THE ROLE OF PARENTS AND COMMUNITY LEADERS IN THE DEVELOPMENT AND MAINTENANCE OF CULTURE

BY

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DECLARATION OF ORIGINALITY

I, SIBONGILE AUDREY DORIS GUMEDE, hereby declare that the mini thesis, THE ROLE OF PARENTS AND COMMUNITY LEADERS IN THE DEVELOPMENT AND MAINTENANCE OF SCHOOL CULTURE, is the outcome of my research conducted in 1999 at Inanda District Schools under the supervision of Prof. R.G.P. Ngcongo.

All sources that I have used or quoted have been indicated and acknowledged by means of references.

SIGNED .....Gumede..... ***AT*** .....Durban..... ***THIS*** .....18th.....

DAY .....April..... ***2000.***

ABSTRACT

This research examined the role of parents and community leaders in the development and maintenance of school culture in the Inanda District schools.

The study made use of interviews and questionnaires to determine whether parents and community leaders perceive themselves as role players in developing the school culture.

On the basis of the views from respondents, the study concluded that although parents and community leaders are aware of their role but they do not seem to be willing to do it.

The research project, however, established that a high percentage of community leaders are not aware of what is taking place in the school. A high percentage of community leaders responded that there was poor communication between the schools and the community.

This seems to limit their contribution to the development of school culture. The study makes recommendations which may facilitate the role of parents in creating the appropriate school culture.

OPSOMING

Hierdie kwartaal het ons die rol van die ouers en die geemeenskap leiers ondersoek, in die opbou en onderhouding van die skool kultuur in die Inanda Distrik skole.

Die studie het gebruik gemaak van onderhoude en vrastelle om vas te stel of ouers en gemeenskap leiers hulle self voldoen as alleen spelers in die gebou van kultuur in die skool.

Op die basis van die uitkoms van menigte opinies het hierdie studie onteenseglik bewys dat alhoewel die ouers en die gemeenskap leiers besef wat hulle rol is, is hulle nog steeds onwillig om dit na te kom.

Die kwartaal projek het bewys dat 'n hoe persentasie van die gemeenskap leiers glad nie bewus is wat in die skool plaas vind nie, maar nogtans van mening is dat daar 'n swak kommunikasie tussen die skool en die gemeenskap is. Dit lyk asof dit is wat hulle limiteer ten opsigte van hulle aandeel waneer dit by die skool se vooruitgan en hul kultuur kom. Hierdie studie maak rekommendasie wat die ouers in hulle rol sal hulp om die regte skook kultuur aan te pas.

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CHAPTER 1

1.1 ROLE OF PARENTS AND COMMUNITY LEADERS IN THE DEVELOPMENT OF SCHOOL CULTURE

1.2 INTRODUCTION

Teaching and learning take place in a milieu of appropriate culture, values and norms, Dowling & Osborne (1994). In most communities in South Africa, there is a concern regarding an apparent decline in the culture of learning, teaching and services (COLTS). Parents are no longer responsible for their children's education. Principals of schools are no longer prepared to supervise their schools, neither are teachers prepared to teach. In addition to this the community no longer contributes positively to a culture of schooling. It seems as if education is no longer valued in some communities. An example of one such community is Inanda located in the North Durban Region of the province, KwaZulu Natal, South Africa.

1.3 MOTIVATION FOR STUDY

The culture of learning, teaching and services (COLTS) is indispensable to the management and general operation of all organisations, including schools. The establishment of the culture of learning, teaching and services (COLTS) by the Government of South Africa testifies to the importance of a functional culture in schools.

However the researcher has observed that over the last twenty years, there has been a decline, to varying degrees in schools, of the culture of learning and teaching. The reduction of this culture is seen in many unprofessional

behaviours by teachers and in acts of misconduct by learners. A number of educators for example do not honour their teaching periods nor are they present in schools regularly. Learners on the other hand engage in acts of misconduct such as drug merchandising, pregnancy and truancy. Parents do not attend meetings at schools. The principals have given up attending the problems of the school. There is also tension between rival organisations and between all elements of the school community. The morale of all parties in the school community is low. This state of affairs has encouraged the researcher to conduct this investigation.

