solidarity, unity being the hallmark of the normal family. Members are bound by ties of blood in the most intimate way and, in a happy home, there is a feeling of interdependence and intimate solidarity. The members of the family enjoy one another's company, differ lovingly and live in harmony because, on the whole, they share the same view of life and the world. Munnik and Swanepoel (1990: 5-7) assert that education is possible because of the mutual ties of love (community of love), blood (blood relationship), dependence and intimate solidarity. Education in the home is a microcosm of education in a community on account of the intimate unity and solidarity, shaped view of life and reality as well as the distinctive norms and values (Grobler & Moller, 1991: 134).

According to Hlatshwayo (1996: 104) a child is born weak, unable to help himself, but he has a great deal of potential for maturity. To mature in a specific culture, the child needs to be educated (Vrey, 1990: 11). In its purest and most original form education is characterized through the mother's intimate involvement with her child. The mother gives birth to the child and creates security for him by establishing for him an intimate and safe space at home. Education at home, according to Griessel, Louw and Swart (1993: 8), constitutes the primary educative milieu (environment). The safe space at home becomes the springboard for the child in his exploration of reality surrounding him. Because of an intuitive feeling for the child's need - a need based on the fact that the child knows and acknowledges his dependence on an adult who calls upon him to realise himself - the mother gives herself unconditionally (Vrey, 1990: 22-24).

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

According to Campion (1985: 71) parenthood involves parenting based on different factors and processes. The child needs a responsible adult to care for him, protect him and introduce him to the rules of the society in which he lives. To fulfil their parenting duties, parents need to be:

- * Adequate facilitators of the child's intellectual and social development.
- * Reasonably secure in the adult role and in their separate sexual identities.
- * Able to offer their child a reasonably realistic view of the world, which therefore implies that their communications with their children need to be clear, unambiguous and clear.

- * Able to withstand the emotional pressures associated with child-rearing i.e. to set sensible limits and to accept the child's occasional response.

In modern society parenthood is very challenging because of the following reasons (Cicirelli, 1992: 54-58):

- * Parents are required to master attitudes and techniques that differ considerably from the ones they learned from their parents.
- * Today parents rear their children in a pluralist society, characterised by diverse and conflicting values - often alien values which they have to observe and conduct their lives accordingly in order to guide the child effectively.
- * Parents have to compete with several other factors that may influence the child, for example the school, church, peers, television, movies and books.
- * Experts in child-rearing (education) disagree among themselves and this aggravates the confusion of parents.

Parenthood which is associated with child-rearing must answer to specific norms. The parent's task in rearing his child includes the following (Urbani, 1982: 44; Munnik & Swanepoel, 1990: 5-7):

- * To win the child's confidence.

- * To show faith in his child.
- * To show that he accepts his child.
- * To show an interest in his child, that he cares for him and is sympathetic towards him.
- * To make his child feel safe and secure.
- * To build up a stable, effective relationship with his child.
- * To support his child in his educational need.
- * To show an understanding of his child.
- * To exercise authority over his child.
- * To set norms and values for his child.

2.3. HOME-SCHOOL RELATIONS

Schools were originally established because parents no longer felt fully competent to perform their educative task. The function of the school may be defined as teaching or tuition but in a broader sense it remains the education of children. This is, however, supplementary education. According to Munnik and Swanepoel (1990: 76-80) parents cannot and may not delegate to the school their privilege and responsibility of educating their children. Parents retain the primary responsibility for the education and personal actualization

of their children. Consequently it is essential that parents should be involved with the school (Allen & Martin, 1994: 44).

According to Henry (1996: 132), Munnik and Swanepoel (1990: 81) and Stone (1984: 3) true educative teaching necessitates a partnership between home and school in order to uphold unity in education. The act of educating is indivisible and cannot be split into two isolated spheres of home and school as this would be detrimental to the child's social, emotional and cognitive development. Parental education and school education do not represent two opposing worlds - school education activities accord with and build upon the foundations of home education (Gunter, 1990: 205; Dekker, 1986: 55).

As partners in education parents and teachers should collaborate in the closest possible way because neither can fulfil the educative task independently (Sayer & Williams, 1989: 73). The parent as the primary educator of his child, and the teacher, as the child's secondary educator, are in a state of mutual interdependence - a relationship which has to develop, or even better: evolve. This can therefore be identified as a symbiotic relationship (Badenhorst (ed.), 1993: 109).

According to Bastiani (1987: 198) education of their children is paramount to responsible parents. They want to be kept informed of their child's progress in school and to be involved in their child's education. Parents also need and are interested in other kinds of information, education and involvement (Pillay, 1995: 36). Parent involvement in school activities is based on the natural right of parents to educate their children (Badenhorst, Botha, Lion-Cachet & Van der Linde, 1994: 15). From various research projects regarding the maintenance and improvement of relations between

home and school, consistent findings emerge, such as the fact that parent involvement in schools is significantly related to the following (Dekker & Lemmer, 1993: 154; Lemmer & Squelch, 1993: 96):

- * Improved student academic achievement.
- * Improved student attendance at school.
- * Improved student behaviour at school.
- * Increased community support for schools, including human, financial and material resources.

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

If anything has been established about the relations between home and school, it is that there are many ways for homes and schools to cooperate, and that no one way is superior. They simply accomplish different purposes. Schools, parents and children almost always benefit (Pillay, 1995: 37).

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2.3.1 Parents' expectations of the school

The family is essentially a community of love. As such it is responsible for the healthy development (including educative teaching) of its non-adult members. The family is not structured in such a way that it can unfold the child fully and in a differentiated manner. The school undertakes this on its behalf. The family remains primarily responsible for what becomes of its non-adult members and therefore it remains sympathetically, actively and helpfully involved in formal education (Badenhorst (ed.), 1993: 111).

The parents may therefore require the following, among other things, of the school (Badenhorst (ed.), 1993: 111-112; Van Schalkwyk, 1990a: 178-179; Oberholzer, Van Rensburg, Gerber, Barnard & Moller, 1990: 160-164):

- * Education must be in harmony with the spirit and character of the home. The school must build on the foundations laid by the family and must strive to attain the same general educational goal. In the case of a Christian family, the educational objectives and content (i.e. the principles and viewpoints put forward), the teaching methods, together with the attitudes and behaviour of the teacher, and much more, must be in line with Christian principles. Should the school begin to assume a more heterogeneous and multicultural character, it is still essential for the school and family to be in agreement regarding the broad and general spirit and character of the community. The school will then be concerned with instruction and learning in the sense of general community values while the family will have to be

responsible for education in the particular values it wishes to inculcate.

- * It must instill acceptable principles and values in the child and teach him to put them into practice. In the case of a Christian child, this would mean the inculcation of Christian principles and values.
- * It must provide education in accordance with the best and most educationally accountable educational principles, points of view and methods. The school may not, for instance, indoctrinate the child politically or religiously.
- * Education must be of a general formative nature, that is, it must develop the child's general ability optimally in order to establish where his particular gifts lie.
- * It must gradually assume a differentiated character which will accord with the particular abilities and interests of the child.
- * It must be balanced and not place undue emphasis on sport, cultural matters or academic schooling - for example it must not over-emphasise Mathematics at the expense of Language teaching or Art at the expense of Religious Instruction. The child must receive a balanced education.
- * Education must be relevant; that is, it must mould and educate the child to take his rightful place in a particular life-world in South

Africa. The parent has the right to expect that the education system will prepare his child for the world of the future, for our multicultural society and for the information age in which we find ourselves at present.

- * The level of education must be of a standard which will develop the child's potential to the full.
- * It must further the career expectations of the child.
- * It must provide for the right and just treatment of each child.
- * The principal and teachers, as the ones who act in *loco parentis* during school hours, must see to the child's welfare and safety.
- * The principal and teachers, as the ones *in loco parentis* during school hours, must discipline the child judiciously.
- * The principal must ensure that the teacher seeks the whole-hearted cooperation of the parents of children under his care. The teacher may therefore not seek to educate the child on his own, but must do so in cooperation with the parents. Whole-hearted cooperation implies the removal of stumbling blocks, sympathy for parent expectations, consultation, good communication, goodwill, mutual trust, loyalty, understanding of parents' problems, appreciation for parents' upbringing of their children and respect for parents' authority and status. The

teacher must do everything in his power to uphold parents' authority and to encourage the child to trust his parents.

- * The principal and teachers must keep the parents fully informed of the child's progress.

2.3.2 The school's expectations of parents

The school is the seat of professional educative teaching. Parents must assume certain responsibilities and bear certain points in mind about the school to ensure that the partnership between the family and the school is effective (Van Schalkwyk, 1982: 12). According to Van Schalkwyk (1982: 126-127), Dreckmeyr (1989: 55-57), Munnik and Swanepoel (1990: 81-85), Oosthuizen (1992: 123) and Griessel, Louw and Swart (1993: 50-52) the school's effectiveness will be increased if the principal as well as the school expect the following from the parent:

- * To ensure that the child receives maximum benefit from education by:
 - offering the security and love which he needs to enable him to venture out into the world;
 - caring for his physical needs by providing sufficient wholesome food, clothing and shelter and looking after his health;

- providing the best possible physical environment (e.g. a desk, light, own room where possible, magazines, newspapers, etc.); and
 - supervising and exercising control over activities at home so that the child lives a balanced life and does not neglect important issues.
-
- * To see to it that the child attends school regularly.
 - * To ensure that the child contributes in a positive way to his own education. The child is not a passive "pawn" in the educational event but should participate actively. The parent must guide, help, support, motivate and stimulate the child's interest in his work.
 - * Not to frustrate the teacher's efforts or interrupt the teacher when he is teaching.
 - * To exercise control over the life-view put forward in the school through critical evaluation of educational content, methods and activities. In this way the parent can keep his partner, the teacher, on his toes - as it were - and contribute to the effectiveness of education.
 - * To accept part of the responsibility for the management of the school. The parent can, for instance, play an important part in formulating local policy (for instance the homework, sport,

cultural and school wear policy), selecting and appointing teachers, raising funds, etc.

- * To support and amplify the education provided by the school by following up and correcting the child's work, practising certain skills, revising and repeating work.
- * To enrich the education provided by the school by creating additional learning opportunities for the child and then supplementing and extending such opportunities.
- * To provide specific services to the school in the form of improving the grounds, entertaining guests, raising funds, coaching, etc.
- * To acknowledge and further the teacher's professional status.
- * To cooperate whole-heartedly with the teacher. This implies the removal of stumbling blocks, an understanding of the teacher's task and the problems this involves, consultations, communication, goodwill, mutual trust, loyalty, appreciation for the teacher's work and respect for his authority and status. The parent must do everything possible to uphold the teacher's authority and to further the child's trust in the teacher.
- * To respect the teaching profession and further its interest. The parent who runs down the teacher or principal in the presence of

his child and the community is prejudicing not only his own child's education but that of future generations and thereby the life of the people and the community.

- * To support his partner's (teacher's) search for better conditions of service and to further his partner's interests. No community can flourish without good teachers. The liason and cooperation between the parent community and the school is usually controlled by bodies such as the school committee, parents' association, parent-teachers' associations and governing bodies. Through structures such as these, the family and the school with their particular interest are connected to one another and the family (as a structure with an interest in education) becomes part of the fabric of the education system.

2.4 CATEGORIES OF PARENTAL INVOLVEMENT

According to David (1993: 137) and Morrison (1978: 22) parent involvement helps parents discover their strengths, potentialities and talents and to use them for the benefit of themselves, the family as a whole and the school. Parental involvement can be categorised into the following (Dekker & Lemmer, 1993: 155):

- * Cooperation.
- * Participation.
- * Partnership.

2.4.1 Cooperation

The quality of education and teaching in schools significantly improves with an improvement in the quality of cooperation between schools and parents (Badenhorst *et al.*, 1994: 26).

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

- * Parents and teachers need each other. They are in pursuit of a common goal, namely effective educative teaching, and to achieve it they have to cooperate with one another.
- * One of the basic requirements for cooperation between home and school arises from the recognition of how much they have in common and how much they have to learn from one another. They have no alternative but to keep the communication channels between them open for the sake of the child’s education. Cooperation implies active involvement which arises from the parent’s interest in the child’s welfare.
- * If the intention is to stimulate interest, the school must involve parents and children as quickly as possible, before a feeling of apathy takes root. Only when a determined effort is made by teachers and parents to get to know each other really well is it discovered that their aspirations for the children are very much

in accord. When parents and teachers possess a mutual appreciation of the role each other has to play in the education of the child, opportunities for development are increased.

- * Cooperation will improve if education is regarded as a key avenue to economic advancement as well as having a value of its own. Lifelong cooperation and participation in the educational process must be viewed as providing inestimable benefits to self, family and community. As school becomes meaningful and purposeful for the student, school issues become an integral part of family consciousness.
- * For real cooperation parents and teachers have to share skills and information with each other and to do so in an open, honest way which includes a recognition of each other's limitations in knowledge and expertise.

2.4.2 Participation

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

The school and the family will have to communicate with each other in an organised manner in future. Teachers need to be trained for effective communication with parents. If not, they are likely to develop a defensive attitude towards any form of parent involvement. It is important that every

teacher should be convinced of the necessity of a sound partnership between these two parties (SAOR, 1985: 3).

The NECC (1993a: 15) had the following to say about participation in decision-making: "The strongest form is that of participation in decision-making, often called direct democracy. This form is most appropriate at local levels of participation, although the principle of direct democracy is partly served by means of partnership relations between key stake-holders at regional and national levels. Joint or shared decision-making should be accompanied by joint responsibility, which will have legal and financial implications. Where there is joint decision-making without joint responsibility, democracy may hinder, rather than help to achieve quality and efficiency in education".

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

2.4.3 Partnership

According to Pillay (1995: 44) rapid change has become a characteristic of our society, which places emphasis on action: active involvement and participation for maximum mutual benefit. The dynamic provision of education in South Africa is a process which requires constant revision and renewal. Dialogue amongst parents, teachers, the community at large and employers is most important in establishing priorities. Parents and teachers have to be partners because the demands made by society on education of children necessitate cooperation between the partners in all fields (Kruger (ed.), 1992: 91-92; Griessel, Louw & Swart, 1993: 49-50).

The principle of partnership in management is of utmost importance and is based on a fundamental relationship of trust and openness between partners (Dekker, 1994: 6-7). In a partnership, people's right, and in particular their privileges, cannot be adequately addressed by legal definitions alone. Mutual appreciation, understanding and respect surmount any limitations imposed by such definitions. The foundations of the structure of a partnership should be such that, when a problem arises, the first resource is not the law, but rather to mutual understanding which exists within the partnership (Wolfendale (ed.), 1989: 121; Dekker & Lemmer, 1993: 157).

There is no hierarchy of partners, but only an unwritten agreement that each partner will accept his responsibilities and pull his weight (Pillay, 1995: 45). If one partner neglects his obligations, he places a heavier burden on the other partners. The efforts of parents and teachers in defining their reciprocal responsibilities in education, help to establish a sound foundation of trust. The relationship of trust must be developed in order to embark upon specific action to establish procedures and structures which will ensure sound communication. Therefore, each party within the partnership has to be provided with all the necessary information and knowledge as to his specific part in the school's activities, how he has to execute them and within which bounds he has to perform these tasks (Badenhorst *et al.*, 1994: 23; Dekker & Lemmer, 1993: 157).

An important requirement for cooperation in a close partnership is a positive attitude. Although the ways and means of reaching objectives employed by various partners might differ, partners should never become estranged and unity should never disintegrate. It is clear that partnership also means joining

forces, whilst retaining individuality. A successful partnership depends, among other things, on parents and teachers trusting one another, being aware of and understanding one another's needs and aspirations, communicating effectively, and having a say in the education of the child, with due consideration of each partner's field of expertise (Rutherford & Edgar, 1979: 19).

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

- * Cooperation, not confrontation.
- * Integration, not isolation.
- * Continuity, not competition.

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

- * Sense of self-worth.
- * Social skills.

- * Human understanding.
- * Communication skills.
- * Thinking capacity.
- * Reasoning.
- * Self-discipline.

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

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

As parental visits to school are made, knowledge about the student is increased. With this knowledge, parents are in a better position to assist the school in helping the student to the fullest. Without this knowledge, parents and teachers may be at cross purposes or may each deal with the young person in ignorance of the other setting (Clark, 1983: 205).

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

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

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

- * Partners, performing obligations for the child's education and social development.
- * Collaborators and problem solvers, reinforcing the school's efforts with their child and helping to work out solutions to problems, such as discipline or safety.
- * Audience, attending and appreciating the school's as well as their child's performances and productions.
- * Supporters, providing volunteer assistance to teachers, the parent organisation and to other parents.
- * Advisors and co-decision makers, providing input on school policy and programmes through membership in *ad hoc* or permanent governance bodies.

(1) Theories supporting a parent-teacher partnership

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

- * Parents are primary educators.

- * Parents have a right to be involved as they have the final responsibility for their children.
- * All parents care about their children's welfare and well-being.
- * Parents want their children to succeed academically.
- * Parents want to cooperate.
- * All parents can make a contribution.
- * Schools do best when they involve parents.
- * The skills of parents and teachers compliment one another.
- * Parents can provide vital information and offer valuable insights about their children.
- * Parents can help improve their children's academic performance, attitudes and aspirations.
- * Parents can be effectively involved in teaching their children.
- * Parents can assist in the management of the school.
- * Parental involvement reduces misunderstanding and possible conflict with the school.

- * Parental involvement can prevent the school from becoming isolated.
- * Parental involvement improves home-school communication.

(2) Conditions of genuine partnership

There are, according to Kruger (1989: 1), four conditions which are necessary for the effective functioning of a partnership between parents and teachers. These are as follows:

- * The first condition is that of gain. The “gain” referred to here is not aimed directly at financial gain - it is more of a joint effort aimed at forming the educand into a productive adult of society to which the partners belong.
- * Secondly, the common activities of the parties should be aimed at their “joint benefit”. The common benefit both parties derive from their years of input in regard to dedication, time and money, is the educand’s formation to maturity.
- * Thirdly, the agreement should be placed on a legal basis to confirm the structured division of mutual rights and duties according to common and statutory law.
- * Lastly, each partner is expected to make a contribution to the partnership. The parent may, for instance, make a financial, advisory or supporting contribution, while the teacher, because

of his professional preparation, makes inputs regarding the contents of subjects.

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

(3) The parent as primary educator

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

Linked to the parents' responsibility to educate and guide the child towards adulthood, the following legal requirements apply (Van der Vyver & Joubert, 1985: 611):

- * The parent is responsible for the physical education of the child. Related to this is the parent's duty to physically care for, protect and clothe the child.
- * The formation of the character of the child includes aspects such as honesty, diligence, obedience, patience and dependability.
- * Religious instruction is the right of the parent.

- * The development of the child's mental capabilities through his subjection to formal education.
- * The child is born in a particular community where certain values and norms, which are unique to a particular culture group, apply. The parent's duty to educate, consequently is that of the cultural formation of the educand.

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

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

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

(4) The teacher as secondary educator

In the home education usually takes place spontaneously, intuitively and informally, while education in the school is carried out in a formal, purposeful, differentiated and specialised manner by professionally trained persons. However, formal instruction at school is and remains a continuation of the

educational basis laid in the parental home (Louw (ed.), 1983: 46; Oosthuizen, 1992: 123).

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

2.5 FORMAL PARENTAL INVOLVEMENT IN EDUCATION

Parents as primary educators are normally organised in two ways with regard to the formal education of their children, namely:

- * statutory bodies; and
- * non-statutory bodies.

2.5.1 Statutory bodies

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

2.6.2 Non-statutory bodies

These are non-formal parent bodies such as parent-teacher associations and other autonomous associations or committees which are established by parents and teachers on their own initiative in order to promote parental interests in formal education.

2.6 GOVERNING BODIES

The State cannot do everything for all schools. The South African Schools Act No.84 of 1996 stipulates that all stakeholders in education must accept responsibility for the organisation of schools, and points out that parents and members of local communities are often in the best position to know what a school really needs and what its problems are (Department of Education, 1997a: 4-5).

A governing body is an example of a statutory body established at a school in terms of legislation. As statutory bodies, the composition of governing bodies operate on the principles of inclusivity and representivity to ensure

that different stakeholders and the role players are afforded an opportunity to effectively participate in the development of educational policies (Karlsson, Pampallis & Sithole, 1996: 44-45). These bodies comprise teachers, parents, learners and other key community stakeholders. Parents, who form the majority in a governing body, collectively wield a great deal of power.

2.6.1 Membership of governing bodies

The governing body of an ordinary public school is made up of three groups of people (Kilian, 1990: 40-44; Department of Education, 1997c: 24-25; Karlsson, Pampallis & Sithole, 1996: 64):

*** Elected members:**

- Parents of learners at the school, excluding parents employed at that school.
- Educators (teachers) at the school.
- Members of staff at the school who are not educators (such as the secretarial staff and gardeners).
- Learners at the school who are in grade eight or above.

*** School principal**

*** Co-opted members (optional):**

- Members of the community
- Owner of the school property, or his or her representative, if the property is privately owned.

The following are some of the special conditions that apply to membership of a governing body (Department of Education, 1997a: 4):

- * The number of parents on any governing body must be one more than half the number of all the members who may vote.
- * Parents who are employed at a school cannot represent parents on a governing body of that particular school.
- * Co-opted members do not have the right to vote.
- * Learners on the governing body must be elected by the representative council of learners.
- * The exact number of members on a governing body may vary from school to school.
- * A member other than a learner may not serve more than three years in office, except in the case where he or she is re-elected or co-opted after the expiry of his or her term of office.

- * The term of office of an office-bearer of a governing body may not exceed one year.
- * A learner may not serve more than one year on the governing body, except in the case where he or she is re-elected.

2.6.2 Constitution of governing body

The constitution of a governing body contains principles and rules guiding the way in which the governing body must function (Wragg & Partington, 1989: 24). According to Government Gazette (1996: 14) the constitution must make provision for at least the following details:

- * A meeting of the governing body at least once every school term.
- * A separate meeting of the governing body with parents, learners, educators and other staff at school, respectively, at least once a year.
- * Recording and keeping of minutes of governing body meetings.
- * Making available such minutes for inspection by the provincial Head of Department.
- * Rendering a report on its activities to parents, learners, educators and other staff of the school at least once a year.

2.6.3 Governing body committees

A governing body is allowed to set up committees such as (Department of Education, 1997a: 4; Berger, 1987: 133):

- * An executive committee that takes day-to-day decisions to ensure smooth running of the school.
- * A financial committee, a fund raising committee, a staff appointments committee, a sports committee, a committee to look after school terrain, and a health committee.
- * A public school enrolling learners with special education needs must set up a committee to deal with their welfare. The committee chairperson must be a member of the governing body, but other members need not be.

2.6.4 Governing body responsibilities

According to Department of Education (1997a: 5) the South African Schools Act No. 84 of 1996 states:

- * The governance of every public school is vested in its governing body.
- * A governing body stands in a position of trust towards the school.
- * The admissions policy of a school must be determined by its governing body, within national and provincial frameworks.

- * A governing body may not administer any test related to the admission of a learner or authorise the principal to administer such tests.
- * A governing body may determine the language policy of the school, with the concurrence of the Minister of Education.
- * Religious observances may be conducted at a school under rules issued by a governing body, as long as the observances are conducted on an equitable basis and attendance by learners and staff members is free and voluntary.
- * A governing body must adopt a code of conduct for learners after consulting with learners, parents and educators.
- * A governing body of a public school may, after a fair hearing, suspend a learner from school as a correctional measure for up to a week, pending a decision by the provincial Head of Department on whether the learner is to be expelled.

In addition to the above-mentioned responsibilities Kilian (1990: 40-44), Van Schalkwyk (1990a: 88) and Department of Education (1997b: 3-4) assert that a governing body of a school must:

- * Promote the best interests of the school and strive to ensure its development through the provision of quality education for learners at the school.

- * Adopt a constitution with a two-thirds majority and submit a copy thereof to the Secretary of Education within 90 days of its first election.
- * Develop a mission statement for the school.
- * Support the principal, educators and other staff of the school in the performance of their professional functions.
- * Determine times of the school day consistent with any applicable conditions of employment of staff at the school and minimum length of school days determined by the Minister of Education.
- * Administer and control the school's property, and buildings and grounds occupied by the school, including school hostels, if applicable.
- * Encourage parents, learners, educators and other staff at the school to render voluntary services to the school.
- * Recommend the appointment of educators to the Secretary of Education, subject to the Educators' Employment Act 138 of 1994 and the Labour Relations Act 66 of 1995.
- * Recommend the appointment of non-educator staff to the Secretary of Education, subject to the Public Service Act 103 of 1994 and the Labour Relations Act 66 of 1995.

- * At the request of the Secretary of Education, allow the reasonable use under fair conditions of the facilities of the school for educational programmes not conducted by the school.
- * Meet at least every three months.
- * Keep minutes of its meetings.
- * On request, make the minutes of its meetings available for inspection by the Secretary of Education.
- * Prepare an annual budget.
- * Establish and administer a school fund into which all money received by the school must be paid.
- * Raise revenues including voluntary contributions to the school in cash and kind.
- * Open and maintain a bank account.
- * Prepare annual financial statements in accordance with guidelines determined by the Secretary of Education.
- * On request by an interested party, make annual financial statements available for inspection.

- * Annually report to parents, learners, educators and other staff at the school.
- * Convene annual meetings with parents, educators and other staff at the school respectively.
- * Perform all other functions imposed upon the governing body by or under the South African Schools Act 84 of 1996.
- * Report any irregularities which may come to its or the members' attention, to the Secretary of Education.

2.6.6 Allocated functions of governing bodies

There are a number of other functions that may be granted to governing bodies to carry out. If a governing body prefers to be responsible for these additional functions, it must apply to the provincial Head of Department who may allocate these functions in writing to the governing body if he or she is satisfied that the governing body can perform the functions. However, the provincial Head of Department can refuse to allocate functions if the governing body does not have the capacity to carry them out. Any of the following functions may be allocated (Department of Education, 1997c: 32):

- * To maintain and improve the school's property, buildings and grounds.
- * To determine the extra-mural curriculum of the school and the choice of subject options according to provincial curriculum policy.

- * To buy textbooks, educational materials or equipment for the school.
- * To pay for services to the school.

2.6.7 Withdrawal of functions of governing bodies

The provincial Head of Department can, on reasonable grounds, withdraw a function of a governing body. However this can only be done if he or she:

- * Informs the governing body of the intention to withdraw a function, and the reasons for doing so.
- * Gives the governing body a reasonable chance to make representations on the issue.
- * Gives due consideration to such representations.

In emergency cases, the provincial Head of Department may withdraw a function without communicating the decision, as long as he or she gives the governing body reasons, a reasonable opportunity to make representations and duly considers the representations. The provincial Head of Department can suspend his or her actions, and any person aggrieved by the Head of Department's decision can appeal against it (Department of Education, 1997a: 5).

2.7 SUMMARY

This chapter dealt with the important role parents play in the education of their children. Their responsibilities extend beyond the boundaries of the home. One of the key thrusts of recent legislation and an important strategy of the new government has been to increase the power and influence of parents in education. The delicate balance between home and school has been decisively altered. The fact is that home-school relations are no longer just about the obvious need for good communications: the reports, letters home and parents' evenings. The issues have now been stacked with complex questions of responsibility, choice, control, accountability and even blame.

Parental involvement has a significant effect on the quality of teaching and learning experiences in any school and on pupils' results. There has to be close cooperation between parents and the school. The family (parents) and the school (educators) are structurally and practically intertwined and are unable to function independently of one another. The governing body which represents parents and the school share a symbiotic relationship. They need to come together in order to educate, form, school and develop the members of the community. On account of the parent's judicial rights and obligations the parent has a powerful "say" in education and he needs to ensure that this "say" contributes to the improvement of education. The next chapter will examine the culture of teaching and learning and show to what extent parents, who have failed to exercise their rights, as well as other factors are responsible for the breakdown of the culture of teaching and learning.

**A PEDAGOGIC PERSPECTIVE ON A CULTURE OF
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CHAPTER 3

A PEDAGOGIC PERSPECTIVE ON A CULTURE OF TEACHING AND LEARNING

3.1 INTRODUCTION

Schools in many communities in South Africa are in a state of chaos, most of them the victims not only of apartheid inequalities and lack of finances but also of bureaucratic bungling, political self interest and lack of leadership. Political leaders and education officials seem to lack the vision and initiative to prevent the total collapse of education (Mac Gregor, 1997: 23).

Problems have been exacerbated by the implementation of voluntary severance packages offered to teachers. This exercise has proven to be calamitous to education where the much needed skills and services of experienced teaching personnel have been relegated to oblivion.

Perumal (1997: 6) states that the realities of rationalisation, insufficient or total lack of teacher support, unattractive service conditions and a multitude of other factors are not encouraging educators to provide a meaningful service to education as expected of them. Standards of education are steadily dropping, soon to the point where they will be internationally unacceptable (Mona, 1997: 3).

According to Bissetty (1998: 1) financial constraints, large class sizes and inadequate teacher training are adversely affecting the culture of teaching and learning. Learners are demotivated by the lack of textbooks and stationery, the

appalling conditions of classrooms and school buildings in general as well as the shortage of teachers. Learners are therefore becoming even more militant and are rejecting what little educationally sound principles that still manifest themselves at schools.

The high failure rate in many schools provides a further indication that something is drastically wrong with the culture of teaching and learning at these schools. This chapter analyses the concept 'culture of teaching and learning' and looks into inhibitive factors that affect the culture of teaching and learning.

3.2 AN ANALYSIS OF THE PHRASE "CULTURE OF TEACHING AND LEARNING"

According to Smith (1996: 4) and Pacheco (1996: 48-49) a culture of teaching and learning refers to the attitude teachers and students (learners) have towards teaching and learning and the spirit of dedication and commitment in a school which arises through the joint effect of school management, the input of teachers, the personal characteristics of students (learners), factors in the family life of students (learners), school-related factors as well as societal factors.

'Attitude towards teaching and learning' refers to the attitude teachers and students (learners) have towards, or the interest they show in the teaching and learning task in a school. 'Attitude towards teaching and learning' can also be described as the teaching and learning climate in the classroom. 'Attitude towards teaching and learning' also points to the 'mood', 'aura', 'commitment' or 'dedication' with regard to the teaching and learning task in

a school. In the light of the above a 'culture of teaching and learning' can be described as the teaching and learning climate, attitude and commitment towards learning in a school which inhibits or facilitates teaching and learning (Thirion, 1989: 386-391; Smith, 1996: 4; Purkey & Novak, 1984: 42-51).

The 'spirit of dedication and commitment' of teachers and students (learners) refer to a personal pledge, engagement or undertaking of those involved, to the task at hand, that is, for teachers to teach in a competent professional manner, and for students (learners) to devote their time and energy to their schoolwork (Valette, 1986: 46-54; Smith, 1996: 4).

'Personal characteristics' refer to the intrinsic characteristics of the student (learner) such as his attitude and motivation to study, his values that influence learning, his intellectual ability as well as emotional make up including things such as self-discipline and willpower to study regularly (Weinert & Kluwe, 1987: 32; Smith, 1996: 4; Lamprecht, 1990: 16).

'Factors in the family' and 'living environment' refer to the factors in the home environment of the student (learner), for example poverty, living conditions, literacy of parents, parental involvement, family values and composition of the family. These factors have a direct impact on the pupil and influence the culture of learning (Pacheco, 1996: 50; Smith, 1996: 5).

'School-related factors' with an influence on a culture of teaching and learning include, among others, classroom climate and management, the professional conduct of the teachers, leadership of the principal, discipline and general school climate (Swart, 1989: 175-181; Smith, 1996: 5).

According to Le Roux (1993: 6-12) and Smith (1996: 5) 'societal factors' refer to the macro factors namely economic, demographic, socio-cultural, technological and political factors which have a direct or indirect influence on the community, the school, the teacher, the family and the student (learner). Also included are the roles of the Department of Education and teacher unions such as NAPTOSA and SADTU.

A culture of teaching and learning has a definite influence on the performance of learners at any school. A positive culture of teaching and learning enhances performance while a negative culture of teaching and learning inhibits learner performance (Pacheco, 1996: 56).

The culture of teaching and learning is closely connected to the spirit and attitude that prevails at a school. It reflects the manner in which teachers as well as learners approach educative tasks. It also refers to the level of seriousness, motivation, discipline, hard work and dedication with which teachers as well as learners are engaged in teaching and learning respectively. Furthermore the culture of teaching and learning is related to teacher and learner morale. Meintjies (1992: 48) suggests that plummeting morale amongst teachers and learners erodes the culture of teaching and learning and results in poor examination results.

3.3. A CULTURE OF TEACHING AS A PRE-REQUISITE FOR A CULTURE OF LEARNING

The teacher as a person, his professional disposition as well as the culture of teaching that he exudes in a particular school, exercises a significant influence on the culture of learning at that school. Pillay (1990: 37) asserts: "It is a

truism to state that an educational system is only as good as the teachers it employs". Without a culture of teaching it is impossible to establish a culture of learning at school. According to Coetsee (1994: 1-3) a culture of teaching is a precondition for a culture of learning and the general effectiveness of a school. He states: "We need a culture of learning. No other group is so crucial to achieving this as teachers".

According to Wilson and Corcoran (1988: 84) effective teachers and quality teaching are the essence of effective schools. Houlihan (1988: 57) states: "The teacher, the individual who works with youngsters everyday, has the power to influence and shape students like a potter moulding a piece of clay. There is no question that the role of the teacher must always be kept in perspective as a major determinant of school effectiveness".

3.4 ATTRIBUTES OF A CULTURE OF TEACHING WHICH ENHANCES THE CULTURE OF LEARNING

The culture of teaching is characterised by a teacher's specific attitude or his ability to stay focussed. It is an attitude of seriousness, sacrifice and dedication which he displays in the execution of his duties as educator (Pacheco, 1996: 132).

The following are some of the characteristics of the culture of teaching which enhances the culture of learning (Coetsee, 1994: 1; SACHED, 1992: 79):

- * Prioritising the educative task above one's own interests.

- * Regarding teaching as a human undertaking during which knowledge or skills and truth should be transferred to others.
- * Regarding teaching as a calling rather than a 'job'.
- * The experience of joy and satisfaction knowing that teaching enriches the pupil.
- * The realisation that teaching time is expensive and limited therefore it must be utilised to the fullest.
- * The knowledge that teaching does not take place in a formal manner only, but also in an informal manner through the example which one sets for pupils.
- * The realisation that teaching is not merely aimed towards the acquisition of a certificate or the completion of a syllabus, but rather it is meant to prepare a pupil to fulfil his adult role in society.
- * The realisation of the seriousness and enormity of the one's task as educator.
- * Loyalty towards the teaching profession and the educative task.
- * Mutual respect between teachers and pupils, teachers and departmental officials and teachers and parents.

- * The elimination of unprofessional conduct that destroys the culture of learning.
- * Respect for one's task as educator which includes punctuality, frugality of thought, enthusiasm towards work and thorough preparation.
- * Ensuring that a climate of order, authority and discipline is maintained.
- * Setting realistic expectations which correlate with the potential of the pupil.
- * The fulfilment of a supportive, protective and caring function towards pupils.
- * Offering the pupil the best opportunities to realise his potential to the fullest.
- * Possession of the necessary knowledge and professional competence to actualise one's higher calling.
- * Recognition of and respect for the pupil as a unique individual who is worthy of dignity.

3.5 CAUSES OF THE BREAKDOWN IN THE CULTURE OF TEACHING AND LEARNING

3.5.1 Resistance to past educational policies

South Africa had a unique educational system, one which was characterised by social inequalities. Most of the non-white pupil majority formed part of an excluded group and were subjected to a disabling education system which was also deemed inferior. In the seventies and eighties South Africa experienced an often violent, widespread repudiation of this inferior education system. Boycotts and protests devastated black and coloured schools in particular. Moleto (Christie, 1986: 247) states: “ For long stretches of the boycott, little or nothing went on at many schools. The students would mostly stand around chatting; some would play a ball game; others would drift off home or with groups of friends; the rest would leave school around midday”. In certain regions education had been desultory and ineffectual (Coutts, 1989: 1). The system of culturally and racially separate schooling had disastrous effects on non-white communities in general. The contribution of students and the youth to the liberation struggle since the Soweto Uprising of 1976 has been immense. But youth participation in the struggle also doubled the burden placed on educational institutions. There can be no doubt that over time it harmed both the culture of teaching and learning (Sonn, 1994: 4).

Hartshorne (1992: 340) stated that the events of the previous fifteen years had served in general to disempower teachers and to destroy their legitimate authority in the school. Pupils experienced the heady taste of power over their principals and teachers, and, as with all power that is not limited or

accountable, it led to arrogance in their speech and actions (Moodley, 1995: 15). There is little discipline left, departmental supervision is meagre because many schools are 'no-go-areas' to advisers and inspectors, and in many townships schooling is in a state of anarchy and chaos (Hartshorne, 1992: 339).

According to Pacheco (1996: 30) political activities in the form of boycotts and strikes undoubtedly had a calamitous effect on the culture of teaching and learning in South Africa. However there are many divergent opinions about who was responsible for the breakdown in the culture of teaching and learning. Dr. Oscar Dhlomo (former Minister of Education in the then Kwazulu Government), for example, attributes blame to organisations such as the ANC (African National Congress) which he feels misused the schools and pupils for their own political motives. Dhlomo (South African Institute of Race Relations, 1991: 16) states: "National academic genocide was being committed by people who did not have their own children in the schools they were disrupting...The enslavement they are visiting upon a generation of young people is many times worse than what apartheid has done during the past 42 years of National Party rule".

3.5.2 Factors related to the school environment

The teacher is the most important 'cog' in the 'education machine'. Everything is focussed on helping him to 'function' efficiently so that he, in turn, can enable the other 'cogs' to function so that the whole 'machine' (the education system) can attain its goal effectively (Van Schalkwyk, 1990a: 195). President Nelson Mandela (Coetsee, 1994: 3) succinctly expressed his views on the critical role which the teacher plays in the establishment of a culture of

learning by stating: "...we need a culture of learning. No other group is so crucial to achieving this as teachers. But unless teachers come up with a culture of teaching, they will fail the challenge".

According to Pacheco (1996: 31) it appears as if teachers are contributing to the breakdown in the culture of teaching and learning rather than attempting to establish a positive culture thereof. Teachers' participation in mass actions and boycotts, their absence from classrooms and the neglect of their responsibilities as educators are very often regarded as the cause of the breakdown of the culture of teaching and learning. The following quotations confirm this:

With reference to the 1993 Standard 10 results Nyatumba (1994: 6) states: "...the bulk of the blame for the worst black matric results in years must certainly go to the South African Democratic Teachers' Union (SADTU), which has done its damndest to make sure that the African child's education was repeatedly disrupted throughout 1993. SADTU...saw to it that most of its members did more *toyi-toying* last year than teaching".

Molefe (1993: 11) commented: "Teachers must be seen as commanders of education, but they, as much as the system, have failed their charges. Can there be anything more destructive to the learning process than educators who have deliberately chosen to ignore their responsibilities?"

According to De Koning (1994: 9), Van Wyk (1996a: 40-41), Wolpe (1995: 6), Smith (1996: 8-10), De Villiers (1997: 76-81) and Calitz (1998: 14) the following factors, over and above the teacher's participation in boycotts and

the neglect of his responsibilities as educator, are also responsible for the breakdown in a culture of teaching and learning:

- * Lack of authority, discipline and respect among teachers which severely inhibits an effective culture of teaching and learning.
- * Order and discipline have been undermined by:
 - Over-actualising freedom and rights and an understatement of responsibilities and obligations.
 - Marginalisation of the authority of the principal.
 - Depopulation of families.
 - Poor example/role models set by teachers and parents.
 - Lack of resources such as textbooks, chairs and desks.
 - Hesitancy on the side of principals and teachers to discipline pupils.
- * Lack of proper role models. Teachers and parents do not fulfil this role as one would expect them to.
- * Education is boring and meaningless to pupils - they do not see its worth in a society where 'crime does pay'.

- * English as a medium of instruction is quite often a third or fourth language to pupils.
- * Lack of a comparative norm of what kind of effort is needed to achieve at school.
- * Lack of a professional work ethic in a large number of teachers:
 - Some teachers lack commitment - many teachers do not take ownership of their teaching responsibilities.
 - Some teachers lack punctuality: they arrive late for classes and for school.
 - Dodging of classes by teachers. Teachers do not teach during all given teaching periods.
 - Unionist attitude of some teachers - they allow politics to enter the classroom. Unions become a refuge for those who could not make it in class.
 - Being unprepared for classes and lectures resulting in teachers reverting to the textbook method.
 - Misuse of alcohol and abuse of school girls by some male teachers.
 - Lack of knowledge of their subject.

- * Poor salaries of teachers. Teachers in general feel that they have been overworked but underpaid. Such teachers are very demotivated, disinterested and lack the desire to put in any extra effort at school.
- * School guidance and unrealistic career expectations. The need for career guidance in many schools is a serious problem. Quite a few schools have no form of career guidance. Pupils have no idea of career opportunities. They lack knowledge and support of where and how to apply to tertiary and other institutions. Pupils also need special guidance about a work ethic and study methods. Another problem is the unrealistic expectations of most pupils. Many aspire to top level occupations for which strict entrance criteria exist. Almost without exception these pupils hardly manage to pass school. These pupils are characterised by a negative self-concept, an aspect that should also be addressed by means of school guidance.
- * Classrooms are overcrowded. A teacher-pupil ratio of 1:40 is the norm of many schools. There are up to 80 pupils in many classes. Pupils are very often compelled to carry a chair and desk around from class to class if they wish to sit down at all. Overcrowded classrooms also result in a lack of individual attention such as:
 - Checking of homework.
 - Motivating individual pupils.
 - Helping individual pupils with their school work.

- * Lax discipline in many schools. Pupils can do as they please.
- * Many pupils are not examined properly before standard 10. Some are promoted on the basis of age, others through intimidation, and still others on the basis of 'pass one, pass all'.
- * Political factor: The influence of politics as a factor in the culture of teaching has shifted from a physical, violent and radical to a more subtle force. The main focus of influential unions such as the South African Democratic Teachers' Union (SADTU) and the Congress of South African Students (COSAS) is to empower teachers and pupils respectively to get things done their way. In the process:
 - The authority and influence of principals are marginalised. Militant teachers and unions prevent principals access to the classrooms for supervision and assessment so as to ensure that certain standards are maintained. Principals have lost accountability and dare not confront teachers anymore. No teacher can be brought to book if he arrives late or leaves early as unions which have site committees at schools would defend undisciplined teachers to the hilt.
 - A professional approach to teaching is replaced by a unionist approach. Teaching is no longer viewed as a calling and a profession in which teachers 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.

- Unions such as SADTU and COSAS act as gatekeepers through which all information and communication, either in or out, must be channelled. Those who are not members of these organisations mostly refrain from voicing their opinion for fear of retaliation. The effect is a monopoly for the unions and a violation of true democracy.

3.5.3 Factors related to the pupils

Pupils in many schools are restless and disturbed, angry and frustrated by what is going around them and by the slowness of change in education. Their frustrations are manifesting themselves in the large scale vandalism and destruction of school facilities, classrooms, desks and chairs (Chetty, 1997: 1).

The following are some of the problems concerning pupils that has led to the collapse in a culture of teaching and learning (Dlamini, 1991: 10-19; Urbani, 1997: 17; Smith, 1996: 6-7; Pacheco, 1996: 33-34; Vorster & Van der Spuy, 1995: 62; Van Niekerk & Meier, 1995: 73-75; Pillay, 1998a: 15-16):

- * Lack of a work ethic in pupils. A culture of doing the minimum to pass exists among many pupils. In many schools the majority of pupils do not know what it means to work conscientiously over a prolonged period, partly because they lack a comparative example of how much study is needed to pass well. Their study input is fragmented, uncoordinated and uncommitted.
- * Lack of a proper foundation of knowledge and study habits. They lack,

for example, basic numeracy and literacy skills. They also lack knowledge of how to study and how to write examinations. Most children are not ready for school when they enter first grade. They have therefore built up a backlog over twelve years. Some of the reasons for this deprived situation are:

- Deprived home environment, e.g. lack of books and intellectual stimulation.
- Automatic promotion in many schools.
- * A limited language code and a limited ability to express themselves.
- * An apparent lack of the ability to concentrate in class.
- * Pupils display a lack of self-discipline to study and to be punctual for school and for classes.
- * Irregular attendance and truancy is common amongst many pupils.
- * Alcohol and drug abuse as well as gangsterism is rife amongst pupils.
- * Cheating is a general practice during school tests and examinations. Some methods of cheating are:
 - 'Open book method'. Pupils write examinations with textbooks open in front of them while invigilators turn a 'blind eye' for fear of intimidation and assault.

- 'Skinning the goat' (Hlinz' imbuzi). Question papers are bought prior to the examination, a 'competent' person is found to answer the whole paper which becomes the 'model answer' to be used by pupils in the examination thus enabling them to 'tear' the question paper apart as implied by the coined phrase *ukuhlinz' imbuzi*.
- 'Miniature textbooks'. This involved the copying of answers for anticipated questions into a tiny notebook which a pupil would take into an examination room. Pupils called this *umphako*.

3.5.4 Factors related to the homes of pupils

The erosion of the culture of teaching and learning can be directly linked to the social disintegration of the family and community life in general. Marked increases in crime, lawlessness and a lack of responsibility in many areas are signals that the fabric of community life has come apart (Nxumalo, 1993: 55; Pacheco, 1996: 35).

According to Pillay (1998a: 22) and Unicef (1993: 56) there is a strong link between school performance and the socio-economic status of the community. It is contended that the worse the socio-economic status of the particular community, the greater the chance that the children of that community will not realise their true potential owing to negative environmental influences. Vorster and Van der Spuy (1995: 62) assert that children from poor socio-economic conditions lack sufficient mental stimulation in their homes. In many instances parents have had no school training themselves and do not encourage their children to attend school regularly. These parents use simple, concrete

language which does not serve as the ideal model for youngsters and school-going children. Children are often left without supervision with no-one to monitor their school attendance or homework (Oliver, Smith & Le Roux, 1996: 52-53). Very often their houses are overcrowded and extremely noisy. There is seldom enough space for school-going children to study in peace and quiet. Books, radios and televisions are not readily available for them to learn more about the world around them. Some children have to work in the afternoons or over the weekends to supplement the family's income. They therefore have limited time to study. Although they do have many learning experiences, these are not suitable for academic advancement. On the whole, therefore, their environment does not lend itself to cognitive stimulation and academic achievement (Thirion, 1989: 387; Kokot, Lessing, Prinsloo, Van den Aardweg, Vorster & Oosthuizen, 1988: 125-127; Maphumulo, 1991: 123).

The inadequate family, it would appear, is the antipode of the stable family - no love, no internal control, no mutual understanding, interest and respect and no guidance towards ultimate emancipation from the parent. The inadequate family is found on all socio-economic and cultural levels but tends to be more prevalent among poor, large families (Booyse, Dednam, Du Toit, Landsberg & Van Wyk, 1994: 60). In such families children speak poorly and have trouble communicating; the parents are often separated or overwhelmed with trouble and problems; they live from hand-to-mouth and from day-to-day (Le Roux, 1993: 93-99; Vorster & Van der Spuy, 1995: 62). They therefore have little or no time for their children's needs. Instead of close bonds between the child and the parent there is distance, suspicion and lack of understanding. The children are left at home to find their own way. They are thus vulnerable to outside influences. The home offers no discipline or

example and only shallow affection. Discouragement and alienation are the home's dominant themes (Goodlad, 1984: 4; Pillay, 1998: 22; Ballantine, 1989: 8).

Parents from materially deprived backgrounds very often behave in a manner which is not conducive to sound principles of child-rearing. They have a tendency to act impulsively and emotionally rather than reasoning calmly with children or explaining why they do not approve of the child's behaviour. This does not encourage children to think critically or to justify their decisions. Wilson and Corcoran (1988: 2) and Reglin (1993: 5) believe that it would be possible to improve the performance of the fast growing number of demotivated children from the materially deprived homes if family members cared about and showed an interest in their children's academic progress and in the academic and social events at school.

According to Smith (1996: 8-9), Ramphela (1992: 15-16) and Oliver, Smith and Le Roux (1996: 51-56) the following factors relating to home are responsible for the breakdown of the culture of teaching and learning:

- * A large number of parents are not supportive or responsible to their children.
- * Many parents do not discipline their own children - usually the unruly pupils in school come from homes with poor parental discipline.

* Homes are characterised by:

- Absent parents and nobody to look after the children. Both parents may be working or involved with his or her own interests. Children come home to an empty house and no-one to talk to. Such children face the temptations of drugs, sex and alcohol.
- No father figure. The migrant labour system eroded morale in the black community. Black workers were housed in migrant labour compounds where women and children were not admitted. This had a disruptive effect on family life.
- Lack of resources such as electricity, space to study and running water. Such living conditions do not motivate children to learn.

* Lack of parental care and control. Parents are unable to check or help with homework due to their absence from home, illiteracy and in some cases ignorance.

* Lack of intellectual stimulation of children and apparent limited constructive communication.

* A difference in, and often contradicting, values and language codes between those at home and those at school.

* Conflict between parents and children. Most black people in South Africa are of the opinion that they were deliberately impoverished by the white regime. This perception led to intense conflict between parents

and children because children felt that their parents had not done enough to throw off the yoke of the apartheid system. Having lost respect for their parents because they failed to protect them against poverty and the consequences of the apartheid dispensation, children made common cause with militant subcultures that challenged the machinery of state in various ways.

3.5.5 Lack of parental involvement in formal education

It is the parent who prepares the child for life and for formal schooling. Parents are therefore very important stakeholders in education. All parents should become involved in the formal schooling of their children. However there are many parents who are simply not interested in the education of their children while there are those who want to become involved but just cannot because they are not confident enough to approach the school. Such parents may feel that they do not have the necessary qualifications to participate in educational activities therefore they shy away from matters relating to their children's education. Lack of parental involvement in education adversely affects the culture of teaching and learning (Nxumalo, 1993: 55-60).