1.4 DEFINITION OF CONCEPTS

The following two concepts will be defined:-

Firstly, the school as an organization. Secondly, the concept of a school culture or a culture of learning and teaching.

1.4.1 THE SCHOOL AS AN ORGANISATION

The researcher will refer to the school as an organisation, a systems of interweaving parts linking together in particular ways.

> Organisation are essential collectives of people, who define policies, generate structures, manipulate resources and engage in activities to achieve their desired ends in keeping with their individual and collective values and needs. (Milikan, 1989).

According to Norris, (1994:2):

> A school is more than a building, it is a society and a culture that shapes the learning of staff and students alike.

An excellent school will place value on empowering its staff, students and parents and their wider community. Such empowerment calls for appropriate involvement in decision-making, decision-implementation and acquisition of knowledge and skill so that involvement will be fruitful. Further it should offer quality education that is, it pursues goods of great worth. All stakeholders in education therefore need to understand the underlying concepts and to evaluate the extent to which they themselves role model excellence and empowerment. Secondly, if they are to maximise their involvement in sustained educational change, they need on the other hand also to come to terms with the cultural constraints that lead to poor performance, indifference and demotivation.

1.4.2 A SCHOOL CULTURE

Culture according to Norris, (1994:2) refers to :

> the dynamics of a social group and includes the beliefs, values and practices accepted by the group members.

These perceptions reflect shared values.

Caldwell & Spinks, (1992:68) state that:

> A school's culture is the way we do things around here.

Schools do things in a particular way because they have particular values and beliefs about what ought to be done. It operates within a common set of assumptions about the way things are done. People within a culture tend to view issues in a similar manner. This is true in schools, as it is a society at large. As new teachers become socialized into a school setting, they adopt the common practices of the school.

School culture should therefore give the purpose of education. It should also illustrate the relationship between school and community. Hence the school culture plays a role in defining what kind of adults our society will have.

Within a school culture there is also a subculture which is a set of values shared by a minority. Its aim is to undermine and to reverse the values and beliefs of the dominant majority culture. This is the beginning of the culture of gangsters, vandals, drug addicts at schools.

1.5 STATEMENT OF THE PROBLEM

Of the many difficulties there seems to be one problem that impounds and accelerates the issue of the decline in excellence in the schools. This problem is a lack of parental and community involvement in the development, maintenance and support of an appropriate culture of learning in schools. Without the role of parents and community leaders in the development of a school culture, it is difficult for educators to find a context which supports learning.

1.6 HYPOTHESIS

The main hypothesis of this investigation is as follows:

- There is no culture of parental and community involvement in schools at Inanda.

1.7 RESEARCH QUESTIONS

This study is sought to answer the following questions:

(a) What role do parents and community leaders play in developing, maintaining and supporting an appropriate culture in schools?
(b) Why is there a decline in school culture with special reference to Inanda District?
(c) What is the relationship between school culture and community culture?
(d) What are the causes of the decline in the culture of learning, teaching and services (COLTS) at Inanda schools?

1.8 AIMS OF THE STUDY

This study aims at determining the role of parents and community leaders in the development of a school culture. This will be done by reviewing literature on school culture and organisational culture. The study will also elicit information through questionnaires handed out at Inanda schools, to parents and to the community leaders. Furthermore the study aims at finding solutions to the problems that have been outlined in the introduction, namely, the role that parents and community leaders can play in developing, maintaining and supporting an appropriate culture. The researcher aims to make recommendations on how parents and community leaders can be involved in their schools.

1.9 LIMITATIONS

The research will be conducted at Inanda primary and secondary schools. Inanda has four circuits, viz. Inanda A and B, Inanda Central, Inanda East and Inanda North. A random sampling will be done therefore not all schools will be interviewed. Conclusions will be drawn from this sample.

The researcher will find it hard to generalise on the information. However the research can be used as an explanatory work for a wider investigation in the topic.

1.10 *CONCLUSION*

This chapter provides an orientation to the problem and an introduction to the research project. The next chapter will focus on the literature review of organizational culture.