The following includes some of the findings of an extensive research conducted in 1994 on hundreds of teachers in the vicinity of Pretoria (Van Wyk, 1996b: 27-28; Pillay, 1998: 26-28; Le Roux (ed.), 1994: 72-74):

(1) Teachers' perceptions of parents

With regard to the involvement of parents in the education of their children,

teachers are of the opinion that:

- * Parents were uninterested in what was happening in school.
- * Parents are negative towards the school and teachers.
- * Parents are mostly uneducated and there is a high rate of illiteracy.
- * Parents are unwilling to accept responsibility for school matters.
- * Parents felt intimidated by the school, its staff members, the organised student movement and the prevailing political climate.
- * Parents are unable to play a role in the education of their children because of a lack of training.

(2) Teachers' perceptions of the school and the principal

Whereas most teachers placed the blame for the lack of parental involvement on parents, a significant number of teachers indicated that:

- * Schools do not make parents feel welcome.
- * Schools do not give parents enough opportunities to become involved in the education of their children.
- * School principals do not facilitate parental involvement in their schools.

(3) Teachers' perceptions of teachers

A large percentage of the respondents, some with many years of teaching experience, indicated that:

- * Teachers have little or no experience of parental involvement.
- * There is a lack of cooperation and trust between teachers and parents.
- * Teachers have limited view of the role parents can play in school matters.

(4) Teachers' perceptions of practical problems

Various problems of a more practical nature were also mentioned by teachers, such as:

- * Parents work long hours and get home late.
- * Children often do not stay with their parents, but are in the care of grandparents, or older brothers and sisters.
- * There is a lot of poverty in the community, making parents afraid to become involved in school activities, for fear that they will have to spend money.
- * Violent situations in some townships make it impossible to attend meetings which are held at night.

- * Many parents do not have transport to get to the school, which makes it difficult for them to attend school functions.
- * Single parents often find it difficult to become involved in school activities.

3.5.6 Factors related to the Department of Education

According to Mac Gregor (1997: 23) education officials seem to lack the vision and initiative to manage education. The inadequacies of these officials most certainly contributed to the breakdown of the culture of teaching and learning.

The following factors relating to the department of education have contributed to the collapse of the culture of teaching and learning (Angamuthu, 1997: 8; Nair, 1997: 1; Dlamini, 1991: 27-28; Pillay, 1998: 1; Anstey, 1997: 1):

- * Failure to deliver on promises made to uplift education for all.
- * The breakdown in communication with teacher unions and governing bodies. Accusations of “bad faith negotiations” levelled against each other has dealt a serious blow to what little teacher morale there still remains.
- * Corruption amongst department officials where education funds are embezzled and financial records manipulated.

- * Lack of accountability where no education official is prepared to assume responsibility for shortfalls in education.
- * The inability to keep proper records such as the number of teachers employed, the pupil/teacher ratios at schools, etc. This is delaying transformation of education and leading to ever increasing frustration amongst teachers and pupils.
- * The failure to deal with militancy amongst teachers and pupils. Those involved in strikes, sit-ins, etc. go unpunished.
- * Rash decision-making such as:
 - The granting of the voluntary severance packages (VSP) to educators.
 - The termination of the services of temporary teachers.
 - The termination of essential services such as cleaning and security in many schools.
 - The introduction of revised norms relating to teacher/pupil ratio at primary and secondary schools.
 - The cut backs in education spending on resources such as textbooks and stationery.

3.6 SUMMARY

Over the past few years in South Africa the word 'education' has come to appear in tandem with the word 'crisis'. The past injustices of education have not yet been eradicated so much so that many schools are in deeper trouble now than they have been under the past regime. The word 'crisis' captures the fact that education in general is near collapse. The quality of education has declined to unprecedented levels due to various factors such as the shortages of qualified teachers and shortages of essential facilities such as libraries, laboratories, blackboards and, in some cases, even chalk.

The discussion in this chapter reveals that the breakdown of the culture of teaching and learning cannot be attributed to any single factor but to a *complex combination of many factors which includes amongst others the negative attitude of some teachers, pupils and parents*. It appears that while pupils and teachers are involved in certain undisciplined actions, the responsibility rests on parents to rescue the situation and try to re-establish a culture of teaching and learning at schools.

The next chapter will focus on the life-world of the parent as a member of the governing body and his various relationships that affect the culture of teaching and learning.

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CHAPTER 4

THE LIFE-WORLD OF THE PARENT GOVERNOR

4.1 INTRODUCTION

In order to conduct an in-depth, meaningful investigation into governing bodies' perspectives on a culture of teaching and learning, it is important to study the life-world of the parent governor. Parental involvement has a significant effect on the quality of teaching and learning experiences in the school and on pupils' results. The parent governor has a significant role to play in the culture of teaching and learning. Sound, harmonious relationships in the life-world of the parent governor should ensure positive outcomes in education.

4.2 THE PARENT AS EDUCATOR

Landman, Van der Merwe, Pitout, Smith and Windell (1992: 89) state that an adult must guide and direct the child towards adulthood. Only man educates because man can be directed to behave according to norms and values. Without education, the child will be driven and directed by instinct, like animals. In this process of educating, the child becomes what it ought to be, viz a responsible human being. The process of becoming is an ongoing process which takes place day after day.

The child becomes what he is largely by and through his dialogue with different educators (Cilliers, 1980: 46). The educator (parent) and the child

exchange ideas in a situation of true involvement in which mutual acceptance becomes possible. In so doing, it is possible to reach the ego of the child because both are participants in the educative situation in which the child is directed to norms which are compatible with the educator's (parent's) aim of education. The educator (parent) understands the child's problems and because of his comprehension of the particular problems and needs of the child at that moment, places himself in the service of the child who relies entirely on him as being a trustworthy person.

Landman, Kilian, Swanepoel and Bodenstein (1982: 20) state that the learning situation in which the child is oriented to 'learning adulthood' is an education situation. It is a situation in which the parent experiences a constant yearning to assist the child *en route* to proper adulthood on the one hand, and, on the other hand it is a situation in which the child seeks assistance. The child appeals to the parent whom he can trust, who will guide him understandingly and authoritatively and from whom he can learn.

4.3 UNDERSTANDING THE CONCEPT 'LIFE-WORLD'

Life-world is the Gestalt of the individual person's meaningful relationships. A life-world is not conceivable apart from a person, since it is the totality of meanings discovered or assigned by a person. No two people can have the same life-world. In the same way, a person without a life-world is inconceivable. To constitute this life-world he uses his genetic potential, instincts, passions, psychological abilities, etc. in a particular cultural world, his norms and values being aligned with his ideals and expectations, all constituted as one dynamic, interacting whole in

which he is involved and to which he assigns meaning (Plug, Meyer, Louw & Gouws, 1991: 201).

The life-world of the parent governor is that space which includes all factors that determine his behaviour. It does not only include the geographical environment because the individual's behaviour can at any given moment be influenced by factors outside his immediate environment. The life-world includes, among other things, the education reality, the social reality, the life-world of the deaf, the blind, the young child, the adolescent and the adult. All these are embedded in the (big) encircling reality. The concept *world* is what a person understands of the life-world, non-living and non-human life-reality, attributes meaning to and carries into his life-world a world as significant for him. *World* is also his horizon of comprehensibilities. The more things he understands the bigger the horizon of his world becomes (Van Rensburg & Landman, 1988: 392-393).

4.4 RELATIONSHIPS

According to Landman *et al.*, (1992: 105) a relationship is an attitude which a person adopts, one that can be adopted only by a human being, for only human beings have freedom of choice. Because he enjoys this freedom, man can adopt attitudes towards phenomena (freedom). Man 'relates' himself to the things around him and to his fellow human beings.

'Relationship' denotes the mutual or reciprocal involvement of human beings with one another by doing something which is to the benefit of the other person. This explanation of the concept 'relationship' has very definite implications for the educative situation. The educator (parent) and

child find themselves in a relationship. In other words parent and child are mutually and reciprocally involved in doing something which is to the benefit of each other (Steyn, Behr, Bisschoff & Vos, 1987: 165).

Le Roux (1979: 52) describes the life-world as "... a meaningful world in which the person is in communication with himself, others, things and God". The parent gets involved with his environment and gives meaning to the relationships which he establishes. According to Abhilak (1994: 182) people continually find themselves in changing situations and through their own involvement in these situations, they are able to change them. Every situation with which individuals are confronted is actually a segment from their life-world with which they enter into a relationship and to which they have to assign meaning. The nature of a situation is largely determined by the relationship between its various components. Man initiates relationships in the world which he has chosen and by which he has been chosen. His existence within situations is made possible and is determined by the relationships which he establishes. Conversely, he cannot establish relationships except in a situation (Reeler, Munnik & Le Roux, 1985: 11).

It is important to take cognisance of the fact that man's experiences take place within relationships. A distinction is made between the following relationships (Urbani, 1982: 34; Steyn, *et al.*, 1987: 164-171):

- * Experiences of the parent that takes place within his relationship with himself.
- * Experiences within his relationships with others.

- * Experiences within his relationships with things and ideas.
- * Experiences within his relationship with God.

Two aspects of these relationships are of primary importance, namely:

- * The close link between and mutual effect of the above relationships.
- * It is through his body, in these relationships that man has contact with the world. It stands to reason therefore that if the body is affected in any way this will influence man's (the parent's) position in the world.

Establishing relationships in the world is a constant affirmation of one's own existence. A relationship requires a mutual involvement of human beings. Relationships can be of diverse kinds, adults with adults, adults with children, children with children. The people in a relationship are related in a specific manner which is determined by the way they are situated. The parent is always in a relationship, he is always conducting a dialogic existence and will himself determine the meaning of the relationships he establishes by either continuing or changing the existing relationship. Relationships can only be established if the following requirements are satisfied:

- * Human beings must actually be present.
- * They must establish a relationship.

- * There must be true communication between them.
- * Meaningful assimilation must take place.

Relationships are meaningful and man will always strive to retain and preserve what is valuable in his world through the relationships he establishes (Reeler, Munnik & Le Roux, 1985: 11). When constructing his own life-world, the parent orients himself towards things and ideas, other people (pupils, teachers and other adults), spiritual concepts (values and norms pertaining to morals, ethics, aesthetics, religion, etc.), as well as towards himself. He forms numerous relationships so that his life-world can be represented as a network of relationships (Vrey, 1990: 15).

4.4.1 The parent governor's relationship with himself

Man (the parent) is from the very first related to his world; he is always related to it and is never so situated that he is not related to life and the world - he is able to think about himself. Man (the parent) gradually comes to know himself, accept himself and decide for himself. This 'relationship' with himself is not a relationship in the sense of man and 'self' being two different entities. Education assists man in reaching a realistic concept of himself. The self is a complex and dynamic system of beliefs which an individual holds true about himself. The self-concept forms the centre of man's person-being (Landman, *et al.*, 1992: 106).

Man's (the parent's) relationships form the core of his life-world. Barnard (1979: 15) asserts that man's (the parent's) self-acceptance is connected to the mastery of his world. A meaningful relationship with himself signifies

self-knowledge, therefore the parent's relationship with himself can be described in terms of his self-concept (Vrey, 1990: 124).

Du Toit and Kruger (1994: 72) define self-concept as a conscious, cognitive perception and evaluation of a person of himself. It is firstly multi-dimensional and therefore implies that a person disposes of many self-concepts (for example : physical, social and academic self-concepts) which could be either positive or negative (Le Roux, 1979: 193-196). Secondly the self-concept of a person is dynamic and as such it is influenced by other people as well as by the person's experiences of certain situations (Cilliers, 1980: 46). Thirdly the self-concept is organised and by this it is implied that not all concepts are equally important and that certain concepts close to the core of a person's self cannot be easily changed by outside influences. Therefore if a person fails in a subject or field which is important to him, it will influence the rest of his self-concept (Pienaar, 1984: 24).

(1) The physical self

The image which a parent has of his body influences his evaluation of himself as well as his social interaction with other people. The influence of these interactions on the parent's self-concept once again plays an important role in the total process of personality development (Norval, 1988: 37)

The body, according to Hamachek (1992: 108) is experienced as the most material and visible part of the self, and very often also as the outermost boundary of the self. Physical appearance influences the social interaction

of people, therefore it is a determiner of self-esteem. Parents who accept their bodies manifest self-esteem sooner than those who evaluate their bodies negatively. A person does not only compare his body with the ideal image of it, but also compares it with those of his colleagues. If he differs from his colleagues with regard to his physical appearance, it may lead to a negative evaluation of his body image (Duminy, Dreyer & Steyn, 1990: 126).

(2) The social self

The social self of a parent is the self which is determined by the way in which others perceive and evaluate him, and the acknowledgement that he receives from others. The extent to which he is accepted or rejected within a social group contributes to the evaluation of his self-image. Family members, colleagues and employers play a significant role in the development of the social self. The parent who is readily accepted by his colleagues forms a positive self-image which in turn helps him gain more confidence in life (Du Toit, 1992: 67).

(3) The material self

The material self consists of material possessions, clothing, body, home and family which a person considers to be part of himself. If these things draw the attention of others and are admired by them, then it contributes to the advancement of the self-esteem. A person's salary for example plays an important role in the development of the material self (Becker, 1995: 86).

(4) The psychic self

The psychic self is made up of honesty, independence, preciseness, self-confidence, etc. According to Hamachek (1992: 110) the psychic self-image is based on thoughts, feelings and emotions. A parent who accepts himself as he is, is satisfied with his psychic-intellectual ability to deal with situations and solve problems. So if the parent believes he can and is satisfied with himself then it contributes to his self-image (Le Roux, 1979: 196).

4.4.2 The parent governor's relationship with others

A relationship is one of the ways in which man comes to realise that human existence is co-existence (Landman *et al.*, 1992: 106). Human existence involves co-existence with others, which implies that man is continuously in dialogue with his fellowman. Man finds himself in a relationship with pupils, teachers, teacher organisations, colleagues, relatives, education authorities, cultural leaders, other cultural groups, businessmen and many more people (Steyn *et al.*, 1987:167). Man learns to know and evaluate himself in the midst of and/or together with others (Urbani, 1990a: 37). It is furthermore only in the relationship with others, that full humanity can be realised (Landman, *et al.*, 1992: 106). The parent must assert himself in relation to *inter alia* pupils, colleagues, teachers, departmental officials and society. In his relations with society he must be seen as fully adult. He should communicate with reasonable ease. This entails acknowledging the integrity and importance of others rather than seeing them as insignificant or as a personal threat (Abhilak, 1994: 185).

Man's special position in the kingdom of living beings endows him with a certain dignity. This dignity goes hand in hand with his being human. Therefore he must value his fellow human beings on account of his humanness and he should not regard them coldly and from a distance. It is expected of the adult (parent) to be aware of his human dignity and to revere the dignity of other human beings (Landman, *et al.*, 1992: 121).

(1) Pupils

The parent's attitude towards a child rests on purposeful, deliberate and systematic intervention by assisting and supporting guidance by an adult in the situation of a non-adult on his way to adulthood (Landman, *et al.*, 1992: 111). The attitude of the parent is based upon the knowledge that he/she knows the way the child has to go:

- * The parent wants to transfer something to the child.
- * The parent wants to communicate with it while he/she is sacrificing his time and energy.
- * The parent knows that the child should one day become an adult in its own right - he/she knows that the child needs the support to do things its own way.
- * The parent understands the child's situation in life as one in which it still wants to find its way with the adult's help.

- * The parent therefore does not want the child to choose a way of conduct which will be detrimental to its becoming a proper human being.

Therefore the parent's attitude is based upon mutual aid and understanding because, if the child chooses the wrong way, he/she will immediately intervene to redirect the child along a path which is studded with norms (Landman, *et al.*, 1992: 112).

According to Landman (Du Plooy & Killian, 1981: 66) the educator (parent) and the educand (child) are related in a special way in the pedagogic situation. They get involved in relationships. They are:

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

According to Cemané (1984: 28) the educand in the pedagogic situation is always calling for educative help and the educator (parent) has to answer this call adequately. In that way the caller's need is filled with a meaningful response. In the educative relation the educator (parent) must take into consideration his own limitations as well as the potentialities and limitations of the educand. He must take into account his own facticity, that of the educand and must acknowledge the norms of propriety under all circumstances and at all times.

(a) The pedagogic relationship of trust

According to Landman (1972: 64) and Steyn *et al.* (1987: 182), the child as an active, inquisitive and exploring human being has usually been brought up in a fairly safe area, the immediate environment in and near his home. There it comes to trust its parents as educators who associate with it for long periods in being bodily together, while they are conscious of one another's presence.

Without trust, no education in the real sense of the word can take place. The fact that a child places trust, or confidence, in its educator, can be traced back to its pathic connection to its mother in the earliest years of its life (pathos-feelings). In the educational situation the question of trust always means mutual trust. The educator must, for his part, trust the educand, by providing the opportunity for the educand to do things on his own, to take responsibility for his own efforts (Landman *et al.*, 1992: 116).

To become an adult, a child must learn to explore his life-world and come to know it. If the child does not feel confident and secure, the child will be reluctant to venture into the unknown and his learning will cease to progress adequately. This confidence and security are experienced by the child when the adult accepts the child as he is, and the child trusts and accepts the adult as a guide to and an image of his own future. This resulting sense of confidence and security promotes the child's readiness and willingness to explore and to learn (Du Toit & Kruger, 1994: 11).

It is within the relationship of trust that the trusted adult accompanies the trusting child and provides emotional support. The trusting, educative

encounter is a relation in which it becomes clear to the child that the parent is approachable and that it is proper for him to be in the parent's presence. The child experiences this belonging, in other words that he should be with (that he belongs to) the parent, since the parent aims at intensifying the bond of trust between them. The bond between parent and child is strengthened when it becomes clear to the child that the parent wants to care for (take care of) him (with knowledge, etc.) and that he wants to demonstrate fellow humaneness, thus that the parent respects his being-a-person (Steyn *et al.*, 1987: 182; Landman *et al.*, 1982: 6-7).

Whatever the educator and the educand accomplish during their pedagogic encounter, one thing is certain, and that is that the events are aimed toward a future about which the educand is still uncertain. He searches for certainty. His human form of existence is a venturing out to the future. Seeing that this is inevitable, he has to depend on the support of the adult to do so. Since his future actually represents a greater existential venturing than in the present, he needs someone he can trust. In this way he will gain a foothold in life, today, tomorrow and in the days to follow. He wants to be certain that life (with his educator) is meaningful, and that his participation in life and in reality is not without significance. He yearns for safety and security, and once he has acquired this, he experiences emotional security (Du Plooy, Griessel & Oberholzer, 1982: 95; Mhlambo, 1993:38).

If the educator and the educand truly know each other, they will gradually grow to trust one another. Likewise, if the educator cares for the educand and calls upon the educand to become obedient to the norm image of adulthood, the educand will trust such an educator. The educator who is not willing to become involved and not willing to prescribe to children what ought to be, will

not be trusted. The relationship of trust is a precondition for an improved knowing of each other. If the educator and the educand truly trust one another, the educand will become more willing to obey the authoritative say of educator and adult norms (Steyn *et al.*, 1987: 182).

The child should not be viewed in a cold and unsympathetic manner. He should be lovingly accepted by the adult as a fellow human being. Since one is concerned here with the mutual involvement of adult and child, it is also of great importance for the child to trust the adult. The child's trust in the adult is shown by his willingness to accept and realise the norms himself that are exemplified through the adult's life. The relationship of trust as a precondition for education implies active and meaningful involvement of adult and child. In actually calling to the child, the adult exhibits his trust in the child. In other words, the adult shows his trust in the child to lead a life which is worthy of being human. In his being together with the child in trust, the adult is presently related to the child in the pedagogic situation on account of his faith in the child's potential to become that which he ought to be through increasing humanisation (Kilian & Viljoen, 1974: 169; Landman *et al.*, 1992: 116-117).

The key to the understanding of trust is faith. One can only trust a person if one has complete faith in him. Faith always appears within a relationship. Faith is lasting, firm and consistent. It encompasses the sensible, the valuable and the truth for the one who has faith. It is dynamic and is a fulfilment of the demands emanating from what the person who has faith views as the "good order". It ensures security, consistency and safety to the person who trusts. Pedagogic trust manifests numerous dimensions. The educator must have faith that the child is educable within a particular society. He must also have trust

in the social order within which he educates. If his faith in any of the two (spheres) is inconsistent or fluctuates, then the pedagogic situation will be weakened, especially because the child's faith in the educator depends on the educator's trustworthiness (Abhilak, 1992: 35).

A child has expectations of "his world" which, although still very much founded in the present situation, are also to a great extent future directed. A well educated small child has a diffused, still naive but explicit faith in his educator. His orientatedness is equally undifferentiated and unrefined. As the child grows older and his psychic life develops within the pedagogic situation, his orientatedness becomes more differentiated and refined (Nel & Urbani, 1990: 76). There is enough evidence to prove that the psychic life of a pedagogically neglected (hampered or disadvantaged) child develops inadequately and that his orientatedness remains relatively undifferentiated and unrefined (Van Niekerk, 1987: 12). The crucial point of the problem is the under-development of the feelings which are not only weakened, but are mainly directed at satisfaction on the sensory level.

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

(b) The pedagogic relationship of understanding

The relationship of understanding is a condition for creating and maintaining the education relation. To be able to educate the educand, the educator (parent) has to learn to know the child well, and to acquaint himself

progressively and more thoroughly with him, especially regarding whether and to what extent he is educable, and who he actually is (Cemane, 1984: 42). Understanding implies action. Through understanding, educator and child constitute each other in their personal worlds. They attach meaning to each other's existence. The relationship of understanding further implies that the demands set by propriety should not only be known but should also be fully comprehended. The adult should bring the child to the understanding of what the demands and norms and a philosophy of life really comprise. This implies an understanding of the essence and meaning of life and world. The adult can only bring about a true understanding of the demands of propriety if he can come to a sensitive understanding of the child's knowledge and insights. In his craving to be understood by the adult and to understand the norms of adult life, the child actually helps to constitute the relationship of understanding (Steyn *et al.*, 1987: 179; Landman *et al.*, 1992:114).

The child desires to be someone and also needs to and wants to know and understand. In order to adequately actualise this cognitive directedness (intentionality), the child relies on the accompaniment or guidance of a trustworthy as well as understanding adult. This accompaniment of the child by the adult toward increasing knowledge and understanding not only requires that the educator generally understands the nature of children and the role of education in their becoming but also the uniqueness and particularity of this child in his actuality and potentiality. This understanding should also reflect a respect for the dignity of the individual child. The child's acceptance of such accompaniment emanates from his belief and trust in the adult as someone who offers advice and knowledge worth following. This means that the child regards the adult as someone who understands him well and is always ready to be there for his benefit. The child wants to be grown up

and, thus, has a perceptive understanding that he is directed towards adulthood. In this way the child's willingness is impelled to explore and learn to understand the life-world as learning content. This wanting to be grown up, as motive, is what allows Langeveld (Yonge, 1987: 147) to say that a human child is a being who is committed to upbringing (Niemand, 1994: 94).

Although, basically speaking, this relationship may revolve around unequal interpersonal understanding between the adult and the child, it also embraces understanding of certain aspects of the life-world. This means that the relationship of understanding implies a relationship of exploration within the pedagogic situation. It becomes the duty of the educator to support the child in this exploration toward a knowledge of the life-world as learning content. This aspect of the relationship gains prominence when one takes a didactic-pedagogic or teaching perspective on educating. It is obvious that the pedagogic relationship of understanding has a profound cognitive quality. Thus the primary purpose of this modality is for the adult to be in a position to assist and accompany the child to self-actualisation of his cognitive potentialities, (i.e. cognitive modes of learning) with regard to the content presented to the child by the adult (Van Niekerk, 1987: 4-6; Du Plooy, Griessel & Oberholzer, 1982: 98-99).

In order to constitute the education relationship, the educator should know the nature and the destination of the child. This requires the educator to have real-essential knowledge of the child in his totality and to bear in mind a particular child's destination. Initially, the child does not understand himself, because the horizons of the situation in which he finds himself are still unclear. It is for this reason that the adult must continuously explicate the as yet unknown reality to the adult-in-the-making. However in explaining

reality to the child, the adult should simultaneously call on the child to participate so the child himself will also start giving meaning to reality in order to get to know himself. The child on his own cannot get to know himself or life reality without the expert guidance of the educator who helps to show him the way. Reality will then become known and understandable to the child. In this way the child gets to know his own reality situatedness (Kilian & Viljoen, 1974: 163).

It is absolutely essential for the child to give meaning to reality and his own reality related position. Meaning-giving is crucial for knowing reality as life reality, and must be done willingly by every human being (child). By constituting meaning through giving meaning, the child is in fact realising himself. In verbalising reality the child verbalises himself. By verbalising the self the child gets to know himself and reality. However, it must be continuously born in mind that reality to the child is initially a concealed reality. Reality as concealed reality must be illuminated so that the child can get to know it. It is the educator's duty to explain life reality very lucidly to the child. The adult who knows his life-world must spell it out to the child that it is essential to his becoming an adult to personally know reality and his related position to reality (Kilian & Viljoen, 1974: 165, Mhlambo, 1993: 43-44).

To understand pre-supposes that one must have knowledge of that which one wants to understand (Van Niekerk, 1987: 11). Understanding implies thinking, i.e. the solving of a problem. This implies a phenomenological approach to that which one endeavours to understand. One will have to differentiate between essential and non-essential knowledge. Only then can one proceed to a refined analysis of that which is essential before one can

arrive at an understanding of the nature of the relationships between the different essential characteristics of the situation with which one is confronted. In everyday life we rely heavily on intuition to understand situations. Intuition operates on the pre-cognitive level; it is an essence of sensing (Nel & Urbani, 1990: 11).

Sensing is the grasping of meanings on the pre-cognitive level. It supplies the stable supportive base for perceiving. Intuitive understanding means that as long as the senso-pathic moment of perceiving remains stable a person accepts that he understands what he perceives. Understanding may be correct or not correct. As long as he feels satisfied that he understands, he will proceed to act according to his interpretation of the situation. When the senso-pathic gets disturbed, doubt will undermine the person's feeling that he understands and he will then seek for the reason for his doubt (Nel & Urbani, 1990: 44). Once he has identified it, the problem to be solved will be to fit the aspect about which he has doubted sensibly into its correct place within the network of relations which form the structure of the situation which he faces. The foregoing means that if the realisation that one does not understand does not affect one's feeling, one will not regard it as a problem and one will not even try to understand (Abhilak, 1992: 40).

In the pedagogic situation one cannot rely wholly on intuitive certainty and intuitive doubt. On the other hand to always reject intuitive certainty will undermine the educand's trust in the educator. The educator will then have to be over inquisitive and the educand will feel that the educator does not trust him.

(c) The pedagogic relationship of authority

Pedagogic authority must not be interpreted as oppressive measures but can be defined as norm-orientated assistance in the child's progression towards moral independence (Griessel, Louw & Swart, 1993: 138). It cannot be imposed on children, but can be acquired or developed through interaction between the educator and the child in a spirit of mutual trust, respect and understanding. The educator as a symbol of authority, has to display certain qualities in his inter-personal relationships or contact with the child in order to get him to accept and respect his authority (Vos, 1992: 49).

The parent is responsible for directing and accompanying the child on its way to adulthood. He exercises his authority only when the child does not conform to the demands of society and he exemplifies what is decent and proper, what is respectable and fitting. If the child trusts the parent and knows him well, it decides to allow the parent to tell it what is becoming for an adult-to-be with his imperfections. Therefore the child wants to become someone who would like to live up to the good demands of a parent in whom it confides (Landman *et al.*, 1992: 115).

An educator (parent) can only be entrusted with pedagogic authority if he displays love for the child, concern for his well-being and a genuine interest in his progress. Pedagogic love implies an affective disposition that indicates a feeling of mutual attraction, affection and closeness and sacrifice between the adult and the child. Before pedagogic authority can succeed, there must be mutual understanding between the adult (parent) and the child. If the adult (parent) does not know the child well to impart the norms and values inherent in the societal code of conduct, then the progress

of pedagogic authority may flounder. Their bond of mutual acceptance may be weak. Through respect the adult and the child will accept each other just as he is - as a unique person in his own right. The child has to perceive the adult's (parent's) behaviour as reliable, consistent and trustworthy before he can submit himself to the educator's (parent's) guidance, and attach appropriate meanings to what is wrong and what is right (Steyn *et al.*, 1987: 215-217).

Most of the life-world is initially concealed from or unknown to the child. The educator (parent) must gradually present aspects of the life-world which have been reduced to their essential core such that the child can grasp and learn to know that content. It is also obvious to the educator that within the particular community into which a child is being brought up, there are important and unimportant aspects of the life-world as well as hierarchies of acceptable and unacceptable meanings and behaviours. Thus, the issue of the responsible giving and receiving of meaning becomes evident. This means that the giving and experiencing of meaning are always matters of norms and values. Since the adult already understands and lives these norms and values, he has something to "show and tell" the child regarding them. But this showing and telling must take place within a dialogue between the adult and child and not a monologue directed at the child by the adult. If the pedagogic relationship structures of trust and understanding have been adequately actualised, the adult can appeal to the child to listen and respond to the authority of these norms and values. The child at the same time, through his helplessness, is appealing to the adult for normative guidance (Nel & Urbani, 1990: 16- 17; Du Toit & Kruger, 1994: 61-62; Mhlambo, 1993: 48).

One must always bear in mind the fact that the source of pedagogic authority is not the adult as such but rather the norms and values to which the adult is committed and which are exemplified to the child in the adult's word and deed. When the adult accompanies the child in a trusting, understanding way within the relationship of authority, the child experiences what is called sympathetic and authoritative guidance (Landman *et al.*, 1992: 114). Without authority and sympathetic but authoritative guidance, adulthood can never be attained. Furthermore, without some kind of authority there can be no pedagogic situation, and education is unable to emerge (Du Plooy, Griessel & Oberholzer, 1982: 102-103). The relationship of knowing and the relationship of trust are pre-conditions for the existence of the relationship of authority. In actual fact each one of these pedagogic relation structures is a pre-condition for the appearance of the other relationship structures (Landman *et al.*, 1992: 114; Kilian & Viljoen, 1974: 171).

(2) Principals

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

It is extremely important that all necessary communication channels

between parent and principal be kept open. Constant dialogue and openness will strengthen the relationship between parent and principal. They need to trust, respect and confide in one another. Furthermore frankness and honesty should permeate this relationship.

(a) Mutual confidence

This implies the acceptance of the parents' educational sphere (Pillay, 1995: 120). The principal must have an understanding of the parents' uncertainty regarding a demanding educational task, while the parent must show respect for the principal's specialised function with regard to instruction and education. Secondly, their mutual good intentions must be accepted, and constructive criticisms must be welcomed; the parent who takes his child's part must be guided with calm advice, while the parent will come to realise that the principal and teachers are ordinary people with their quota of human faults and deficiencies (Van Schalkwyk, 1990a: 179; Theron & Bothma, 1990: 163).

(b) Mutual esteem and respect

This forms the basis for any relationship. Parents and principal must respect each other's dissimilarity (individuality), acknowledge each other's right to a personal point of view and grant each other an individual way of life within the framework of moral values (Vorster, 1993; Steyn, 1993:11). This is an ideal recipe for effective, harmonious interpersonal relationships and it opens communication channels optimally while improving general effectiveness. Furthermore, effective harmonious relationships improve the quality of work performance, and of life in general of both the principal

and parents (De Witt, 1993: 20; Badenhorst, Botha, Lion-Cachet & Van Der Linde, 1994: 11).

(c) Frankness

A lack of confidence and frankness can lead to unnecessary stress which is not at all conducive to a positive attitude towards work or career satisfaction. Frankness also includes the willingness to listen to one another. The ability to listen is a valuable aspect of the art of communication and this can obviate time-consuming misunderstandings (Pillay, 1995: 121; Teichler, 1982: 227).

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

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

(d) Honesty

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

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

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

- * of parents in the task of the school, the activities of their children at home and positive appreciation of learning/education and the share of the school therein; and

- * of the school in the parents and children, for example by visits, enquiries about their welfare, comprehension of parents' and /or childrens' success or failure.

(e) Trust

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

According to Van Schalkwyk (1990b: 19) and Steyn (1993: 11) a parent is likely to heed the principal when he:

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

(3) Teachers

Teachers who know parents by virtue of their participation in school

activities treat these parents with greater respect. The opposite is also true. Parents who understand the aims, nature and functioning of the school, will be less likely to criticise the teacher, and more likely to contribute positively to the education of their children.

Parents play a crucial role in the education of their children. Education is too complex to be managed by teachers only, therefore parents need to be advised by teachers on how to assist in the teaching and education of their children. For these reasons the teacher-parent relationship is strengthened and teacher-parent cooperation encouraged in teaching (Vrey, 1990: 203).

Teacher expectations as well as parent expectations greatly influence the interaction between teachers and parents. Parents, like teachers, have expectations of their children and such expectations are conveyed to them. If teacher and parent expectations of specific children differ, or teachers and parents are not aware of each other's expectations, pupils can become confused and negative about school (and even life). On the other hand, if parent and teacher expectations are shared, the pupils involved, as well as their teachers and parents, benefit from it (Prinsloo, Vorster & Sibaya, 1996: 56).

According to Van Schalkwyk (1990b: 25-32); Oosthuizen (ed.) (1994: 136); Squelch & Lemmer (1994: 91-96); Kruger (1996: 33-34) and Van Wyk (1996b: 23-25) the teacher-parent partnership has the following advantages insofar as the culture of teaching and learning is concerned:

- * Where teachers and parents cooperate, they are more likely to trust

each other. This means a healthy partnership in the education of the child.

- * Teachers and parents no longer feel alone when dealing with difficult pupils and situations, and teachers have powerful allies in parents.
- * All parents can contribute valuable information about their children. Information concerning children's likes and dislikes, strengths and weaknesses, along with any relevant medical details can often be obtained from parents. Such information can help teachers to succeed.
- * Studies have shown that a teacher-parent partnership is the most successful way of combating delinquent behaviour and improving school attendance.
- * Parental involvement can help to lessen the teacher's workload, by for example, getting parents to help with sporting activities, helping in chaperoning children during field trips, helping children with reading activities, etc.

(4) Parents

A parent should be fully involved in the formal teaching which his child receives at school, be sympathetic regarding what happens at school and support and enrich it. He should be able to take decisions, render services to the school and keep on caring (physically and spiritually) for the child so

that he can learn and continue learning with confidence (Van Schalkwyk, 1990a: 202).

It is necessary to inform and advise the parent on educational matters, and to cultivate in him knowledge of and insight into teaching and learning and to make him a fully-fledged partner in education. Effective parental participation in education should be facilitated by governing bodies which can conduct meaningful communication at all levels with other partners in the teaching sector. This is the only way in which the parent community as a whole can make a meaningful contribution to basic aspects of education (Dekker & Lemmer, 1993: 166).

It is the duty of the governing body to develop cooperative ability of its parent corps and to ensure progress to a level of ability and skill in decision making. The governing body is also the key to successful development programmes through the planning and implementation of a school social calendar which is based on challenging and attainable goals for both parents and teachers. The school's governing body is representative of parents from various sectors of the community as well as the various types of parents of which the parent-school community consists. They are familiar with the latent potential which must be discovered and developed to enable parents to make valuable contributions. The governing body must be motivated to identify and appoint parent leaders who can support in the task for parent training so that the passivity surrounding the parent-school community can be overcome (Pillay, 1995: 124).

In order to increase the school's effectiveness and improve the culture of

teaching and learning the following is expected of the parent (Van Schalkwyk, 1982: 126-129; Dreckmeyr, 1989: 545-55; Munnik & Swanepoel, 1990: 81-85; Oosthuizen, 1992: 123; Griessel, Louw & Swart, 1993: 50-52; Van Wyk, 1996b: 250-26):

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

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

- * To cooperate wholeheartedly with the principals and teachers. This implies the removal of stumbling blocks, an understanding of the teacher's and principal's task and the problems this involves, consultations, communication, goodwill, mutual trust, loyalty, appreciation for the teacher's and principal's work and respect for their authority and status. The parent must do everything possible to uphold the principal's and teacher's authority and to further the child's trust in the teachers and principals.
- * To respect the teaching profession and further its interest. The parent who runs down the teacher or principal in front of his child and the community is prejudicing not only his own child's education but that of future generations and thereby the life of the people and the community.
- * To support his partner's (principal's/teacher's) search for better conditions of service and to further his partner's interests. No community can flourish without good teachers and principals. The liason and cooperation between the parent community and the school is usually controlled by bodies such as the school committee, parents' association, parent-teachers' association and governing bodies. Through structures such as these, the family and the school with their particular interest are connected to one another and the family (as a structure with an interest in education) becomes part of the fabric of the education system.

4.4.3 The parent governor's relationship with things and ideas

It must be understood that relationships are not naturally found in the world; it is man who creates or constitutes the world of relationships (Landman *et al.*, 1992: 106). Man is therefore also in relation with objects in his environment. The following are but a few of these objects: the animal world, the physical world, the mineral world, the financial world, the world of medicine. Man encounters these objects continuously throughout his world and he attaches specific meanings to each of them (Steyn *et al.*, 1987: 169).

Modern man's (parent's) relationship with things in his world has changed from owner to consumer. Under the influence of false promises of modern advertisements, he often purchases things which he later throws away. In this way a 'throw away' or a 'replacement' mentality develops which is not only confined to man's (the parents) relationship with things but it also permeates his relationship with his fellow-beings (Nel & Urbani, 1990: 36).

Material possessions have sometimes become more important than genuine human values because the success-orientated society of today places so much value on economic prosperity. Man is rich with possessions but poor in terms of time because his high standard of life demands a bigger income and longer working hours. This shortage of time is definitely one of the most important causes of the deterioration of relationships in the twentieth century (De Klerk, 1989: 446).

(1) Values

Relationships are always directed to values, because human relationships are meaningful. Man constitutes his world by embedding meanings in the world, and this gives effect to a search for meaning which is fulfilled by the creation of meaning - a person might say that man is busy realising values. He creates culture and maintains traditions and eventually leads the younger generation to exist likewise. The parent has to assist children in getting to know and understand the object world. He should guide children in conserving and preserving the world of objects. Furthermore he has to support them in utilising and 'reigning over' the world of objects (Landman *et al.*, 1992: 107).

(2) An acceptable philosophy of life

Every adult human being has a philosophy of life which influences his choices and actions. Every adult chooses and acts in a particular fashion - in other words, the adult does not choose and act without thinking. Every choice or every action is determined. Man's choices and actions in life are choices and actions determined by a philosophy of life. The adult's choices and actions must be characterised by an unconditional acceptance of norms flowing from a particular philosophy of life (Landman, *et al.*, 1992: 122; Le Roux (ed.), 1992: 69-70)

(3) Moral independence and responsibility

To be human one must be moral and morality as a mode of human existence implies the act of choosing. Morally the adult can make a choice, but he can

also live up to his decisions in the full knowledge of their consequences. It is also clear that man makes his choices in the light of a specific order of preference as regards values. The adult chooses independently and accepts responsibility for his choice and action. Responsibility as an essential characteristic of adulthood exhibits the adult's particular attitude towards life. The adult's life must give evidence of a norm-directed identification based on an independent, answerable consciousness of what ought to be (Prinsloo & Beckman, 1988: 55; Landman, *et al.*, 1992: 122).

(4) Time

The manner in which modern man (parent) experiences time has changed from the manner in which people (parents) of the past experienced time. Modern man's time is planned into smaller fragments according to schedules and his entire human existence is thus fragmented. It is therefore difficult for him to experience unity. This fragmented time schedule damages family unity because there is simply not enough time for intimacy and closeness at home (De Klerk, 1989: 446). Eventually this leads to the estrangement of each other and the disintegration of families.

(5) Finance

The state must, on the strength of everyone's right to education, provide financing for such education. The financing task of the state has an atypical aspect when parents receive financial aid towards the education of their children. It is in the interests of civilization that each citizen should receive educative teaching and when parents cannot afford it, the state must offer the necessary financial assistance. In this case the state has an atypical function

that arises from its typical task of obtaining funds (Van Schalkwyk, 1990a: 175; Govender, 1998).

If the funds provided by the government are not sufficient to maintain the present standards of education, the private sector, especially parents, will have to contribute much more by way of school-fees. Parents must increasingly realize that they have a financial responsibility regarding their children's education and they must honour their obligations in two ways, namely indirectly (by the taxes they pay) and directly (by paying school fees). Wealthy parents must realize that their contributions may also be utilized for the less privileged parents' children in order to maintain an acceptable standard of education within the entire community (Van Schalkwyk, 1990a: 217).

Society as a whole profits by education. Consequently, everybody must be responsible for the financing of education, and not only the parents. Commerce and industry also ought to share financial responsibility of education (Naidoo, 1998).

Education, particularly secondary and tertiary education, is no longer meaningful unless it is linked to a specific vocation (Goodey, 1986: 39). It then follows that there ought to be liason and co-operation between education and the business world if each is to fulfil its function as effectively as possible.

(6) Business world (commerce and industry)

Education is dependent on commerce and industry, whilst commerce and industry are also dependent on education. This mutual dependency is

necessary for each to achieve its goal. Commerce and industry have no goal in themselves but exist in the interests of civilization, that is, for the sake of man and his needs with a view to fulfilling his mandate to rule over creation. In establishing educational policy, objectives, content and examining, educational management must not only take into account the educational norms and needs of learners, but also the norms of labour and the professions and the needs of the professional world. After all, people are educated and trained to enable them eventually to fulfil their cultural mandate in pursuing a career. Education needs the occupational world to accomodate its “product” in a meaningful way, while the occupational world in turn needs education to provide it with employees who will persevere, be trustworthy, responsible and hard-working. Consequently liason between these two sectors is essential. According to Van Schalkwyk (1990a: 186) the following are some aspects of their interdependence:

- * Education as an undertaking is responsible for the schooling and education of people who are to serve commerce and industry with a view to supplying services to meet the needs of the community. Profits are ploughed back to create job opportunities for the growing population and for the development of civilization. In this way creation is increasingly controlled and man’s welfare is promoted.
- * Industries and business as undertakings, in turn, serve the “products” of education, namely, the learners by providing them with job opportunities where they can fulfil their mandates in part. Education attains its goal in that its “products” serve the community as civilized and competent people.

- * Educators must therefore know the needs of commerce and industry and the latter must know the needs of the community, so that the educational programmes can be created for the senior secondary level that will meet the needs of commerce and industry. Commerce and industry on the other hand must also support the individual needs of learners to develop in fields in which the learners are interested.
- * Industry must advise education on certain matters (Goodey, 1986: 39). Such matters include courses, curricula, subject syllabuses, standards, practical work, etc.
- * Industry should also offer financial assistance to education so as to ensure that educational institutions have the necessary apparatus and highly trained staff to enable them to train learners more effectively (Goodey, 1986: 39).
- * Industry should make its training facilities available to educational institutions to enable them to train learners more effectively.
- * Education must see to it that its teachers keep abreast with the latest developments in technology, knowledge and professional skills to enable them to produce "material" suitable for employment in the business world.
- * Education must produce learners who are culturally aware and not just mindless workers pursuing a career. Industry requires a work-force which is not only skilled as regards work, but a force which is capable

of ethical behaviour, willing to accept responsibility, honest and hard-working (Van den Berg, 1987: 171-187).

(6) Discipline

Every human being has an inborn need of order and security (Smith, 1996: 18). A disciplined environment creates a secure atmosphere in which the child can blossom. The inability of the younger child to impose self-discipline necessitates some form of discipline by an adult (parent). No child is born with a developed moral conscience. As such, the young child, especially, is in need of guidance and externally-imposed discipline. It is because of his natural inability to discipline himself, that the child needs a caring educator (parent) who can discipline and guide him to responsible adulthood.

According to Smith (1996: 18) it is important to remember that discipline should not be confused with punishment. The central notion of discipline is that the learner should submit to the superior knowledge and experience of his or her educator (parent) in order to learn from the educator (parent). As such, discipline can be seen as positive or proactive. It aims at guiding and directing the child or the learner towards:

- * self-discipline;
- * a good moral character; and
- * responsible behaviour in accordance with personal and interpersonal convictions and practices.

As such, educational discipline should be seen as the exercising of the authority of the educator (parent) in the interest, and to the advantage, of the educand in order to fulfil his or her personal potential and to respect the norms and practices of the society of which he or she is part.

(7) Educational Support

(a) General school activities

Parents can perform a variety of routine tasks which are essential for the day-to-day running of the school. As many parents as possible should be involved in this area. According to Van Schalkwyk (1990a: 181), Theron and Bothma (1990: 161) and Squelch and Lemmer (1994: 98-99) the following are examples of parental help with the day-to-day running of the school:

- * Administration of financial affairs.
- * Maintenance and repair of school facilities.
- * Protection of school facilities.
- * Gardening.
- * Assistance with school newsletters and school magazine.
- * Help with playground duty.
- * Telephoning or helping to notify other parents of important events.

- * Accompanying pupils on field trips and excursions.
- * Attending school assemblies, sport and cultural events.
- * Typing and editing newsletters.
- * Arranging parent talks and information evenings.
- * Serving as an interpreter for non-English-speaking parents.

(b) Classroom assistance

According to Pillay (1998a: 97) volunteer parents can effectively assist with classroom activities. Parental involvement in classroom activities influences parents' interactions with teachers. Parent assistance in this regard does require sound planning and organisation. The following are areas in which parents can render classroom assistance (Macbeth, 1989: 119; Dekker, 1995: 14-15; Oosthuizen (ed.), 1994: 137):

- * Reading to groups.
- * Listening to reading.
- * Giving talks to pupils.
- * Supervising classes when teachers are absent.
- * Assisting with art work and teaching displays.

- * Library assistance.
- * Preparing material and equipment.
- * Serving as an interpreter for non-English-speaking pupils.

(c) Extra-curricular activities

Assistance can be offered by parents in the organisation and management of extra-curricular activities. Even working parents can involve themselves in evening activities and week-end events. According to Van Schalkwyk (1990a: 181), Wolfendale (ed.) (1989: 5-6) and Kruger (1996: 38) parents can involve themselves in extra-curricular activities in the following ways:

- * Fund raising.
- * Coaching sport.
- * Organising sport and cultural events.
- * Operating societies.
- * Transporting pupils.
- * Catering.
- * Supervising general activities.

(d) Learning activities at home

Pillay (1998: 9) states that a very important part of parent involvement is assisting with learning activities at home. The following activities may be coordinated by parents (Lemmer & Squelch, 1993: 101; Dekker, 1995: 14; Oosthuizen (ed.), 1994: 137); Van der Vyver (ed.), 1997: 169-173):

- * Creating a suitable learning environment.
- * Providing tutoring.
- * Supervising homework.
- * Telling stories.
- * Reading to children.
- * Listening to reading.
- * Helping children to select books.
- * Playing educational games.
- * Checking that homework is complete.

4.4.4 The parent governor's relationship with God

The relation between God and man (the parent) is the fundamental relation of

human existence and as such it determines man's relationship to himself, to his fellow-man and to the world.

The relationship towards one's Creator is based on the fact that man needs the Bible and biblical knowledge, because only through biblical revelation can we learn to know Jesus Christ (Landman, *et al.*, 1992: 107).

When considering man in his relationship with his Creator, education implies the following:

- * Supporting the young in getting to know and understand their Creator.
- * Assisting children in accepting their Creator as the final origin, meaning and destiny of life.
- * Guiding children in serving their Creator.
- * Helping the young generation to honour their Creator.

Man finds himself in an all-embracing relationship with his Creator, whoever or whatever he may regard as his Creator/creator/origin. Man is not identical to his Creator. Like his Creator, man can create, love, work, etc., but he cannot do these things in the same way as his Creator (Steyn *et al.*, 1987: 170). The relationship between God and man is the fundamental relation of human existence and as such it determines man's relation to himself, to his fellow-man and to the world (Landman *et al.*, 1992: 107).

(1) Religion

Religion assumes a very important place in the life of a parent and helps him to understand the meaning and value of life. It provides him with a notion of personal relationships and obligations, of values and norms; it leads to the formation of high ideals and selfless service and it helps him in obtaining self-control and self-discipline (Du Toit & Kruger, 1991: 66-67).

The parent's religious background and his education in regard to the origin, nature and destiny of humanity is of the most vital importance. A personal religion means a faith and hope to which a parent can cling during the uncertainties and vicissitudes of his development. A given religion is a feature of given culture or like-minded group, and so differences in the practice of religion are to be expected. An important inference is that parents are aware of a need for God. It is incumbent on the parent to support the child's religious development so that he may learn to rely on God (Vrey, 1990: 202).

Man's religiousness means the enduring yearning for final stability, absolute peace and the most profound certainty (Du Plooy, Griessel & Oberholzer, 1982: 155). To a very great extent the child finds this in the adult, as an example of certainty and progress in life. According to Hlatshwayo (1996: 136) the child, in the presence of his parents (and other educators), becomes aware of certain actions, attitudes and practices in connection with a particular religion. At first the actions are repeated ritualistically without any real understanding of their meaning. Through his participation in religious rituals as religious activities in his life-world the child

experiences his need for existential expression or utterance by, among others, a surrendering to the transcendent, which to the Christian means God. This is dependent on the behavioural example of the parents and the religious experience of the child.

Parents must ensure that the child, through their setting of a good example, is oriented socially with regard to religion in general and to a specific church and congregation in particular. Parents can make a special contribution towards the child's continuing sense of belonging in the congregation if they talk to him regularly and with empathy about religious matters (Van den Aardweg & Van den Aardweg, 1988: 194-195). According to Baldwin (1988: 320) joint family devotions can be regarded as one of the most crucial family activities in supporting the child in church and religious matters.

Since the parent is a religious being, the content and quality of his life are determined not just by his relationship with other people and the world, but also and pre-eminently by his relationship with and his faith in God. Belief provides hope and confidence for the parent. The service of God forms the basis of a healthy philosophy of life. Service of God embraces a belief in the Creator of all things, faith in him as the Provider of all things, and belief in the Creator of all things, and belief in the life hereafter. It also includes service of and obedience to God, as he has revealed himself to man. Service of God offers assistance in acquiring a set of associated values, which are essential as a basis for giving meaning to life and service of God gives meaning to the parent's personal life (Griessel & Mellet, 1988: 41).

(2) The transcendental

The modern technocrat is concerned with the present life and not in the life hereafter. God has become a hypothesis because the world is controlled by its own power (De Klerk, 1989: 446). According to Van Der Merwe (1994: 89) the contemporary-modern period in the human path of becoming is characterised by the disappearance of vertical judgement of the person, which under the influence of technology, is to an ever increasing measure only directed horizontally. The Scripture, as a *normative guide to making of moral choices*, is being replaced with the norm of progress, success and materialism.