CHAPTER 2

2.1 *INTRODUCTION*

This chapter is aimed at reviewing literature on the role of parents and community leaders in the development and maintenance of school culture. The research will firstly focus on the schools as a social system, and on the nature and characteristics of culture. The research will also review the literature on how organisations develop, maintain and change their culture. Finally the relationship between school and community cultures will be reviewed.

2.2 *THE SCHOOL AS SOCIAL SYSTEM*

According to Gorton, (1991:513) a social system consists of interdependent parts or departments. One component affects and is affected by another. The school is not an independent or isolated entity, it operates in a social context an important element of which is the local community. This is true because schools are located within communities or societies. The schools draw learners from the societies.

2.3 *SCHOOLS AS OPEN SYSTEMS*

We have two kinds of school systems, namely open and closed. The closed systems are impermeable, namely, they do not accept any change from outside. Open systems are influenced by their environment. The view that schools are open systems suggests that the institution is influenced by other

systems. Schools are open in the sense that they are influenced by community systems.

Let us begin in the home. For example it is in the family, that the child first learns what is important or what is not, what is good and what is bad, what is value and valueless. For example, a child learns from home to respect others. The family or community forms the basis of the child's personal world of experience as well as the social and educational structures in which he develops to adulthood. A child will experience love and security firstly at home.

The family or community situation is the primary educational milieu in which both adult and non-adult interact as a part of a group, and because it is from this family situation that the child enters the macro-social reality and goes out to meet the world, so it is self evident that the family situation influence will find expression in the life of a school-going child (Dowling, 1995).

From the above discussion is becomes clear that the community set norms and values even for schools. A school does not operate in isolation from its community. Schools belong to the community who have great expectations from them.

A school is not as has been said an independent isolated entity, it operates in a social context, an important element of which is the community. The

schools draw its students from the community and depend on the community for much of its support financially and socially. (Gorton:1991).

Community culture shapes school culture. The beliefs, values and expectations held by an organisation are important constituencies of a broader culture held by the community. Understanding community culture enables us to understand the families and schools in relation to their environment. We come to know and relate to our environment according to the belief system that guides our interpretation. (Dowling, 1995).

The other view is that we learn the characteristics of a particular culture through observing the patterns of interaction, the language used, the norms that evolve the various rituals their dominant values and attitudes. (Morgan:1986).

This suggests that educators in the community must be observant, conscious of what is taking place, in and around their communities. This will enable them to run their schools effectively. Educators must learn and understand the culture of the community in which their school belongs.

A school social system like every organization has two dimensions, namely the structure and the people within the organization. Van der Westhuizen, (1996:57) states that:

> The dimension of social systems that deal with structure of organisations is referred to in Getzel's theory as the nomothetic and normative.

The nature of the people who serve within a particular community will also influence the direction of the school vice versa. The society depends on the teachers who are serving it. The teachers for instance should understand the society they are serving. A good relationship should exist between a school and the society. The school and the society are interdependent. Schools are therefore regarded as organizations because they meet all the universal, general requirementss of an organization. It will be noted however that schools are unique. Each school has its own culture.

The second dimension of a social system model is concerned with nature of the people who serve within an organization. This aspect is called the ideograph, personal or psychological dimension, (van der Westhuizen, 1996).

The two dimensions nomothetic and ideograph, influence the observed behaviour in schools. Different institutions have been created by society, each of which has a theoretically designated function. For example in a school the principal and management, manage the school while teachers teach the learners and the learners learn. School exists largely because society has indicated that there should be organisations that educate people. In line with this view one could expect society to support schools in their designated roles.

2.4 *SCHOOL/ORGANIZATIONAL CULTURE:*

Since a school is an organization it has its way of doing things. No two schools are the same. In this sense each school has its unique culture. Norris, (1994:2), postulates that:

> School culture in a general sense refers to the dynamics of a social group and includes the belief, values and practices accepted by group members.

It is also important to note that the school belongs to a society that will influence the school culture for better or worse. It is important for schools to study and understand the culture of the society in which the school belongs. Halinan, (1987:8-9) states that:

> The society or culture in which a school is located defines the meaning of the schooling and the importance of its outcomes. Some see the school as a response to the needs of the society for technological growth and development. Others view the school as preparing students for society's competition for wealth and prestige.