The discovery of the transcendental finds manifests itself in a person's relationship with himself, others and values. He who denies the Creator, becomes alienated from the true self and he possesses no clear normative foundation which directs his choices. Seeing that he no longer knows where he is going, he cannot reach out to others and he also loses his grasp of the world in which he lives (De Klerk, 1989: 447).

4.5 SUMMARY

This chapter examined the parent governor's relationship with himself, others, things and ideas, and God so that one could get a better understanding of his life-world. These relationships are dynamic and therefore have a direct influence on the parent governor's experience of his life-world.

Although both the parent and the child are to be held responsible for the success of the child's education, the parent is the one who should mainly be called to account for any dysfunction in the dynamics of the upbringing.

When the parent, who is the more responsible person, does not take care that the conditions for adequate education are met, the child is usually affectively, cognitively and normatively neglected. This neglect may occur when the parent's appeal to the child is not sufficiently clear and unambiguous, and is consequently misunderstood. If any of the pedagogic relationships are absent from the pedagogic situation, it will result in a dysfunction in the dynamics of the education situation. Without sufficient participation of the parent in the dynamics of the education situation, the essential meaning of education is not fulfilled because the child is not involved in an intimate relationship with an adult (parent) who focusses on the child's adulthood. When an adult (parent) and a child communicate inadequately all the acts of upbringing itself are necessarily performed inadequately. This will most certainly result in the pedagogically inadequate actualisation of the child's psychic life.

Having examined the life-world of the parent governor, the following chapter will be devoted to the planning of an empirical investigation into the life-world of parent governors.

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CHAPTER 5

PLANNING OF THE RESEARCH

5.1 INTRODUCTION

In the preceding chapter the life-world of the parent governor and his various relationships that affect the culture of teaching and learning were delineated. The literature study revealed that the parent governor not only has to contend with societal changes, but he is also experiencing difficulties in establishing relationships which are so essential in the educational context. In this chapter the research methodology used in the investigation of governing bodies' perspectives on a culture of teaching and learning will be described.

5.2 PREPARATION FOR AND DESIGN OF THE RESEARCH

5.2.1 Permission

With the aim of administering the questionnaire to parent governors of secondary schools, it was required to first request permission from the Director of the KwaZulu-Natal Education Department. A letter (Appendix B) to ask for the necessary permission was drafted and posted to the Director of the KwaZulu-Natal Education Department. A copy of the preliminary questionnaire (Appendix A) for the Director's approval was also enclosed with the letter.

After permission was granted by the Director of the KwaZulu-Natal Education Department for the intended research to be undertaken (Appendix C) a letter to seek permission from the Superintendent of Education Management (S.E.M.) of North Durban Region (Appendix D) was formulated. In the letter the schools selected for the research in the circuit were identified. The letter, together with a copy of the letter of approval from the Director of the KwaZulu-Natal Education Department and a copy of the questionnaire, was personally delivered by the researcher to the S.E.M.

Permission was then granted by the S.E.M. The researcher then visited the chairpersons of the governing bodies of the selected schools with the letter of approval from the Director of Education. Letters addressed to the chairpersons of the governing bodies as well as other parent governors of the selected schools were also personally delivered to them (Appendix E and F). Arrangements for administering the questionnaire to all parent governors were made. Final arrangements were then also made in respect of the date and time of delivery of the questionnaires (Appendix G).

5.2.2 Selection of respondents.

Twenty Secondary schools were randomly selected from an alphabetical list of schools in the North Durban Region. From each of the twenty schools all parent governors were requested to complete the questionnaires. This provided the researcher with a sample of one hundred and forty parent governors as respondents which may be considered an adequate sample for reliable data analysis.

5.3 THE RESEARCH INSTRUMENT

5.3.1 The questionnaire as research instrument

The questionnaire is a set of questions dealing with some topic or related group of topics, given to a selected group of individuals for the purpose of gathering data on a problem under consideration (Van Rensburg, Landman & Bodenstein, 1994: 504). According to Van den Aardweg and Van den Aardweg (1988: 190) the questionnaire is a prepared question form submitted to certain persons (respondents) with a view to obtaining information. Within the operational phase of the research process the questionnaire is all important. Churchill and Peter (Schnetler, 1993: 77) have shown that the measuring instrument has the greatest influence on the reliability of data.

The characteristics of measurement are best controlled by the careful construction of the instrument. The questionnaire as an instrument for data collection is well known. A questionnaire is used when authentic information is desired. There is, however, insufficient appreciation for the fact that a questionnaire should be constructed according to certain principles (Kidder & Judd, 1986: 128-131; Behr, 1988: 156).

A well-designed questionnaire is the culmination of a long process of planning the research objective, formulating the problem and generating the hypothesis. A questionnaire is not simply thrown together. A poorly designed questionnaire can invalidate any research results, notwithstanding the merits of the sample, the field workers and the statistical techniques (Huysamen, 1989: 2). In their criticism of questionnaires Berchie and Anderson (Schnetler, 1993: 61) object to poor design rather than to questionnaires as

such. A well-designed questionnaire can boost the reliability and validity of the data to acceptable tolerances (Schumacher & Meillon, 1993: 42).

It therefore stands to reason that questionnaire design does not take place in a vacuum. According to Dane (1990: 315-319) the length of individual questions, the number of response options, as well as the format and wording of questions are determined by the following :

- * The choice of the subject to be researched.
- * The aim of the research.
- * The size of the research sample.
- * The method of data collection.
- * The analysis of the data.

Against this background the researcher can now look at the principles that determine whether a questionnaire is well-designed. It is thus necessary to draw a distinction between questionnaire content, question format, question order, type of questions, formulation of questions and validity and reliability of questions.

5.3.2 Construction of the questionnaire

Questionnaire design is an activity that should not take place in isolation. The researcher should consult and seek advice from specialists and colleagues at

all times during the construction of the questionnaire (Van den Aardweg & Van den Aardweg, 1988: 198). Questions to be taken up in the questionnaire should be tested on people to eliminate possible errors. A question may appear correct to the researcher when written down but can be interpreted differently when posed to another person. There should be no hesitation in changing questions several times before the final formulation keeping the original purpose in mind. The most important point to be taken into account in questionnaire design is that it takes time and effort 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 in the construction of the questionnaire (Kidder & Judd, 1986: 243-245). All of the above was taken into consideration by the researcher during the designing of the questionnaire for this investigation.

An important aim in the construction of the questionnaire for this investigation was to present the questions as simple and straightforward as possible. Reasons for this were that not all members of the target population under investigation might be adequately prepared to interpret questions correctly or familiar with the completion of questionnaires. The researcher also aimed to avoid ambiguity, vagueness, bias, prejudice and technical language in the questions.

The aim of the questionnaire (Appendix A) was to obtain information regarding governing bodies' perspectives on a culture of teaching and learning. The questions were formulated to establish the nature and importance of the parent governor's role in education taking his life-world into consideration.

The questionnaire was divided into two sections as follows :

- * Section one which dealt with the biographical information of the respondents (parent governors).
- * Section two focused on governing bodies' perspectives on a culture of teaching and learning with specific reference to the life-world of the parent governor.

Section Two of the questionnaire is divided as follows:

- * Responsibilities (Item 1- Item 13)
- * Involvement (Item 14 - Item 20)
- * Policy Making (Item 21 - Item 22.10)
- * Communication (Item 23 - Item 28)
- * Accountability (Item 29 - Item 38)

Section Two of the questionnaire was based on the relevant literature study and respondents (parent governors) were requested to indicate their responses in three ways, namely, Agree, Disagree or Uncertain. The questionnaire was chosen as a research instrument because it offers the respondents the opportunity to give honest answers to statements which otherwise would have appeared personal and sensitive.

5.3.3 Characteristics of the questionnaire

According to Van den Aardweg and Van den Aardweg (1988: 190), Mahlangu (1987: 84-85) and Norval (1988: 60) the following can be considered as characteristics of a good questionnaire :

- * It has to deal with a significant topic, one which the respondent will recognise as important enough to warrant spending his or her time on. The significance should be clearly and carefully stated on the questionnaire and on the accompanying letter.
- * It seeks only that information which cannot be obtained from other sources.
- * It must be as short as possible, but long enough to get the essential data. Long questionnaires frequently find their way into the wastepaper basket.
- * Questionnaires should be attractive in appearance, neatly arranged and clearly duplicated or printed.
- * Directions for a good questionnaire are clear and complete and important terms are clearly defined.
- * Each question deals with a single concept and should be worded as simply and straightforwardly as possible.

- * Different categories should provide an opportunity for easy, accurate and unambiguous responses.
- * Objectively formulated questions with no leading suggestions should render the desired responses. Leading questions are just as inappropriate in a questionnaire as they are in a court of law.
- * Questions should be presented in a proper psychological order, proceeding from general to more specific and sensitive responses. An orderly grouping helps respondents to organise their own thinking so that their answers are logical and objective. It is preferable to present questions that create a favourable attitude before proceeding to those that are more intimate or delicate in nature. Annoying and / or embarrassing questions should be avoided if possible.
- * Data obtained from questionnaires are easy to tabulate and interpret. It is advisable to preconstruct a tabulation sheet, anticipating the likely tabulation and ways of interpretation of the data, before the final form of the questionnaire is decided upon. This working backward from a visualisation of the field analysis of data is an important technique for avoiding ambiguity in questionnaire form. If computer tabulation is planned it is important to designate code numbers for all possible responses to permit easy transference to a computer programme's format.

5.3.4 Advantages and disadvantages of the questionnaire

Data can be gathered by means of a structured questionnaire in *inter alia* the following ways: a written questionnaire that is mailed, delivered or handed out personally; personal interviews; telephone interviews (Kidder & Judd, 1986: 221). Each mode has specific advantages and disadvantages which the researcher needs to evaluate for their suitability to the research question and the specific target population being studied, as well as relative cost. The researcher used the written questionnaire as research instrument taking into consideration the following advantages (Mahlangu, 1987: 94-95; Norval, 1988: 60).

(1) Advantages of the written questionnaire

According to Mahlangu (1987: 96) the questionnaire is one of the most common methods of gathering data. 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 (Cohen & Manion, 1989: 111-112):

- * Affordability is the primary advantage of a written questionnaire because it is the least expensive means of data gathering.
- * Written questionnaires preclude possible interviewer 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 with a written questionnaire.

- * A questionnaire permits anonymity. If it is arranged such that responses are given anonymously, the researcher's chances of receiving responses which genuinely represent a person's beliefs, feelings, opinions or perceptions would increase.
- * They permit a respondent a sufficient amount of time to consider answers before responding.
- * Questionnaires can be given to many people simultaneously, that is to say that a large sample of a target population can be reached.
- * They provide greater uniformity across measurement situations than do interviews. Each person responds to exactly 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 respondent is not at home "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 survey results.

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- * 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 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 respondents report less than expected and make more critical comments in a mail questionnaire.
- * Questions requiring considered answers rather than immediate answers could enable respondents to consult documents in the case of the mail questionnaire approach.
- * Respondents can complete questionnaires in their own time and in a more relaxed atmosphere.
- * Questionnaire design is relatively easy if the set guidelines are followed.
- * The administering 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.

(2) Disadvantages of the written questionnaire

The written questionnaire also has significant disadvantages. According to

Van den Aardweg and Van den Aardweg (1988: 190), Kidder and Judd (1986: 223-224) and Mahlangu (1987: 84-85) the disadvantages 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 gauge 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 straightforward 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 questionnaires 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 the questions at the same time before answering them and the answers to the different questions could therefore not be treated as “independent”.
- * Researchers are unable to control the context of question answering, and specifically, the presence of other people. Respondents may ask friends or family members to examine the questionnaire or comment on their answers, causing bias if the respondent’s own private opinions are desired.
- * Written questionnaires do not allow the researcher to correct misunderstandings or answer questions that the respondents may have. Respondents might answer questions incorrectly or not at all due to confusion or misinterpretation.

5.3.5 Validity and reliability of the questionnaire

There are two concepts that are of critical importance in understanding issues of measurement in social science research, namely validity and reliability (Huysamen, 1989: 1-3). All too rarely do questionnaire designers deal consciously with the degree of validity and reliability of their instrument. This is one reason why so many questionnaires are lacking in these two qualities (Cooper, 1989: 15). Questionnaires have a very limited purpose. In fact, they are often one-time data gathering devices with a very short life, administered to a limited population. There are ways to improve both the validity and reliability of questionnaires. Basic to the validity of a questionnaire is asking the right questions phrased in the least ambiguous way. In other words, do the items sample a significant aspect of the purpose

of the investigation? Terms must be clearly defined so that they have the same meaning to all respondents (Cohen & Manion, 1989: 111-112; Cooper, 1989: 60-62).

Although reliability and validity are two different characteristics of measurement, they "shade into each other" (Kidder & Judd, 1989: 53-54). They are two ends of a continuum but at points in the middle it is difficult to distinguish between them. Validity and reliability are especially important in educational research because most of the measurements attempted in this area are obtained indirectly. Researchers can never guarantee that an educational or psychological measuring instrument measures precisely and dependably what it is intended to measure (Van den Aardweg & Van den Aardweg, 1988: 198). It is essential, therefore, to assess the validity and reliability of these instruments. An educational researcher is expected to include in his research report an account of the validity and reliability of the instruments he has employed. Researchers must therefore have a general knowledge as to what validity and reliability are and how one goes about validating a research instrument and establishing its reliability (Huysamen, 1989: 1-3).

(1) Validity of the questionnaire

Validity is defined by Van Rensburg, Landman and Bodenstein (1994: 560) as the extent to which a measuring instrument satisfies the purpose for which it was constructed. It also refers to the extent to which it correlates with some criterion external to the instrument itself. Validity is that quality of a data-gathering instrument or procedure that enables it to determine what it was designed to determine. In general terms validity refers to the degree to which

an instrument succeeds in measuring what it has set out to measure. Behr (1988: 122) regards validity as an indispensable characteristic of measuring devices.

Dane (1990: 257-258), Mulder (1989: 215-217) and Van den Aardweg and Van den Aardweg (1988: 237) distinguish between three different types of validity :

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

It means that validity of the questionnaire indicates how worthwhile a measure is likely to be in a given situation. Validity shows whether the instrument is reflecting the true story, or at least something approximating the truth. A valid research instrument is one that has demonstrated that it detects some "real" ability, attitude or prevailing situation that the researcher can identify and characterize (Schnetler, 1993: 71). If the ability or attribute is itself

stable, and if a respondent's answers to the items are not affected by other unpredictable factors, then each administration of the instrument should yield essentially the same results (Dane, 1990: 158).

The validity of the questionnaire as a research instrument reflects the sureness with which conclusions can be drawn. It refers to the extent to which interpretations of the instrument's results, other than the ones the researcher wishes to make, can be ruled out. Establishing validity requires that the researcher anticipates the potential arguments that sceptics might use to dismiss the research results (Cooper, 1989: 120; Dane, 1990: 148-149).

The researcher employed the questionnaire as an indirect method to measure governing bodies' perspectives on a culture of teaching and learning. Because of the complexity of the respondents' attributes one is never sure that the questionnaire devised will actually measure what it purports to measure. Items in the questionnaire cannot be measured like height, mass, length or size. From the interpretation of the results obtained and the sureness with which conclusions could be drawn, the researcher is, however, convinced that the questionnaire to a large extent did measure that which it was designed for.

(2) Reliability of the questionnaire

According to Mulder (1989: 209) and Van Rensburg, Landman and Bodenstein (1994: 512) reliability is a statistical concept and relates to consistency and dependability. Consistency refers to the constancy of obtaining the same relative answer when measuring phenomena that have not changed. A reliable measuring instrument is one that, if repeated under similar conditions, would present the same result or a near approximation of the

initial result. Van den Aardweg and Van den Aardweg (1988: 194) and Kidder and Judd (1986: 47-48) distinguish between the following types of reliability :

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

In essence, reliability refers to consistency, but consistency does not guarantee truthfulness. The reliability of the question is no proof that the answers given reflect the respondent's true feelings (Dane, 1990: 256). A demonstration of reliability is necessary but not conclusive evidence that the instrument is valid. Reliability refers to the extent to which measurement results are free of unpredictable kinds of error. Sources of error that affect reliability are *inter alia* the following (Mulder, 1989: 209; Kidder & Judd, 1986: 45) :

- * Fluctuations in the mood or alertness of respondents because of illness, fatigue, recent good or bad experiences, or temporary differences amongst members of the group being measured.

- * Variations in the conditions of administration between groups. These range from various distractions, such as unusual outside noise to inconsistencies in the administration of the measuring instrument such as omissions in verbal instructions.
- * Differences in scoring or interpretation of results, chance differences in what the observer notices and errors in computing scores.
- * Random effects by respondents who guess or check off attitude alternatives without trying to understand them.

When the questionnaire is used as an empirical research instrument there is no specific method, for example the "test-retest" method, to determine the reliability of the questionnaire. Therefore, it will be difficult to establish to what extent the answers of the respondents were reliable. The researcher, however, believes, that the questionnaires in this investigation were completed with the necessary honesty and sincerity required to render the maximum possible reliability. Frankness in responding to questions was made possible by the anonymity of the questionnaire. In the coding of the questions it was evident that questionnaires were completed with the necessary dedication.

5.4 PILOT STUDY

A pilot study is an abbreviated version of a research project in which the researcher practices or tests the procedures to be used in the subsequent full-scale project (Dane, 1990: 42). It is a preliminary or "trial run" investigation using similar questions and similar subjects as in the final survey. Kidder and Judd (1986: 211-212) state that the basic purpose of a pilot study is to

determine how the design of the subsequent study can be improved and to identify flaws in the measuring instrument. A pilot study gives the researcher an idea of what the method will actually look like in operation and what effects (intended or not) it is likely to have. In other words, by generating many of the practical problems that will ultimately arise, a pilot study enables the researcher to avert these problems by changing procedures, instructions and questions.

The number of participants in the pilot study or group is normally smaller than the number scheduled to take part in the final survey. Participants in the pilot study and the sample for the final study must be selected from the same target population. For the purpose of this study the researcher conducted a pilot study on parent governors of the secondary school at which he teaches as well as on those parent governors of neighbouring secondary schools.

According to Plug *et al.* (1991: 49-66) the following are the purposes of a pilot study, and these also correlated with the aims of the researcher in this survey :

- * It permitted a preliminary testing of the hypothesis that leads to testing more precise hypotheses in the main study.
- * It provided the researcher with ideas, approaches and clues not foreseen prior to the pilot study.
- * It permitted a thorough check of the planned statistical and analytical procedures, thus allowing an appraisal of their adequacy in treating the data.

- * It greatly reduced the number of treatment errors because unforeseen problems revealed in the pilot study resulted in redesigning the main study.
- * It saved the researcher major expenditure of time and money on aspects of the research which would have been unnecessary.
- * Feedback from other persons involved were made possible and led to important improvements in the main study.
- * In the pilot study the researcher tried out a number of alternative measures and selected only those that produced the best results for the final study.
- * The approximate time required to complete the questionnaire was established in the pilot study.
- * Questions and/or instructions that were misinterpreted were reformulated.

Through the use of the pilot study as "pre-test" the researcher was satisfied that the questions asked complied adequately to the requirements of the study.

5.5 ADMINISTRATION OF THE QUESTIONNAIRE

If properly administered the questionnaire is the best available instrument for obtaining information from widespread sources or large groups simultaneously

(Cooper, 1989: 39). The researcher personally delivered questionnaires to the chairpersons of governing bodies of selected schools (cf. 5.2.2) in the North Durban Region and collected them again after completion. This method of administration facilitated the process and the response rate. A full return rate was obtained with 140 out of 140 questionnaires completed and collected.

5.6 THE PROCESSING OF THE DATA

Once data was collected, it had to be captured in a format which would permit analysis and interpretation. This involved the careful coding of the 140 questionnaires completed by the parent governors. The coded data was subsequently transferred onto a computer spreadsheet using the Quattro Pro 4.0 statistics computer programme. The coded data was submitted to the Department of Statistics at the University of Natal and computer analysed using the SAS programme in order to interpret the results by means of descriptive statistics.

5.6.1 Descriptive statistics

Descriptive statistics serve to describe and summarise observations (Van Rensburg, Landman & Bodenstein, 1994: 355). Frequency tables, histograms and polygons are useful in forming impressions about the distribution of data.

According to Van den Aardweg and Van den Aardweg (1988: 65-76) frequency distribution is a method to organise data obtained from

questionnaires to simplify statistical analysis. A frequency table provides the following information :

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

5.6.2 Application of data

The questionnaire (Appendix A) was designed to determine governing bodies' perspectives on a culture of teaching and learning. In order to obtain the information needed for the purpose of this study the questionnaire was divided into two sections as follows :

- * Section one which dealt with the biographical information of the respondents (parent governors).
- * Section two focused on governing bodies' perspectives on a culture of teaching and learning with specific reference to the life-world of the parent governor.

5.7 LIMITATIONS OF THE INVESTIGATION

This investigation was constrained by a number of factors. The following are likely factors that may have influenced the reliability and validity of the questionnaire :

- * Although anonymity was required in the questionnaire the possibility exists that because of parent governors' cautiousness they might not have been frank and truthful in their responses.
- * The sensitive nature of items in the questionnaire might have elicited false or misleading responses and influenced the reliability of the results.
- * To restrict the investigation to manageable proportions, the researcher limited the study to parent governors of secondary schools only.
- * The questionnaire was completed by parent governors at their homes. It is possible that the respondents may have requested friends or family members to comment on the questionnaire or assist them with the answers.

5.8 SUMMARY

The research design which was applied in the empirical investigation was discussed in this chapter. The questionnaire as research instrument was also comprehensively described. The results of the questionnaire will be analysed in the following chapter.

PRESENTATION AND ANALYSIS OF RESEARCH DATA

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CHAPTER 6

PRESENTATION AND ANALYSIS OF RESEARCH DATA

6.1 INTRODUCTION

This chapter deals with the analysis and interpretation of data which was collected by means of questionnaires completed by parent governors of twenty secondary schools in the North Durban Region. The biographical data is firstly analysed by means of frequency distribution tables.

6.2 PRESENTATION AND ANALYSIS OF DATA

6.2.1 Biographical data

(1) Frequency distribution according to sex of respondents

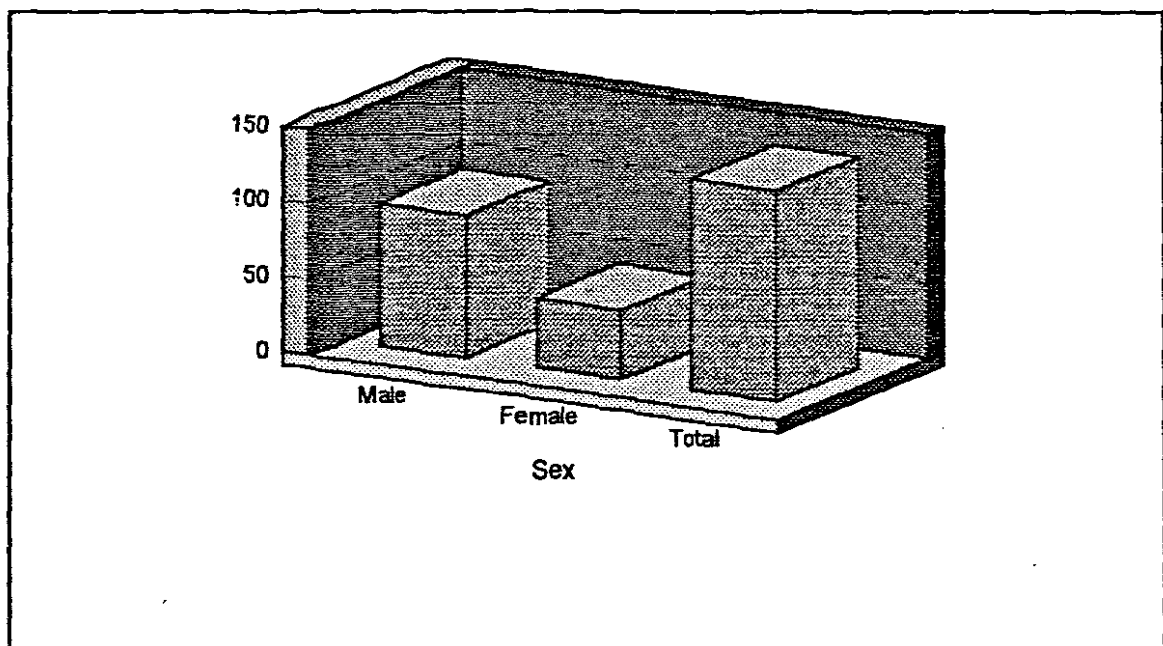
Table 1 Frequency distribution according to sex of respondents

SEX	FREQUENCY	%
1. Male	94	67,14
2. Female	46	32,86
Missing	00	00,00
Total	140	100,00

Table 1 indicates that presently there are more male than female parent governors among the respondents sampled. Of the 140 respondents who

participated in the research 94 (67,14%) are males and 46 (32,86%) are females. A possible reason for this phenomenon is that mothers seem more keen on being involved with the informal aspects of education such as preparing and helping their children with school work while fathers seem to be more interested in the formal aspects of education such as school governance. Naidoo (1998) contends that in many households, especially those of Indians, the stereotype role of mother and father still prevails where the home and homework is considered to be the domain of the mother while school governance and the business aspect of education is considered to be the domain of the father. The frequency distribution of respondents according to sex is further illustrated in Graph 1.

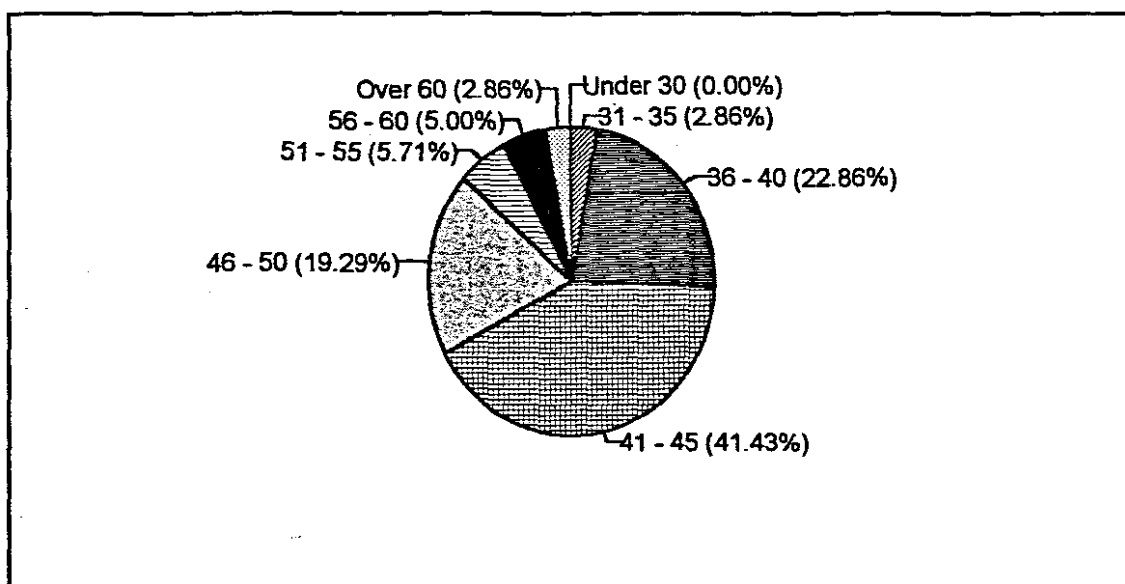
Graph 1 Sex of respondents



(2) Frequency distribution according to age of respondents**Table 2 Frequency distribution according to age of respondents**

AGE	FREQUENCY	%
1. Under 30	00	00,00
2. 31 - 35	04	02,86
3. 36 - 40	32	22,86
4. 41 - 45	58	41,43
5. 46 - 50	27	19,28
6. 51 - 55	08	05,71
7. 56 - 60	07	05,00
8. Over 60	04	02,86
Total	140	100,00

Table 2 indicates that the majority of respondents (67,15%) are younger than 46 years old. This may be attributed to the fact that these younger parents have school-going children which makes them eligible to serve as members of governing bodies of their children's schools. On the other hand older parents may have no more school-going children therefore they they are restricted by the South African Schools Act from serving on governing bodies. According to Mwamwenda (1995: 30) younger parents are usually more actively involved in educational matters because they have a vested interest in the schools which their children attend. The tendency for younger parents to become more involved in governing bodies is further elucidated in Graph 2.

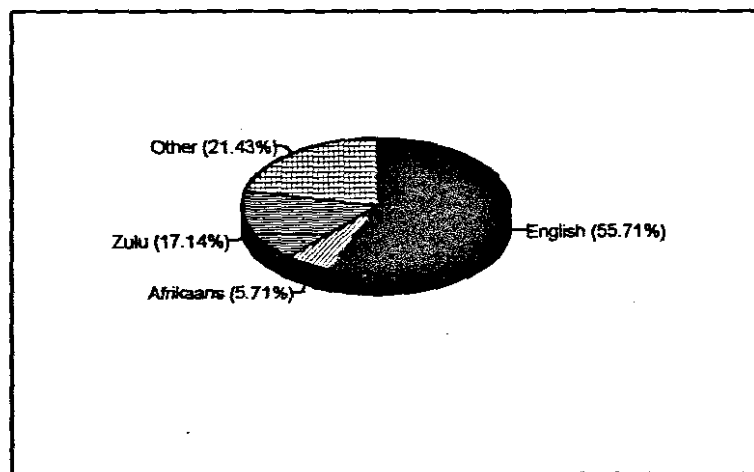
Graph 2 Age of respondents**(3) Frequency distribution according to home language of respondents****Table 3 Frequency distribution according to home language of respondents**

LANGUAGE	FREQUENCY	%
1. English	78	55,71
2. Afrikaans	08	05,71
3. Zulu	24	17,15
4. Other	30	21,43
Total	140	100,00

According to Table 3 the majority of parents (55,71%) speak English at home. This may be attributed to the fact that many households are now accepting English as a common medium of communication seeing that it is an

internationally recognised language. Another factor may be parents' desire to speak English at home because they feel that with English their children have a better chance of excelling at schools (many of which are English medium) and also of gaining employment at internationally recognised companies (Smith: 1998). The frequency distribution of respondents according to home language is further illustrated in Graph 3.

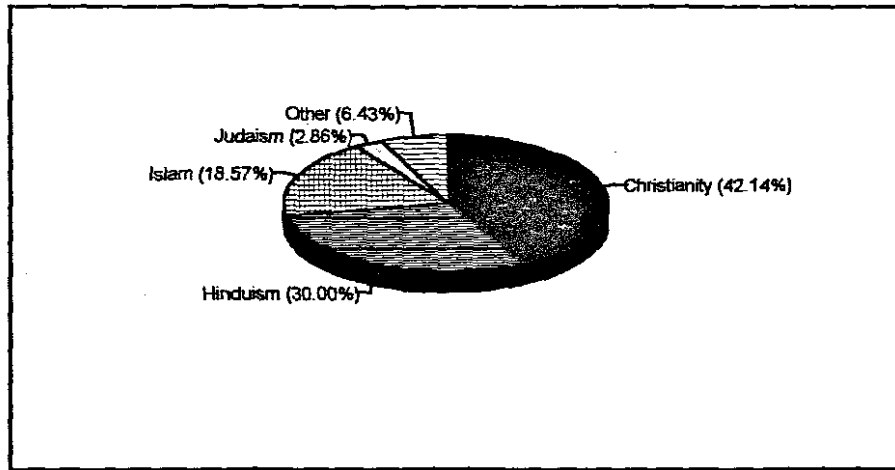
Graph 3 Home language of respondents



(4) Frequency distribution according to religion of respondents**Table 4** Frequency distribution according to religion of respondents

RELIGION	FREQUENCY	%
1. Christianity	59	42,14
2. Hinduism	42	30,00
3. Islam	26	18,57
4. Judaism	04	02,86
5. Other	09	06,43
Total	140	100,00

Table 4 indicates that the majority of the respondents 59 (42,14%) are Christians, 42 (30%) are Hindus, 26 (18,57%) are Moslems and 4 (2,86%) are Jews. Graph 4 further illustrates that all respondents belong to one religious denomination or the other. This bears testimony to the fact that governing bodies are indeed multi-religious in nature where parents from all religious groups are involved in school governance. This may ensure that no particular religion is either favoured or marginalised when curriculum and syllabus options are considered.

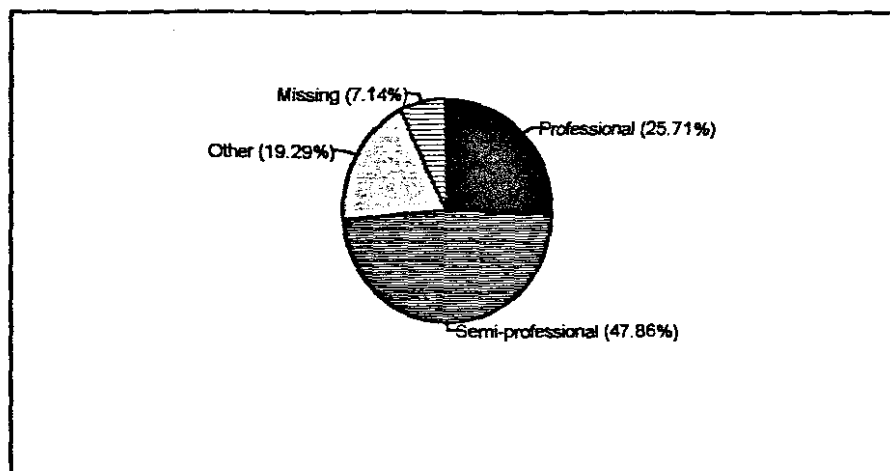
Graph 4 Religion of respondents**(5) Frequency distribution according to occupation of respondents****Table 5 Frequency distribution according to occupation of respondents**

OCCUPATION	FREQUENCY	%
1. Professional	36	25,71
2. Semi-Professional	67	47,86
3. Other	27	19,29
4. Missing	10	07,14
5. Total	140	100,00

A high percentage (47,86%) of the respondents are semi-professional people while 36 (25,71%) are professionals. There is a strong correlation between the educational level of the respondents and their occupation. Many respondents (26,43%) either indicated their occupation as "other" without

specifying it or did not respond to the item at all (cf. Graph 5). A possible reason for this phenomenon is that they were reluctant to reveal their occupation which may be 'unattractive' as far as they are concerned. This may be related to self-esteem. Parents who normally practice a highly professional career have a very high self-esteem and are very confident about their own abilities. They are usually good role models for their children. These parents are more likely to become involved in the formal education of their children, especially the academic aspect of schooling (Lion-Cachet, 1992: 99).

Graph 5 Occupation of respondents



(6) Frequency distribution according to academic qualifications of respondents

Table 6 Frequency distribution according to academic qualifications of respondents

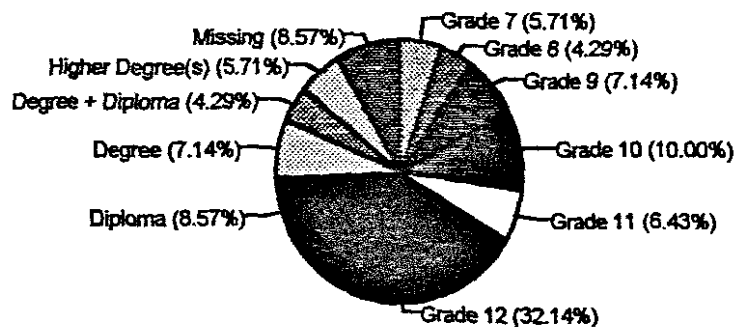
ACADEMIC QUALIFICATIONS		FREQUENCY	%
1.	No formal schooling	00	00,00
2.	Lower than Grade 7	00	00,00
3.	Grade 7	08	05,71
4.	Grade 8	06	04,29
5.	Grade 9	10	07,14
6.	Grade 10	14	10,00
7.	Grade 11	09	06,43
8.	Grade 12	45	32,15
9.	Diploma	12	08,57
10.	Degree	10	07,14
11.	Degree + Diploma	06	04,29
12.	Higher Degree (s)	08	05,71
	Missing	12	08,57
	Total	140	100,00

Table 6 indicates that no respondent possesses qualifications lower than Grade 7 while the majority of respondents (65,72 %) possess qualifications ranging from Grade 7 to Grade 12. A small number of respondents (8,57%) possess diplomas, 7,14% possess degrees, 4,29% possess degrees as well as

diplomas and 5,71% possess higher degrees (cf. Graph 6). This finding correlates with the low percentage of professionally qualified respondents that emerged in Table 5.

Lowly qualified parents may appear to be reserved and timid because they lack confidence. These parents are not necessarily unable, unwilling and uninterested to get involved but due to their personality, shortage of self-esteem and negative achievements they are reluctant to participate in school governance. Previous academic failures, conflicts and a feeling of inferiority can *inter alia* bring them to the point where they are incapable of being of any help at all. These parents feel that they should not set foot in the school (Pearson, 1990: 14-17).

Graph 6 Academic qualifications of respondents



6.2.2 Responses of parent governors pertaining to the culture of teaching and learning

(1) Responsibilities

Table 7 Frequency distribution according to responsibilities

Item	Agree %		Disagree %		Uncertain %		Missing %		Total %	
1	62	44,28	46	32,86	28	20,00	04	02,86	140	100
2	60	42,85	49	35,00	25	17,86	06	04,29	140	100
3	72	51,43	47	33,57	17	12,14	04	02,86	140	100
4	60	42,85	48	34,29	28	20,00	04	02,86	140	100
5	70	50,00	57	40,71	06	04,29	07	05,00	140	100
6	68	48,57	51	36,43	17	12,14	04	02,86	140	100
7	112	80,00	21	15,00	06	04,29	01	00,71	140	100
8	87	62,14	29	20,72	20	14,28	04	02,86	140	100
9	116	82,85	18	12,86	02	01,43	04	02,86	140	100
10	74	52,85	39	27,86	23	16,43	04	02,86	140	100
11	96	68,57	32	22,86	10	07,14	02	01,43	140	100
12	62	44,28	41	29,29	28	20,00	09	06,43	140	100
13	114	81,43	21	15,00	04	02,86	01	00,71	140	100

(a) Acceptance of responsibility (1)

The majority of respondents (52,86%) either disagreed or were uncertain as to whether governing bodies have accepted responsibility for creating a culture

of teaching and learning. According to Shola (1998) many governing bodies still feel it is solely the responsibility of education authorities and principals to create a culture of teaching and learning while their responsibility seems to be related to finances and general school policy. He also states that many members of governing bodies do not know how to deal with their new found responsibilities. This, according to him, is evident in the disruptions that took place in 1997 and 1998 in many former House of Delegates schools which were either initiated or supported by governing bodies.

(b) Educational policies (2)

More than half of the respondents (52,86%) were either uncertain or disagreed with the statement. This may be attributed to the fact that many members of governing bodies themselves are not *au fait* with educational policies therefore they do not have the capacity to ensure that educational policies are carried out effectively at schools.

(c) Well-organised schools (3)

While the majority of respondents (51,43%) agreed with the statement that it is the responsibility of governing bodies to create well-organised schools so that effective teaching and learning can take place, there are many (45,1%) who either disagreed or were uncertain. This may be due to the fact that while many members of governing bodies may know that it is their responsibility to create well-organised schools, they do not possess the skills and knowledge on how to go about doing this.

(d) High standard of education (4)

Of the 136 individuals who responded to the statement 60 (42,85%) agreed, 48 (34,29%) disagreed and 28 (20%) were unsure. According to Van Wyk (1996b: 24-25) parents expect the school to provide education in accordance with the best and most educationally accountable educational principles, points of view and method. The level of education must be of a standard which will develop the child's potential to the full.

(e) Pupils' contribution (5)

A large number of respondents 70 (50%) agreed with the statement, 57 (40,71%) disagreed and 6 (4,29%) were uncertain. According to Van Schalkwyk (1990b: 19-24) and Kruger (1996: 33) parents, on the strength of their parenthood are the primary and natural educators of their children, and are therefore fully responsible for their formal and informal education. Parents need to ensure that their children attend school regularly, complete their school tasks on time and co-operate with teachers at all times.

(f) Educational environment (6)

Sixty eight (48,57%) of the respondents agreed with the statement, 51 (36,43%) disagreed and 17 (12,14%) were uncertain. According to Van Wyk (1996b: 25-26) parents are expected to enrich the education provided by the school by creating additional learning opportunities for their children and then supplementing and extending such opportunities. Parents retain the primary responsibility for the education and personal actualization of their children.

(g) Pupil attendance (7)

The overwhelming majority of respondents (80%) agreed with the statement that governing bodies must assist principals and teachers to motivate pupils to attend school regularly. Parents must assume accountability for creating a culture of learning by ensuring that the child receives maximum benefit from education. One way of doing this is by seeing to it that the child attends school regularly (Van der Westhuizen (ed.), 1991: 430-431).

(h) Code of conduct for pupils (8)

A significant number of respondents 87 (62,14%) agreed that it is the responsibility of governing bodies to enforce a code of conduct for pupils, 29 (20,72%) disagreed and 20 (14,28%) were uncertain. According to Nxumalo (1993: 55) and Smith (1996: 1-4) many schools in South Africa are characterised by a high failure rate, early school dropout, low morale and an anti-academic attitude due to a lack of discipline among pupils which has led to the collapse in the culture of learning. A code of conduct for pupils will most certainly change their attitudes towards schooling.

(i) Disciplinary action (9)

Most of the respondents 116 (82,85%) agreed with the statement that governing bodies should be empowered to take disciplinary action against educators who are guilty of misconduct at schools. An orderly and safe environment is essential for meaningful learning. The school should be free from disruption, chaos and danger. This implies that effective school discipline must be in place so that a habitable and safe life-world is created for

the child (Kruger, 1996: 6). The lack of authority, discipline and respect among teachers cause a severe barrier to an effective culture of teaching and learning. These teachers could be a threat to the safety and order in a school.

(j) Resources (10)

A large number of respondents 74 (52,85%) agreed with the statement, 39 (27,86%) disagreed and 23 (16,43%) were uncertain. According to Van Schalkwyk (1990a: 175) if funds (resources) provided by the government are not sufficient to maintain a high standard of education, the private sector, especially parents, will have to contribute much more by way of school-fees (cf.4.4.3). Parents must increasingly realize that they have a financial responsibility regarding their children's education and they must honour their obligations in two ways, namely indirectly (by the taxes they pay) and directly (by paying school-fees as well as raising other funds for the school).

(k) Financial assistance (11)

The majority of respondents (68,57%) agreed that governing bodies need to enlist the financial assistance of commerce and industry to support education, 22,86% disagreed and 7,14% were uncertain. Society as a whole profits by education. Consequently, everybody must be responsible for the financing of education, and not only the parents. Commerce and industry also ought to share financial responsibility of education (cf.4.4.3).

(l) Teacher support (12)

Only 44,28% of the respondents agreed that governing bodies are supporting

teachers in the performance of their professional duties. This may be attributed to the fact that many members of governing bodies are unable to support teachers in the performance of their professional duties because of a lack of training pertaining to parental involvement in education (cf.3.5).

(m) School facilities (13)

The majority of the respondents (81,43%) agreed with the statement, 15% disagreed and 2,86% were uncertain. It appears that most respondents realise that with the cutbacks in education spending by the government they are expected to maintain school facilities at the community's cost. Therefore they have to ensure that facilities are used in the most effective manner to make them cost effective.

(2) Involvement

Table 8 Frequency distribution according to involvement

Item	Agree %		Disagree %		Uncertain %		Missing %		Total %	
14.1	70	50,00	42	30,00	22	15,71	06	04,29	140	100
14.2	72	51,43	40	28,57	22	15,71	06	04,29	140	100
14.3	72	51,43	40	28,57	22	15,71	06	04,29	140	100
15	68	48,57	46	32,86	18	12,86	08	05,71	140	100
16	59	42,14	61	43,58	10	07,14	10	07,14	140	100
17	58	41,43	59	42,14	14	10,00	09	06,43	140	100
18	59	42,14	63	45,00	11	07,86	07	05,00	140	100
19	59	42,14	66	47,15	08	05,71	07	05,00	140	100
20	48	34,29	80	57,14	08	05,71	04	02,86	140	100

(a) Academic achievement (14.1)

A significant percentage of the respondents (50%) agreed with the statement, 30% disagreed and 15,71% were uncertain. From various research projects regarding the maintenance and improvement of home-school relations, it has been proved that parent involvement has a significant effect on the quality of teaching and learning experiences in the school and on pupils' results (Van Schalkwyk, 1990b: 27).

(b) Pupil behaviour (14.2)

More than half the number of respondents (51,43%) agreed with the statement, 28,57% disagreed and 15,71% were uncertain. According to Kruger (1996: 23-25) pupils who are aware that their parents are interested in their schooling, experience emotional stability and security and are better able to adjust to school and better able to overcome any problems which they may encounter, such as discipline, behavioural and learning problems.

(c) Accountability (14.3)

Seventy two (51,43%) of the respondents agreed with the statement, 40 (28,57%) disagreed and 22 (15,71%) were unsure. Parent involvement in education strengthens the partnership between teachers and parents. For this partnership to be effective, teachers and parents must assume accountability for creating a culture of teaching and learning by ensuring that the child receives maximum benefit from education (Van der Westhuizen (ed.), 1991: 430-431).

(d) Understanding (15)

A significant percentage of respondents (45,72%) either disagreed or were uncertain about the statement that they have a thorough understanding of the functions of governing bodies. This may have resulted because members of governing bodies were either not provided with sufficient information on or adequately trained in functions and duties of governing bodies in particular and school governance in general.

(e) Culture of teaching and learning (16)

Only less than half the number of respondents (42,14%) answered in the affirmative that they have a clear idea of what a culture of teaching and learning entails. This may be attributed to the fact that parents have not been adequately informed by schools or the department of education on what the culture of teaching and learning entails. Poor communication between schools and parents may have restricted parents from gaining a better understanding of the culture of teaching and learning.

(f) Confidence (17)

While 42,43% of the respondents agreed with the statement, an alarming number (52,14%) either disagreed or were uncertain. According to Loonat (1998) one cannot be confident of one's ability to deal with problems relating to a culture of teaching and learning if one does not have a clear idea of what it entails. This could be attributed to the same reasons as those already mentioned under the previous item (Item 16).

(g) Encouragement (18)

Of the one hundred and thirty three individuals (133) who responded to the statement that governing bodies encourage parents to offer skills they possess to schools to improve the culture of teaching and learning, 59 (42,14%) agreed, 63 (45%) disagreed and 11 (7,86%) were unsure. The high percentage of respondents (52,86%) who either disagreed or were unsure about the statement may be indicative of the fact that there may be a lack of communication between governing bodies and the communities they represent. In many instances governing bodies may be working in isolation with principals without involving the general parent community sufficiently enough in the affairs of schools.

(h) Ability (19)

More than half the number of respondents (52,86%) either disagreed or were uncertain about the statement that governing bodies have the ability to perform their duties effectively. This may be attributed to the fact that many governing bodies have not been adequately trained in school governance. They cannot function effectively because they have not been adequately informed on regulations relating to school governance (Vandayar, 1998).

(i) Training (20)

A very low percentage of respondents (34,29%) concurred with the statement that members of governing bodies have been adequately trained to perform their duties. Daniels (1998) states that in trying to democratize education, the government introduced changes pertaining to school governance too suddenly,

especially in former black and Indian schools. According to him the concept 'governing body' is relatively new to these schools. Communities were pressurised into forming governing bodies by certain deadline dates. This left very little time for the education of these communities on the various aspects of school governance and the training of their members of governing bodies. Many members of governing bodies, for example, still do not understand the South African Schools Act and its implications on school governance. These governing bodies were not empowered to carry out their duties effectively.

(3) Policy-making

Table 9 Frequency distribution according to policy-making

Item	Agree %		Disagree %		Uncertain %		Missing %		Total %	
21	59	42,14	68	48,57	09	06,43	04	02,86	140	100
22.1	53	37,86	78	55,71	07	05,00	02	01,43	140	100
22.2	50	35,71	79	56,43	09	06,43	02	01,43	140	100
22.3	50	35,71	82	58,57	06	04,29	02	01,43	140	100
22.4	59	42,14	71	50,72	07	05,00	03	02,14	140	100
22.5	41	29,28	88	62,86	07	05,00	04	02,86	140	100
22.6	32	22,86	94	67,14	10	07,14	04	02,86	140	100
22.7	79	56,43	49	35,00	08	05,71	04	02,86	140	100
22.8	79	56,43	46	32,86	12	08,57	03	02,14	140	100
22.9	59	42,14	70	50,00	07	05,00	04	02,86	140	100
22.10	32	22,86	96	68,57	09	06,43	03	02,14	140	100

(a) Policies (21)

Fifty nine (42,14%) of respondents answered in the affirmative that governing bodies determine policies by which schools are to be organised, while a large number 68 (48,57%) disagreed and 9 (6,43%) were unsure. Parents, represented by governing bodies, need to accept joint responsibility for school management and governance. They need to be involved in the decision-making process regarding broad policy guidelines on school management and governance. Where the principal, teachers and parents are jointly involved in the decision-making process concerning school management and school governance such schools proceed smoothly and children are bound to gain maximum benefit from such a healthy situation by receiving the best education (Squelch & Bray, 1996: 229).

(b) Mission, goals and objectives (22.1)

The majority of the respondents (60,71%) either disagreed or were uncertain about the statement while only 37,86% agreed with it. According to Govender (1998) it appears that principals and chairpersons of many governing bodies isolate themselves from other members of governing bodies and take decisions on their own without consulting with the other members. Once a decision has been taken they merely inform the other members on what decisions have been arrived at. Very often chairpersons merely act as 'rubber stamps' of approval for whatever decisions principals take.

(c) Curricular programme (22.2)

Only 35,71% of the respondents agreed with the statement, while 56,43%

disagreed and 6,43% were unsure. Here again it appears that parent governors are being excluded from determining certain policies at schools because of their lack of training in these matters.