School or organizational culture can be described as the way things are done around here. The culture of a school cannot be searched for but is experienced in an ordinary day to day activities. Spinks, (1992).

If for instance the culture of the parents is to support the school as they should, this will be seen by parents attending meetings and school activities. The culture of a school plays a major role when parents choose a school for their children. For instance parents look for a school that has a good reputation, in getting good results and good discipline.

According to Westhuizen, (1996:79):

> Culture is more than just two words school and culture. Organizational culture also refers to those aspects of a school which are not always noticeable.

Certain norms exist in all schools and are based on the manner in which people are expected to act. These norms are manifestations of the esteem in the school. Organizational culture consist of rules, norms, beliefs and discipline which determine the behaviour of those in the school. (Westhuizen, 1996).

This is true with the schools. Rules are formulated and spelt out but norms, beliefs may not be expressed. For example there is no written rule that teachers must not be lazy because it is expected that educators should believe and internalize the value that learners must be taught. Here the focus is self-discipline if the value have been internalized. Furthermore if parents and community believe in support of the schools, they will put this belief into action by supporting the schools as they should.

Torrington, (1989:18) also agrees with Westhuizen, (1996:79) that organizational culture is the characteristic spirit and belief of an organization demonstrated for example in the norms and values that are generally held about how people should treat each other, the nature of the relationships that should be developed. For instance the whole gender question. The issue of line function, the young male educator in a classroom full of girls. These norms are deep, taken for granted assumptions that are not always expressed and are often known without being understood.

Newstrom, (1989:60-61) also agrees that organizational culture is the set of assumptions, beliefs, values and norms that are stored among its members in an organization.

Bear, et al (1989:172-173) postulates that each organization has goals and aims. There are rules and regulations to enable the achievements of these aims. The culture of a school will determine how these goals and aims are to be realized or how these goals and aims will be translated into activities.

Organizations are essentially collectives of people who define policies, generate structures, manipulate resources and engage in activities to achieve their desired ends in keeping with their own individual and collective values and needs.

For instance, if the aim of the school is to get 100% matric passes, then the way learners will be taught should determine this. In other words, the way things will be done will determine whether the school will get 100% passes or not. Policies to help learners will be put in place to achieve this excellence. For example some schools have matric classes that begin at 7am. Others have Saturday classes. There is team teaching and sharing of resources at district level working with Superintendents of Education and the community. Learners from schools where there are no laboratories travel to schools nearby where there are laboratories and so on. If educators believe that excellent education is a value in a particular school then they should do what ought to be done.

According to Robbins, (1995:605):

> Organizational culture refers to a system of shared meaning held by members that distinguishes the organization from other organizations. Most large organizations have a dominant culture and numerous sets of subcultures.

A dominant culture expresses the core values that are shared by a majority of the organization's members. So when we talk about an organization's culture, we are referring to its dominant culture. It is this macro view of culture that gives an organization its distinct personality.

A subculture on the other hand is a miniculture within an organization, typically defined by departments designations and geographical separation. In a school situation, we have a dominant culture that we teach learners so that they become responsible adults. Again each department has its own subculture.

2.5 *DEVELOPING ORGANIZATIONAL CULTURE*

It is important as an organization to know how a culture of a particular organization was developed. Once a culture is developed it must be maintained. If a need arises it must be changed.

Culture according to Robbins, (1993:609) is a result of the vision of the founder of the organization that is what the founder sees about the future of the organization.

On the other hand vision according to Newstrom (1989), is a capability to formulate new patterns of thought that can be shared by all members to propel the organization towards new horizons.

Norris, (1994:4) argues that by changing and developing habits of mind, body and spirit is a very lengthy process. Learning the culture of a school is learning how things are done and why they are done in that way.

Robbins, (1993:609) agrees with Norris, (1994:4) that an organization's current customs, traditions and general way of doing things are largely due to what it has done before and the degree of success it has had with those endeavours.

From the above discussion is becomes apparent that the school culture will be affected or created by what has taken place before. Previous heroes play a role in the creation of culture. Community culture will also influence school culture. Values and beliefs that are embedded in the community will influence the school by shaping the culture. Cultural development is for improving the organization.