(d) Extra-curricular programme (22.3)

Of the 140 questionnaires that were received, 50 (35,71%) of the respondents agreed with the statement, 82 (58,5%) disagreed and 6 (4,29%) were unsure. Once again it seems as if a genuine partnership has not been established between principals and governing bodies. It appears that members of governing bodies are either being excluded by school principals because they do not have much trust and confidence in them or governing bodies are simply not offering their support and services to schools.

(e) Discipline policy (22.4)

Less than half the number of respondents 59 (42,14%) agreed with the statement that the governing body determines the school's discipline policy, 71 (50,72%) disagreed and 7 (5%) were unsure. Discipline is necessary to maintain a certain standard of social conformity so that the community can function without anxiety in an orderly manner. School governing bodies need to cooperate wholeheartedly with principals to ensure that schools are a safe haven for learning (Myburg, 1998: 35-37).

(f) Religious policy (22.5)

The overwhelming majority of respondents (67,86%) either disagreed or were unsure about the statement that the governing body determines the school's

religious policy. It seems that parent governors are avoiding this sensitive issue of schools. Instead of becoming embroiled in contentious discussions involving religious policy they have either left such policy to the discretion of principals and department officials or they wish to remain silent on this issue. According to Govender (1998) many schools have not implemented a religious policy as yet. Many schools are merely following past religious policies.

(g) Management policy (22.6)

An alarming low percentage of respondents (22,86%) agreed with the statement that the governing body determines the school's management policy while the majority (74,28%) either disagreed or were unsure. This may be attributed to the fact that many members of governing bodies have not been adequately trained to participate in the management and governance of schools. They are therefore not confident to participate in school management.

(h) Fund-raising policy (22.7)

More than half the number of respondents (56,43%) confirmed that that the governing body determines the school's fund-raising policy. This is in stark contrast to the responses received pertaining to other policies. It appears that governing bodies are entrusted with more financial responsibilities than academic responsibilities. Principals may be encouraging governing bodies to involve themselves in finance related matters while they are not doing the same for other general matters.

(i) Budget policy (22.8)

A significant number of respondents (56,43%) answered in the affirmative that the governing body determines the school's budget policy. Here again it seems as if principals are merely involving parent governors in the budget policy to gain their support and approval in so far as the financial planning of the school is concerned so that funds may become available when the school requires them. Principals seem to be aware that they together with teachers alone cannot generate sufficient funds for the governance of the school (Naicker, 1998). They need parents to do this.

(j) Admission policy (22.9)

The response to statement 22.9 once again reveals that parent governors are not fully involved in policy formulation at many schools. Only 42,14% of the respondents concurred with the statement, 50% disagreed and 5% were uncertain.

(k) Language policy (22.10)

The majority of the respondents 96 (68,57%) disagreed with the statement that the governing body determines the school's language policy, 32 (22,86%) agreed and 9 (6,43%) were unsure. Once again this could be attributed to the fact the many members of governing bodies have not been empowered to assert themselves in the management of schools. They may have been excluded from this policy because of their ignorance insofar as their functions and duties are concerned (Shola, 1998).

(4) CommunicationTable 10 Frequency distribution according to communication

Item	Agree %		Disagree %		Uncertain %		Missing %		Total %	
23	52	37,14	81	57,86	03	02,14	04	02,86	140	100
24	40	28,57	86	61,43	10	07,14	04	02,86	140	100
25.1	69	49,29	57	40,71	08	05,71	06	04,29	140	100
25.2	59	42,14	65	46,43	09	06,43	07	05,00	140	100
25.3	72	51,43	54	38,57	08	05,71	06	04,29	140	100
25.4	63	45,00	64	45,71	07	05,00	06	04,29	140	100
25.5	72	51,43	54	38,57	08	05,71	06	04,29	140	100
26	58	41,43	64	45,71	14	10,00	04	02,86	140	100
27	100	71,43	22	15,71	12	08,57	06	04,29	140	100
28	100	71,43	19	13,57	14	10,00	07	05,00	140	100

(a) Information (23)

A significant number of respondents (60%) disagreed or were uncertain about the statement while only 37,14% concurred with it. All parent governors are interested in education and would like to contribute in some way. This is true regardless of the socio-economic class to which they belong. The problem is that many of these members of governing bodies do not know how to contribute. They need to be informed of what is expected of them so that they can become genuine partners in education. Principals and governing bodies need to inform each other of their respective responsibilities. Therefore, each

party within the partnership has to be provided with all the necessary information and knowledge about their specific part in the school's activities, how they have to execute them and within which bounds they have to perform these tasks (Dekker & Lemmer, 1993: 157).

(b) Access (24)

A disturbing low percentage of respondents (28,57%) agreed with the statement that governing bodies have access to all information concerning educational matters of their schools. Members of governing bodies need to have access to all information and records concerning educational matters of their schools so that they could support and supplement the education provided by schools without interfering with the day-to-day administration and organisation of teaching and learning (Munnik & Swanepoel, 1990: 81-85).

(c) Staff changes (25.1)

The data presented in Table 10 with regard to statement 25.1 suggests that not all governing bodies are informed of staff changes at schools. Of the 134 individuals who responded to the statement, 69 (49,29%) agreed, 57 (40,71%) disagreed and 8 (5,71%) were uncertain.

(d) Curricular activities (25.2)

A significant number of respondents (52,86%) either disagreed or were uncertain whether the governing bodies to which they belong have been informed of curricular activities of their schools. According to Govender

(1998) many principals still consider these activities which are academic in nature to be the domain of principals and teachers therefore they exclude parents from sharing information on such activities.

(e) Extra-curricular activities (25.3)

More than half the number of respondents (51,43%) answered in the affirmative that they have been informed on the extra-curricular activities of their school. Many principals, according to Loonat (1998), believe that parents have more to offer with regard to the extra-curricular activities of the school than with the academic activities therefore they inform them on such activities. Parents can supplement staff efforts in sports administration, coaching and refereeing of matches, etc. where there is a great shortage of manpower.

(f) Social events (25.4)

The response to statement 25.1 reveals that although information pertaining to the social events of schools is filtering down to governing bodies, not all members are receiving this information. Of the 134 individuals who responded to the statement, 63 (45%) agreed, 64 (45,71%) disagreed and 7 (5%) were uncertain. It is essential that all members of governing bodies be fully informed of the social events of schools so that they feel a sense of belonging towards the school. A sense of belonging will motivate them to make a positive and real contribution to the education of their children (Dekker, 1995: 30).

(g) Discipline (25.5)

The majority of the respondents (51,43%) agreed with the statement related to discipline, while 38,57% disagreed and 5,71% were uncertain. Learners with serious disciplinary problems hinder the progress of schools (Gunter, 1990: 160). Many of the respondents probably feel that serious disciplinary problems should be brought to the attention of the governing body so that structures such as the disciplinary tribunal could be set up to deal with learners presenting such problems.

(h) Visits to school (26)

Only less than half the number of respondents (41,43%) agreed with the statement pertaining to visits to schools. It is possible that most of the respondents feel that while members of governing bodies may visit schools to discuss matters of school governance, they may not interfere with the professional activities relating to teaching and learning (Squelch & Lemmer, 1994: 93).

(i) Communication (27)

The majority of the respondents (71,43%) agreed with the statement that regular communication with schools will help members of governing bodies to understand the way in which schools function. The partnership between principal and members of governing bodies will be strengthened if the channels of communication are open at all times. Communication should entail mutual trust, respect and understanding between principal and the governing body (Dekker, 1993: 6).

(j) Cooperation (28)

The statement that governing bodies need to cooperate wholeheartedly with principals, teachers and learners to develop a positive attitude towards teaching and learning elicited responses from 133 respondents. Most of the respondents 100 (71,43%) agreed with the statement, while only 19 (13,57%) disagreed and 14 (10%) were unsure. It appears as if most members of governing bodies recognise the fact they are partners in the education of their children. As partners in education, while not having a direct say in the professional matters of school, they share responsibility with principals and teachers insofar as the culture of teaching and learning is concerned. According to Postma (1990: 163) partners should cooperate with each other and they should share both successes and failures in their joint activities and that neither should disregard the other's share in successes or blame the other for failure.

(5) AccountabilityTable 11 Frequency distribution according to accountability

Item	Agree	%	Disagree	%	Uncertain	%	Missing	%	Total	%
29	56	40,00	68	48,57	10	07,14	06	04,29	140	100
30	84	60,00	46	32,86	08	05,71	02	01,43	140	100
31	110	78,57	20	14,28	06	04,29	04	02,86	140	100
32	98	70,00	26	18,57	10	07,14	06	04,29	140	100
33	79	56,43	56	40,00	04	02,86	01	00,71	140	100
34	100	71,43	18	12,86	19	13,57	03	02,14	140	100
35	72	51,43	50	35,71	14	10,00	04	02,86	140	100
36	79	56,43	33	23,57	22	15,71	06	04,29	140	100
37	70	50,00	50	35,71	14	10,00	06	04,29	140	100
38	72	51,43	41	29,29	19	13,57	08	05,71	140	100

(a) Accountability to Department (29)

A significant number of respondents 68 (48,57%) disagreed with the statement that governing bodies must be accountable to the Department of Education for creating a culture of teaching and learning. It seems that these respondents do not realise that creating a culture of teaching and learning involves the creation of accountability. Accountability means the development of a common purpose or mission among members of governing bodies and the Department of Education, with clear, mutually agreed and understood responsibilities (Department of Education, 1995: 22).

(b) Accountability to governing bodies (30)

The majority of respondents (60%) concurred with the statement that principals must be accountable to the governing bodies of their schools for steps taken in creating a culture of teaching and learning. According to Prinsloo and Beckmann (1988: 42-43) parents (governing bodies) are empowered legally to delegate certain rights and duties to the school. This renders the principal accountable to the parents (governing bodies) for steps taken to create a culture of teaching and learning. As leaders principals must display the vision and skills necessary to create and maintain a suitable teaching and learning climate or environment, and to inspire others to achieve these goals (Pillay, 1998b: 1).

(c) Code of conduct for teachers (31)

Most of the respondents 110 (78,57%) agreed with the statement that teachers must follow a code of conduct so that their accountability pertaining to a culture of teaching and learning will improve. Twenty (14,28%) disagreed with the statement while 6 (4,29%) were uncertain and 4 (2,86%) did not respond at all. According to Bissetty (1997: 1) and Angamuthu (1997: 13) the teaching profession will be enhanced and earn greater acceptability and respect from parents and learners once a professional code of conduct is in place. A code of conduct will set benchmarks of competence and performance and should, ultimately, be to the benefit of the teacher corps itself in terms of morale and respect for professional competency.

(d) Disciplinary councils (32)

Seventy percent of the respondents agreed with the statement that governing bodies need to establish disciplinary councils to discipline pupils who are guilty of serious offences so that a culture of teaching and learning can be restored. The school should be free from disruption, chaos and danger. This implies that effective school disciplinary structures such as disciplinary councils must be in place so that a habitable and safe life-world is created for the child (Kruger, 1996: 6). Discipline is necessary to maintain a certain standard of social conformity so that the school can function without anxiety in an orderly manner. Through discipline children realise the necessity for order in the world around them and that some forms of behaviour are unacceptable whilst others are praised (Kruger, 1996: 31-32).

(e) Education of parents (33)

A significant number of respondents (56,43%) answered in the affirmative that governing bodies need to educate parents on their responsibilities towards establishing a culture of teaching and learning. According to Dorkin (1998) many parents lack clarity pertaining to their responsibilities regarding the creation of a culture of teaching and learning because they hardly come into contact with principals or educational authorities. Governing bodies, as representatives of parents, on the other hand interact more often with principals and educational authorities. Immense knowledge related to parental responsibilities pertaining to a culture of teaching and learning may be gained from this interaction. A governing body stands in a position of trust towards a school and the school community and one of its main purposes is to help parents play a more meaningful role in the education of their

children (Department of Education, 1997a: 4-5). Governing bodies are therefore in a position to communicate with parents, both on a formal as well as informal basis, on parental responsibilities pertaining to a culture of teaching and learning.

(f) Authority of principals (34)

The statement that governing bodies need to do everything possible to uphold the authority of principals at schools drew responses from 137 respondents. A high percentage of respondents (71,43%) agreed with the statement, 12,86% disagreed and 13,57% were uncertain. According to Kruger (1996: 5-6) the principal is both a professional leader and a manager of a school, and his leadership style and authority also affects classroom management and therefore, pupil's performance. The principal can effectively influence teaching and learning by means of his leadership style, his personality and his educational leadership programme. According to Badenhorst (1993: 109) true educative teaching necessitates a partnership between governing bodies (parents) and principals in order to uphold unity in education. Governing bodies must support principals in the execution of their duties so that their authority is not undermined in any way. It is important that teachers, pupils as well as parents respect the principal as head of the institution at all times.

(g) Incentives for principals (35)

More than half the number of respondents (51,43%) were in agreement that governing bodies ought to provide certain incentives such as merit awards which will encourage principals to become even more involved. Principals

who put special effort into education and into educational transformation need to be rewarded (Gallie, 1997: 2). This will motivate them to promote quality education especially in public schools. The state does not have the necessary funds to provide these incentives therefore governing bodies need to engineer ways in which they could make these incentives available to principals.

(h) Teachers' conditions of service (36)

Many of the respondents (56,43%) supported the statement that governing bodies need to be willing to support teachers in their search for better conditions of service. It has been found that discontentment with salaries and the suddenness of change brought about by the new educational dispensation are to a great extent responsible for dissatisfaction with the conditions of service amongst many teachers. This is seriously affecting the culture of teaching and learning (Sanger, 1997: 2). Pasquallie (1997: 2) contends that if a country wants to improve the quality of its education it could start by improving teachers' conditions of service and providing them with better resources.

(i) Payment for outstanding work (37)

Half the number of the respondents (50%) agreed with the statement that governing bodies should be permitted to pay teachers for outstanding work, while 35,71% disagreed and 10% were uncertain. Presently teachers get paid according to what is negotiated for them by teacher unions in the Education Labour Relations Council (ELRC). They get paid no matter how much effort they put into teaching (Njobe, 1997: 2). Special payments should be made by governing bodies to teachers which will be over and above their basic salary.

Such additional payments will ensure that those teachers who offer special effort to teaching are rewarded. The introduction of such payment will have a significant impact on teacher performance and the quality of education in general (Mona, 1997: 3).

(j) Teacher qualifications (38)

A high number of respondents (51,43%) agreed with the statement that governing bodies should encourage teachers to improve their qualifications in the subjects they teach. Many teachers are either underqualified or unqualified in the subjects they teach. This is adversely affecting the quality of teaching. Teacher competency as well as the quality of education will improve if teachers improve their qualifications in the subjects they teach (Brighouse, 1997: 13).

6.3 SUMMARY

In this chapter information derived from questionnaires issued to members of governing bodies of twenty schools was presented in table form and analysed. Some of the results have also been elucidated with the aid of graphs.

The first part of the chapter dealt with an analysis of the biographical information of respondents. Thereafter descriptive statistics were used to analyse governing bodies' perspectives on a culture of teaching and learning.

Numerous highly significant practical implications and considerations have emanated from this research. It now remains for the finishings of the research to be discussed and interpreted, drawing out some obvious conclusions

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and implications that arise from the data. The following chapter will therefore focus on the summary of the study and certain recommendations will be made in the light of the findings of this research.

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CHAPTER 7

SUMMARY, FINDINGS AND RECOMMENDATIONS

7.1 INTRODUCTION

In this final chapter of the thesis, a summary of the previous chapters will be given and some of the most important findings from the research will be discussed. This will be followed by recommendations, criticism that emanates from this study and a final remark.

7.2 SUMMARY

7.2.1 Statement of the problem

The problem addressed in this study pertains to governing bodies' perspectives on a culture of teaching and learning. Parents must ensure that the educative task entrusted to schools is adequately performed. They should assist and ensure that a good standard of teaching and learning is maintained at schools so that their children gain maximum benefit from their schooling experiences. Organised parent involvement in the formal education of children is embodied in statutory parent bodies such as governing bodies. Governing bodies should offer the parents who elected them a high level of representation in matters concerning the formal education of their children. The governing body, as the mouthpiece of parents in the community, is entrusted with the task of ensuring that there is accountability from all stakeholders in education so that a sound culture of teaching and learning may prevail at all times.

7.2.2 Responsible parental involvement in education

Parents should have no uncertainties as to their educational responsibility as parents. They assume responsibility for a child's existence from conception until he accepts responsibility for his own life as an individual - to live his own life though his parents still accept final accountability for what he says and does. As the child's primary educators, parents are responsible for the adequate education at home, which serves as a basis for school education. Parents should be fully aware of their role, purpose and task, as well as the possibilities and limitations of their activities as regards the education of their children.

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

According to Lemmer and Squelch (1993: 96) neither the parent nor the teacher alone, can educate the child adequately. Parent involvement is now assuming a new form in South Africa as a result of the democratisation of education. The South African Schools Act 84 of 1996 has supposedly empowered parents to take more responsibility for the education of their children than in the past. Greater recognition has been given to the role of parents in the management of schools. Teachers thus realise more than

ever before that the success of their efforts depend largely on parent cooperation (Badenhorst (ed.), 1993: 109).

Responsible parents consider their children's education important. They want to be kept informed of their child's progress in school and to be involved in their child's education. Parents also need and are interested in other kinds of information, education and involvement. Parent involvement in schools is based on the natural right of parents to educate their children. It has been found that active parent involvement in formal education is significantly related to:

- * Improved academic achievement of pupils.
- * Improved pupil attendance at schools.
- * Improved pupil behaviour at schools.
- * Increased community support for schools, including human, financial and material resources.

7.2.3 A pedagogic perspective on a culture of teaching and learning

The erosion of the culture of teaching and learning has reached alarming proportions in many schools. The whole foundation of schooling is under threat in many former non-white schools.

The responsibility for the destruction of the culture of teaching and learning cannot be placed squarely at the doors of any single party or group associated

with education. Rather the disintegration of the culture of teaching and learning can be attributed to a multitude of contributory factors. A large proportion of the blame, however, can be ascribed to certain teacher unions which have done their damndest to make sure that education at many schools was repeatedly disrupted throughout the Nineties. Some of the other important factors that have led to the collapse in the culture of teaching and learning include the undermining of authority and discipline by pupils and teachers, attitude problems on the part of teachers, parents, department officials, principals and pupils, financial and provisioning problems and the failure on the part of parents and principals in assuming accountability for creating a culture of teaching and learning.

A possible reason for the apparent inability of certain stakeholders of education to re-establish the culture of teaching and learning, is the vagueness which prevails about the meaning of the term “ culture of teaching and learning”. In order to rectify something, it is necessary to know exactly what it is that has to be rectified. In other words it is imperative to have a clear and systematic definition of the term “culture of teaching and learning”. This chapter therefore firstly undertakes to define this term.

In order to re-establish and develop the culture of teaching and learning, it is necessary to develop a code of conduct for teachers and pupils which will provide a set of guidelines within which they will conduct their educational activities. The single most important element that can reverse the present turmoil in education is constructive discipline. As soon as there is a return to self-discipline and the practice and acceptance of discipline, education will come into its own as a foundation for the future of the country (Sached, 1992: 15). It is expected of pupils to behave in a disciplined manner, where they

display dedication to their learning tasks, show respect for teachers and parents and obey all school rules. Teachers are expected to become more dedicated to their educative tasks and respond to their profession as a higher calling. Parents too are expected to play their part in re-establishing a culture of teaching and learning by fulfilling their obligations to their children and their schooling.

7.2.4 The life-world of the parent governor

The life-world of the parent governor was explored with the aim of gaining deeper insight into governing bodies' responsibilities pertaining to a culture of teaching and learning. The parent as a member of the governing body has a significant role to play in the culture of teaching and learning. Healthy relationships in his life-world should ensure positive outcomes in education.

The life-world of the parent governor constitutes many relationships. He gets involved with his environment and gives meaning to the relationships which he establishes. He continually finds himself in changing (educational) situations and through his own involvement in these situations, he is able to change them. The parent governor who is always in a relationship, is always conducting a dialogic existence and will himself determine the meaning of the relationships he establishes by either continuing or changing the existing relationship. There must be communication between the parent governor and others in order to establish a relationship. When constructing his own life-world, the parent governor orients himself towards things and ideas, other people (pupils, teachers, principals and other adults), spiritual concepts (values and norms pertaining to morals, ethics, aesthetics, religion, etc.), as well as towards himself.

The fact that the parent governor has not been adequately trained in school governance and responsibilities pertaining to the culture of teaching and learning has possibly influenced his relationship with himself (self-concept).

In so far as his relationship with others is concerned, the parent governor finds himself in relationship with amongst others, the following:

- * Pupils
- * Principals
- * Teachers
- * Parents

In addition to the above relationships the parent governor also finds himself in relationship with the following things and ideas:

- * Values
- * An acceptable philosophy of life
- * Moral independence and responsibility
- * Time
- * Finance
- * Business world
- * Discipline
- * Educational support

The parent governor is a religious being, and as such, the content and quality of his life are determined not just by his relationship with other people and the world, but also and pre-eminently by his relationship with and his faith in God

(Griesel & Mellet, 1988: 41). Belief provides hope and confidence for him to cope with his responsibilities.

7.2.5 Planning the research

This chapter dealt with the research design which was used in the empirical survey of the study. A structured questionnaire was used as research instrument. The composition, distribution and the completion of the questionnaires was discussed. Attention was also given to the pilot study and the limitations of the investigation.

With the aim of administering the questionnaires to parent governors, it was first necessary to request permission from the Director of the KwaZulu-Natal Education Department. Once permission had been granted the researcher made the necessary arrangements to administer the questionnaires to parent governors.

The aim of the questionnaire was to obtain information pertaining to governing bodies' perspectives on a culture of teaching and learning. The questions were formulated to gain insight on the following aspects relating to the capacity of parent governors:

- * Responsibilities
- * Involvement
- * Policy-making
- * Communication
- * Accountability

7.2.6 Presentation and analysis of research data

The purpose of this chapter was to discuss the data collected from the questionnaires completed by 140 parent governors and to offer comments and interpretations on the findings. Initially, an explanation and description was provided as to the methods employed in the categorisation of the responses and the analysis of the data. This was followed by the presentation and discussion of the responses to the questions in the questionnaires.

7.3 FINDINGS

The study revealed that governing bodies of many schools have not been adequately trained to perform their duties effectively therefore they are experiencing problems in re-establishing a culture of teaching and learning at schools. Despite being given certain powers and functions, not all governing bodies are utilising them for various reasons. Many members of these governing bodies do not have the capacity and the confidence to deal with the responsibilities accorded to them by the South African Schools Act 84 of 1996 because they have not been timeously and meaningfully equipped to manage these responsibilities. Furthermore, parents in general do not seem to want control and are often overawed by their responsibility and are all too aware of their own limitations. In reality, parent governors of many schools often feel frustrated and disempowered, excluded in practice from any real decision-making and may even be manipulated by principals.

On the question of accountability of governing bodies to the education authorities and parent community, it was found that few parents elected to the governing body often only consulted with the principal of the school. It was

commonly perceived that the principal and chairperson of the governing body governed the school and only consulted other parent governors and the general parent community on a few policy issues such as determining how much school fees should be levied.

It has also been found that although there may be some sort of cooperation between the principal and the governing body, a lack of contact between parents and the governing body is clearly evident. Regular report-back meetings are not considered to be a viable mechanism for facilitating communication links between the governing body and parents. There is the perception that the parent community in general, is apathetic and has no interest in the on-going affairs of the school and the governing body. The level of accountability to parents is low, *ad hoc* and unstructured. In many cases principals are simply informing the governing body of decisions taken.

Accountability to the Department of Education is negligible and limited to the extent that governing bodies are obliged to report to the Head of Department in respect of how school funds have been utilised.

7.4 PURPOSE OF THE STUDY

The researcher formulated specific aims (cf. 1.5) to determine the course of the study. These aims were realised through the literature study, together with an empirical survey consisting of structured questionnaires. On the basis of the aims and findings of this study, certain recommendations are now offered.

7.5 RECOMMENDATIONS

7.5.1 Code of conduct for pupils

(1) Motivation

Many schools in South Africa are characterised by a high failure rate, early school dropout, low morale and an anti-academic attitude among pupils. The distinct lack of interest and commitment has led to the collapse in the culture of learning (cf. 6.2.2: Item 8). Furthermore, events over the last few years, especially changes in Departmental policy related to disciplinary procedures and methods of punishment pertaining to pupils, have served in general to disempower teachers and to destroy their legitimate authority at schools (cf. 3.5.3). Pupils seem to think that education is unimportant and that they have the means to get what they want. They challenge the authority of teachers and refuse to follow instructions (cf. 3.5.1).

The single most important element that can reverse the present situation is constructive discipline. As soon as there is a return to self-discipline and the practice and acceptance of discipline, education will come into its own as a foundation for the future of the country.

(2) Recommendation

The recommendations are:

- * All governing bodies should develop and enforce a code of conduct which will provide a set of guidelines to regulate the behaviour of

pupils so that a disciplined and purposeful environment is established to facilitate effective teaching and learning.

* The code of conduct should include *inter alia* the following:

- Respect for teachers, parents, fellow pupils and property.
- Regular and punctual attendance of school and classes.
- Pride in dress and appearance.
- Conscientious and diligent undertaking of all work assigned by the teacher.
- Respect for the co-curricular and extra-curricular activities of the school.
- Avoidance of anti-social behaviour which disrupts the learning process, such as drunkenness, the use of drugs, assault, the carrying of dangerous weapons, vandalism to school property, and the non-return of textbooks.
- Elimination of criminal and oppressive behaviour such as rape and sexual harassment.
- Adherence to the rules and regulations of the school, including grievance procedures.

- Tolerance of differing views relating to academic, social, cultural and political issues in the classroom, within the institution, as well as within the community.
 - Resolution of differences between teachers and pupils in a non-violent manner.
- * All governing bodies should establish disciplinary tribunals at schools which should:
- Prescribe discipline with dignity in a fair and consistent manner thus producing an effective teaching and learning environment.
 - Lay down due process to safeguard the interests of pupils and other parties involved in disciplinary proceedings.
 - Establish whether there is a need for further counselling in the case of certain pupils.
 - Recommend the suspension of a pupil to the governing body once due process has been followed.
 - Recommend the expulsion of pupils to the Secretary of Education for the Province once due process has been followed.

7.5.2 Code of conduct for teachers

(1) Motivation

The teaching profession, to a large extent, is marked by an observable lack of interest and commitment to teaching (cf. 3.5.2). This is conspicuous in teachers' participation in mass actions and boycotts, their absence from classrooms and the neglect of their responsibilities as educators. The lackadaisical attitude and unprofessional behaviour of many teachers is adversely affecting the culture of teaching and learning.

It is widely believed that the teaching profession will be enhanced and earn greater acceptability and respect from parents and pupils once teachers are governed by a set of rules that prohibit unprofessional behaviour (cf. 6.2.2: Item 31).

(2) Recommendation

The recommendations are:

- * All teachers should be governed by a code of conduct.
- * The code of conduct should embrace the following:
 - Loyalty to the profession and the task at hand.
 - Respect for all stakeholders in education.

- Regular attendance and punctuality.
- Preparedness for lessons.
- Respect for educational resources.
- Elimination of unprofessional behaviour which destroys the culture of learning, such as drunkenness, the use of drugs, and assault.
- Elimination of criminal and oppressive behaviour such as rape and sexual harassment.
- Respect for the dignity, beliefs and constitutional rights of pupils which includes the right to privacy and confidentiality.
- Acknowledgement of the uniqueness, individuality, and the specific needs of each pupil.
- Exercising authority with compassion.
- Avoidance of any form of humiliation and child abuse.
- Use of appropriate language and behaviour when interacting with pupils.
- Use of proper procedures to address issues of professional incompetence or misbehaviour.

7.5.3 Teacher morale

(1) Motivation

Teacher morale, generally, is dissipating into an abyss. This is due to various factors such as poor service conditions, low salaries and lack of incentives for teachers to give of their best towards education (cf. 3.5). Furthermore the current state of uncertainty which has been brought about by the rightsizing process makes teacher motivation very difficult. Teachers' uncertainty about their future impacts negatively on the culture of teaching and learning (cf. 6.2.2: Item 36).

The decline in teacher morale has been exacerbated by increased tension and conflict between teachers and pupils. Intimidation and acts of violence perpetrated by indisciplined pupils are turning schools into a nightmare for many teachers (cf. 3.5). It is difficult for teachers to commit themselves fully to teaching under such circumstances. As a pre-condition for teaching, something has to be done immediately to secure the safety of teachers at schools so that they may go about their duties in a normal manner.

Governing bodies need to proffer methods of reassuring teachers in an effort to eradicate the feeling of pessimism that is prevalent amongst them. The negative attitudes of teachers should change if they are provided with some type of assurance that their jobs are safe, and if they are acknowledged for their special efforts and talents (cf. 6.2.2: Item 3).

(2) Recommendation

The recommendations are:

*** Governing bodies should:**

- Offer incentives to principals who introduce innovative ideas and methods to promote the culture of teaching and learning. These incentives should be in the form of cash bonuses. This will motivate principals to 'run the extra mile' to foster a positive educational atmosphere at schools.
- Reward those teachers who put special effort into teaching and produce outstanding results. These teachers should be offered a performance related pay (PRP) over and above their basic pay as a reward for their outstanding work.
- Ensure that the work environment of teachers is safe, inviting and conducive to teaching and learning.
- Provide additional material resources to facilitate the efforts of teachers.
- Offer scholarships to teachers to upgrade themselves in the subjects they teach. Finance for these scholarships could be sought from the business community.

- Encourage parents to assist teachers with co-curricular and extra-curricular activities so as to ease the workload of teachers.

7.5.4 Further research

(1) Motivation

During the course of the investigation the researcher became aware that poor discipline is undermining efforts to re-establish the culture of teaching and learning (cf. 3.4). While school authorities and governing bodies need to do everything possible to address the problem of discipline, the general parent community seem to have run out of ideas on how to maintain discipline of their children at their homes. Political, social and economic changes seem to have brought with them a series of problems regarding the youth. In most instances poor discipline at schools is a mere manifestation of substandard discipline at homes. Good discipline ought to emanate from homes therefore it is imperative that all parents be empowered to manage discipline amongst their children (cf. 2.2). This matter necessitates urgent attention and needs to be addressed without delay.

(2) Recommendation

The recommendation is that further research of a qualitative and quantitative nature be undertaken pertaining to the establishment of parent advisory councils at schools to guide parents on how to discipline their children. Such councils could, amongst others, counsel parents on how to deal with the stresses of parenting that result from trying to exercise authority over problem children.

7.6 CRITICISM OF THE STUDY

Criticism that emanates from this study include the following:

- * The culture of teaching and learning has been extensively covered by the media where diverse viewpoints of different stakeholders have been enunciated. These viewpoints may have influenced the responses of many respondents to the questions pertaining to governing bodies' perspectives on a culture of teaching and learning.
- * The research sample comprised mainly of parent governors of former House of Delegates schools. Parent governors belonging to schools that were controlled by other departments, especially those from former House of Assembly schools, may possess different perspectives regarding the culture of teaching and learning.
- * Governing bodies' perspectives on a culture of teaching and learning cannot be accurately determined by means of a questionnaire alone. An interview, as a supplementary source of information, could possibly have provided a more reliable perspective.

7.7 FINAL REMARK

It is difficult to know whether an ethos of power-sharing in general has in fact been created at all schools. School governing bodies will need support from all the available sources to sustain them in charting a route through the changing landscape, and the Department of Education will need to ensure that structures and provision to meet school governing body needs are freely and

readily available, including their own services. This will most certainly empower school governing bodies to play a more meaningful role in re-establishing a culture of teaching and learning.

Finally, it is hoped that this investigation would lead to better relationships between parent governors, principals, teachers and other stakeholders in education which would lead to the enhancement of education in general.

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APPENDIX A

QUESTIONNAIRE

STRICTLY CONFIDENTIAL

**GOVERNING BODIES' PERSPECTIVES ON A CULTURE OF
TEACHING AND LEARNING**

L. S. Chetty

(B.A., B.Ed., M.Ed., J.S.E.D.)

Unless otherwise stated, please complete by making an "X" in the appropriate block.

SECTION A : BIOGRAPHICAL INFORMATION

1. Sex

Male ☐ Female ☐

2. Age group

Under 30 ☐ 31 - 35 ☐ 36 - 40 ☐ 41 - 45 ☐
46 - 50 ☐ 51 - 55 ☐ 56 - 60 ☐ Over 60 ☐

3. Home Language

English ☐ Afrikaans ☐ Zulu ☐ Other ☐

In the case of *other*, please specify _____

4. Religion

Christianity ☐ Hinduism ☐ Islam ☐
Judaism ☐ Other ☐

In the case of *other*, please specify _____

5. Occupation

Professional (e.g. doctor, nurse, lawyer, teacher, etc.)

☐

Semi-professional (e.g. domestic worker, factory worker, etc.)

☐

Other

☐In the case of *other*, please specify_____**6. Academic qualifications**

No formal schooling	
Lower than Grade 7 (Std. 5)	
Grade 7 (Std. 5)	
Grade 8 (Std. 6)	
Grade 9 (Std. 7)	
Grade 10 (Std. 8)	
Grade 11 (Std. 9)	
Grade 12 (Std. 10)	
Diploma	
Degree	
Degree + Diploma	
Higher Degree(s) (e.g. B.Ed., Hons, Ph.D., etc.)	

SECTION B : GOVERNING BODIES' PERSPECTIVES.

INSTRUCTIONS TO RESPONDENTS

1. Please read carefully through each statement before giving your opinion.
2. Please make sure that you do not omit a question, or skip a page.
3. Please be totally frank when giving your opinion.
4. For each of the following statements indicate your choice by making an "X" in the appropriate block.
5. Please return questionnaire to the chairperson of your governing body.
6. Please be assured that all information will be dealt with in the strictest confidence.

THANK YOU FOR YOUR CO-OPERATION !

Before expressing your opinion regarding a specific statement, consider the following example.

Parents must be accepted as partners in the education of their children.

Example 1: If you agree with the statement

AGREE	DISAGREE	UNCERTAIN
------------------	----------	-----------

Example 2: If you disagree with the statement

AGREE	DISAGREE	UNCERTAIN
-------	---------------------	-----------

Example 3: If you are uncertain about the statement

AGREE	DISAGREE	UNCERTAIN
-------	----------	----------------------

All statements which follow bear reference to the life-world of the parent as a member of the governing body. Please express your feeling on the following statements.

GOVERNING BODIES' PERSPECTIVES ON A CULTURE OF TEACHING AND LEARNING

Responsibilities

1. Governing bodies have accepted responsibility for creating a culture of teaching and learning.

AGREE	DISAGREE	UNCERTAIN
-------	----------	-----------

2. Governing bodies ensure that educational policies are carried out effectively at schools.

AGREE	DISAGREE	UNCERTAIN
-------	----------	-----------

3. It is the responsibility of governing bodies to create well-organised schools so that effective teaching and learning can take place.

AGREE	DISAGREE	UNCERTAIN
--------------	-----------------	------------------

4. Governing bodies see to it that a high standard of education is provided by schools.

AGREE	DISAGREE	UNCERTAIN
--------------	-----------------	------------------

5. It is the responsibility of governing bodies to ensure that pupils contribute in a positive way to their own education.

AGREE	DISAGREE	UNCERTAIN
--------------	-----------------	------------------

6. Governing bodies contribute to the development of a healthy educational environment at schools.

AGREE	DISAGREE	UNCERTAIN
--------------	-----------------	------------------

7. Governing bodies must assist principals and teachers to motivate pupils to attend school regularly.

AGREE	DISAGREE	UNCERTAIN
--------------	-----------------	------------------

8. It is the responsibility of governing bodies to enforce a code of conduct for pupils at schools.

AGREE	DISAGREE	UNCERTAIN
--------------	-----------------	------------------

9. Governing bodies should be empowered to take disciplinary action against educators who are guilty of misconduct at schools.

AGREE	DISAGREE	UNCERTAIN
--------------	-----------------	------------------

10. Governing bodies are responsible for supplementing resources supplied by the Department of Education in order to improve the quality of education at schools.

AGREE	DISAGREE	UNCERTAIN
--------------	-----------------	------------------

11. Governing bodies need to enlist the financial assistance of commerce and industry to support education.

AGREE	DISAGREE	UNCERTAIN
--------------	-----------------	------------------

12. Governing bodies are supporting teachers in the performance of their professional duties.

AGREE	DISAGREE	UNCERTAIN
--------------	-----------------	------------------

13. Governing bodies need to ensure that the facilities of schools are used in the most effective manner.

AGREE	DISAGREE	UNCERTAIN
--------------	-----------------	------------------

Involvement

14. I am aware that parent involvement in formal education leads to:

- 14.1. improved academic achievement of pupils.

AGREE	DISAGREE	UNCERTAIN
--------------	-----------------	------------------

14.2 improved pupil behaviour at school.

AGREE	DISAGREE	UNCERTAIN
--------------	-----------------	------------------

14.3. increased accountability from teachers.

AGREE	DISAGREE	UNCERTAIN
--------------	-----------------	------------------

15. I have a thorough understanding of the functions of governing bodies.

AGREE	DISAGREE	UNCERTAIN
--------------	-----------------	------------------

16. I have a clear idea of what a culture of teaching and learning entails.

AGREE	DISAGREE	UNCERTAIN
--------------	-----------------	------------------

17. I am confident of my ability to deal with problems relating to a culture of teaching and learning.

AGREE	DISAGREE	UNCERTAIN
--------------	-----------------	------------------

18. Governing bodies encourage parents to offer skills they possess to schools to improve the culture of teaching and learning.

AGREE	DISAGREE	UNCERTAIN
--------------	-----------------	------------------

19. School governing bodies have the ability to perform their duties effectively.

AGREE	DISAGREE	UNCERTAIN
--------------	-----------------	------------------

20. Members of governing bodies have been adequately trained to perform their duties.

AGREE	DISAGREE	UNCERTAIN
-------	----------	-----------

Policy-making

21. Governing bodies determine policies by which schools are to be organised.

AGREE	DISAGREE	UNCERTAIN
-------	----------	-----------

22. The governing body determines the following at my child's school:

- 22.1. the school's mission, goals and objectives.

AGREE	DISAGREE	UNCERTAIN
-------	----------	-----------

- 22.2. the school's curricular programme.

AGREE	DISAGREE	UNCERTAIN
-------	----------	-----------

- 22.3. the school's extra-curricular programme.

AGREE	DISAGREE	UNCERTAIN
-------	----------	-----------

- 22.4. the school's discipline policy.

AGREE	DISAGREE	UNCERTAIN
-------	----------	-----------

22.5. the school's religious policy.

AGREE	DISAGREE	UNCERTAIN
--------------	-----------------	------------------

22.6. the school's management policy.

AGREE	DISAGREE	UNCERTAIN
--------------	-----------------	------------------

22.7. the school's fund-raising policy.

AGREE	DISAGREE	UNCERTAIN
--------------	-----------------	------------------

22.8. the school's budget policy.

AGREE	DISAGREE	UNCERTAIN
--------------	-----------------	------------------

22.9. the school's admission policy.

AGREE	DISAGREE	UNCERTAIN
--------------	-----------------	------------------

22.10. the school's language policy.

AGREE	DISAGREE	UNCERTAIN
--------------	-----------------	------------------

Communication

23. As a member of the governing body I have been informed by the principal of our school about what is expected of governing bodies to promote a culture of teaching and learning.

AGREE	DISAGREE	UNCERTAIN
--------------	-----------------	------------------

24. Governing bodies have access to all information concerning educational matters of their schools.

AGREE	DISAGREE	UNCERTAIN
--------------	-----------------	------------------

25. The governing body to which I belong has been informed on the following:

- 25.1. staff changes at school.

AGREE	DISAGREE	UNCERTAIN
--------------	-----------------	------------------

- 25.2. curricular activities.

AGREE	DISAGREE	UNCERTAIN
--------------	-----------------	------------------

- 25.3. extra-curricular activities.

AGREE	DISAGREE	UNCERTAIN
--------------	-----------------	------------------

- 25.4. social events.

AGREE	DISAGREE	UNCERTAIN
--------------	-----------------	------------------

- 25.5. general tone and discipline of school.

AGREE	DISAGREE	UNCERTAIN
--------------	-----------------	------------------

26. Members of governing bodies are encouraged by principals to visit schools regularly to exchange ideas pertaining to education.

AGREE	DISAGREE	UNCERTAIN
--------------	-----------------	------------------

27. Regular communication with schools will help members of governing bodies to understand the way in which schools function.

AGREE	DISAGREE	UNCERTAIN
-------	----------	-----------

28. Governing bodies need to cooperate wholeheartedly with principals, teachers and learners to develop a positive attitude towards teaching and learning.

AGREE	DISAGREE	UNCERTAIN
-------	----------	-----------

Accountability

29. Governing bodies must be accountable to the Department of Education for creating a culture of teaching and learning.

AGREE	DISAGREE	UNCERTAIN
-------	----------	-----------

30. Principals must be accountable to the governing bodies of their schools for steps taken in creating a culture of teaching and learning.

AGREE	DISAGREE	UNCERTAIN
-------	----------	-----------

31. Teachers must follow a code of conduct so that their accountability pertaining to a culture of teaching and learning will improve.

AGREE	DISAGREE	UNCERTAIN
-------	----------	-----------

32. Governing bodies need to establish disciplinary councils to discipline pupils who are guilty of serious offences so that a culture of teaching and learning can be restored.

AGREE	DISAGREE	UNCERTAIN
--------------	-----------------	------------------

33. Governing bodies need to educate parents on their responsibilities towards establishing a culture of teaching and learning.

AGREE	DISAGREE	UNCERTAIN
--------------	-----------------	------------------

34. Governing bodies need to do everything possible to uphold the authority of principals at schools.

AGREE	DISAGREE	UNCERTAIN
--------------	-----------------	------------------

35. Governing bodies ought to provide certain incentives such as merit awards which will motivate principals to become more accountable.

AGREE	DISAGREE	UNCERTAIN
--------------	-----------------	------------------

36. Governing bodies need to be willing to support teachers in their search for better conditions of service.

AGREE	DISAGREE	UNCERTAIN
--------------	-----------------	------------------

37. Governing bodies should be permitted to pay teachers for outstanding work.

AGREE	DISAGREE	UNCERTAIN
--------------	-----------------	------------------

38. Governing bodies should encourage teachers to improve their qualifications in the subjects they teach.

AGREE

DISAGREE

UNCERTAIN

Please feel free to make any other comment regarding governing bodies' perspectives on a culture of teaching and learning.

I am most grateful for your time and want to assure you that all the information will be dealt with in the strictest confidence.

A summary of the main findings and recommendations will be sent to the governing bodies of participating schools.

THANK YOU !

APPENDIX B

**LETTER SEEKING PERMISSION FROM THE DIRECTOR OF
KWAZULU-NATAL EDUCATION DEPARTMENT.**

16 Harinagar Drive
Harinagar
4093
1 May 1998

The Director
KwaZulu-Natal Education Department
Private Bag X54323
Durban
4000

Sir/Madam

**PERMISSION TO CONDUCT RESEARCH ON GOVERNING BODIES'
PERSPECTIVES ON A CULTURE OF TEACHING AND LEARNING.**

I am currently conducting research based on the above mentioned topic as part of a D.Ed. degree under the supervision of Professor G. Urbani at the Durban-Umlazi Campus of the University of Zululand. As part of my studies parent governors from the following secondary schools in the North Durban Region are needed to fill in questionnaires pertaining to the culture of teaching and learning.

A.D.Lazarus Secondary
Avoca Secondary
Bechet Secondary
Bonela Secondary
Brettonwood High
Burnwood Secondary
Centenary Secondary
Durban Girls High
Durban North College
George Campbell High

Grosvenor High
Overport Secondary
Parkhill Secondary
Phambili High
Reservoir Hills High
Ridge Park College
Rossburgh High
Sastri College
Sparks Estate Secondary
Umbilo High

Your permission to approach the parent governors of the above-mentioned schools to complete the questionnaires will be greatly appreciated. Information gathered in this research will offer invaluable assistance to all stakeholders of education in South Africa.

Yours sincerely

L.S. CHETTY

APPENDIX C

PERMISSION FROM THE DEPARTMENT OF EDUCATION

PROVINCE OF
KWAZULU-NATAL

[246]

DEPARTMENT OF EDUCATION
AND CULTURE

PROVINSIE
KWAZULU-NATAL

DEPARTEMENT VAN
ONDERWYS EN KULTUUR

ADDRESS:	TRURO HOUSE	PRIVATE BAG:	X54323	TELEPHONE:	(031) 3606911
INKHILI:	17 VICTORIA	ISIKHAWA SEPOST:	DURBAN	UCINGO:	
ADRES:	EMBANKMENT	PRIVAATSAK:	4000	TELEFOON:	
	ESPLANADE			FAX:	(031) 374261
	DURBAN				
ENQUIRIES:		REFERENCE:		DATE:	
IMIBUZO:		INKHOTA:		USUKU:	
NAVRAE:		VERWYSING:		DATUM:	

Mr L.S. Chetty
16 Harinagar Drive
HARINAGAR
4093

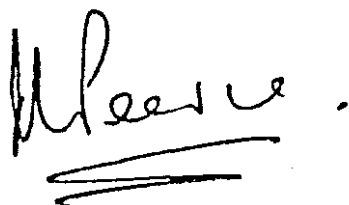
Dear Sir

**PERMISSION TO CONDUCT RESEARCH ON GOVERNING BODIES' PERSPECTIVES ON
A CULTURE OF TEACHING AND LEARNING.**

Your letter dated 1 May 1998 has relevance.

You are hereby granted permission to conduct your research aimed at governing bodies of the requested schools in the North Durban Region.

You are requested to provide the Department with the information gathered in this research.



SUPERINTENDENT-GENERAL P.P.

APPENDIX D

PERMISSION FROM THE SUPERINTENDENT OF EDUCATION MANAGEMENT

16 Harinagar Drive
Harinagar
4093

1 May 1998

Tel. 493870 (H) 2616363 (W)

The Superintendent of Education Management
North Durban Region
KwaZulu-Natal Education Department
Private Bag X54323
Durban
4000

Sir/Madam

**PERMISSION TO CONDUCT RESEARCH ON GOVERNING BODIES'
PERSPECTIVES ON A CULTURE OF TEACHING AND LEARNING.**

I am presently conducting research on the above mentioned topic as part of a Doctorate Degree in Education. As part of my studies parent governors from the following secondary schools in the North Durban Region are required to fill in questionnaires pertaining to the culture of teaching and learning:

A.D.Lazarus Secondary
Avoca Secondary
Bechet Secondary
Bonela Secondary
Brettonwood High
Burnwood Secondary
Centenary Secondary
Durban Girls High
Durban North College
George Campbell High

Grosvenor High
Overport Secondary
Parkhill Secondary
Phambili High
Reservoir Hills High
Ridge Park College
Rossburgh High
Sastri College
Sparks Estate Secondary
Umbilo High

Your permission to approach the parent governors of the above-mentioned schools to complete the questionnaires will be greatly appreciated. You are assured that parent governors will be requested to complete the questionnaires at home and all information will be dealt with in the strictest of confidence.

Yours sincerely

L.S. CHETTY

APPENDIX E

REQUEST TO CHAIRPERSONS OF GOVERNING BODIES

16 Harinagar Drive
Harinagar
4093

14 May 1998

Tel. 493870 (H) 2616363 (W)

The Chairperson
School Governing Body
_____ Secondary School
Durban

Dear Sir/Madam

**QUESTIONNAIRE FOR DETERMINING GOVERNING BODIES'
PERSPECTIVES ON A CULTURE OF TEACHING AND LEARNING.**

I am conducting a research study entitled: **GOVERNING BODIES' PERSPECTIVES ON A CULTURE OF TEACHING AND LEARNING.** Your school governing body has been selected to participate in the research programme. I have received written permission from the Director of the KwaZulu-Natal Education Department to enlist the help of your parent governors to complete a questionnaire.

I hereby seek your permission and assistance to administer the enclosed questionnaires to the parent governors of your school governing body. I am fully aware that in asking for your co-operation I am adding to your already considerable responsibilities and workload. However I hope that this study will make a meaningful contribution towards the strengthening of a culture of teaching and learning at your school.

The date on which the questionnaires will be delivered to you will be arranged with you as soon as I receive your authorisation that the parent governors of your school governing body may participate in the research.

In anticipation, thank you for your kind assistance.

Yours sincerely

L.S. CHETTY

APPENDIX F

REQUEST TO PARENT GOVERNORS

16 Harinagar Drive
Harinagar
4093
18 May 1998
Tel.No.: 493870 [H] 2616363[W]

Sir/Madam

**QUESTIONNAIRE FOR DETERMINING GOVERNING BODIES'
PERSPECTIVES ON A CULTURE OF TEACHING AND LEARNING.**

I am currently conducting research regarding governing bodies' perspectives on a culture of teaching and learning.

Your responses to the attached questionnaire are vital in assisting me to determine what your opinions are on the culture of teaching and learning. The questionnaire is divided into two sections. Section 1 requires information about you the respondent and Sections 2 deals with educational issues relating to the culture of teaching and learning.

Be assured that there is no possibility that your name will be linked to information which you supply in the questionnaire. This information will be strictly confidential.

I am most grateful to you for your time and effort.

Yours sincerely

L.S. CHETTY

APPENDIX G

APPRECIATION FOR PARTICIPATION

16 Harinagar Drive
Harinagar
4093
18 May 1998
Tel. 493870 (H) 2616363 (W)

The Chairperson
School Governing Body
_____ Secondary School
Durban

Dear Sir/Madam

**QUESTIONNAIRES I.R.O.GOVERNING BODIES' PERSPECTIVES ON
A CULTURE OF TEACHING AND LEARNING.**

Thank you for granting me permission to make use of the members of your governing body to complete the abovementioned questionnaires.

I hereby confirm the telephonic arrangements that were made in regard with the completion of the questionnaires.

Questionnaires will be delivered to you on _____. It will be greatly appreciated if the questionnaires could be handed out to the members of your governing body on _____ and then collected on the following day. I will personally pick up the completed questionnaires on _____.

It should not take members of the governing body more than ten minutes to complete the questionnaires. All instructions concerning the completion of the questionnaires will be explained to you. The questionnaires themselves provide clear instructions.

I realise that you and your team are working under tremendous pressure therefore your co-operation is even more greatly appreciated.

Yours sincerely

L.S.CHETTY