2.6 *MAINTAINING CULTURE*

Robbins, (1993:610) postulates that:

> Once a culture is in place, there are practices within an organization that act to maintain it by giving employees a set of similar experiences.

From the above quotation, it means that it is important to keep a culture alive. There will not be a need of developing good cultures if they cannot be maintained.

Luthans, (1989:58) also agrees with Robbins, (1993):

> Once an organizational culture is started and begins to develop there are a number of practices that can help solidify the acceptance of core values and ensure that the culture maintains itself.

In maintaining culture Luthans, (1989) has the following steps to be followed:

(a) selection of entry-level personnel

(b) placement on the job

(c) job mastery

(d) measuring and rewarding performance

(e) adherence to important values

(f) re-inforcing the stories and folklore

(g) recognition and promotion

On the other hand Robbins, (1993:610) has the following practices to be followed in maintaining culture:-

(a) selection process

(b) actions of top management

(c) socialization methods

There are common steps regarding maintenance of culture. The writer has observed similar steps in the practice of maintaining culture.

2.6.1 ***Selection Process***

Robbins, (1993) argues that the explicit goal of the selection process is to identify and hire individuals who have the knowledge, skills and abilities to perform the jobs within the organization successfully.

From this discussion it becomes clear that staff selection is a very important aspect in maintaining culture. The writer also feels that a two-way communication is vital between the employer and the applicant. The applicant needs to know the existing culture, as well.

Through this communication the employer will then decide whether the applicant fits into the job and culture of the organization. The selection process should also provide information to applicants about the organization so that they may be able to make proper decisions. Applicants that do not fit into the culture of that particular institution are not selected.

To the writer's view it becomes apparent that the community and or governing bodies should be involved in the selection process. The writer is saying this because it is the role of the parents and community leaders to sustain a school's culture. Also, because the culture of the school emanates from that of the community.

Newstrom, (1989:62) states that:

> If organizations are to consciously create and manage their culture, they must be able to communicate with their employees especially the newly hired ones.

2.6.2 *Actions of Top Management*

According to Rosenweig, (1985:61);

> One of top management's most important roles is in shaping the culture, that with personality, will have an important effect on managerial philosophy and style.

Actions of top management are looked upon by subordinates. Top management is supposed to be role models in their institutions.

Robbins, (1993:611) postulates that:

> Actions of top management also have a major impact on the organization's culture. Through what they say and how they behave, senior executives establish norms that filter down through the organization as to whether risk-taking is desirable.

Partly the writer agrees with the above statement, and partly she does not agree. It is true that top management has an impact on the organization's culture. The writer does not agree with the view that it is the top management alone that must set norms and standards of behaviour. Top management can

only set norms and standards through consultation with other stakeholders namely educators, parents and community. Parents and community should have a greater say how a school should be run. Parents and community should also have a say in terms of pay raises, promotions and other rewards. Then schools will be effective.

2.6.3 ***Socialization***

Luthans, (1989) regards the whole process of maintaining culture as that of socialization.

According to Robbins, (1993:611):

> Socialization is the process that adapts employees to the organization's culture.

Further Luthans (1989) state that:

> The whole process starts by careful selection of entry level of candidates.

Over and above socialization there is a need for job mastery.

2.6.3.1 ***Job Mastery***

This is intended to develop educator's technological knowledge. As the employees move along a career path, the organization assesses their peformance and assigns other responsibilities on the basis of their progress.

When a new teacher comes to a school for the first time, his or her first year is called a probation period. The teacher is monitored on a quarterly basis.

2.6.3.2 ***Measuring and Rewarding Performance***

The next step after job mastery will be that of measuring and rewarding performance. The organization pays meticulous attention to measuring operational results and to rewarding individual performance to those aspects of the organization that are tied to success and the values of the culture.

For example, a school principal or head of department will specify the factors that are considered important for success.

2.6.3.3 ***Adherence to Values***

The next step in maintaining culture according to Luthans, (1989:60) will be that as personnel continue to work for the organization, their behaviour will closely match the underlying values of the culture. Identification with underlying values helps employees reconcile personal sacrifices caused by their membership in the organization. Personnel learn to accept the organization's values and to place their trust in the organization not to hurt them.

It is important to create a good acceptable culture from the beginning, it is also important that the culture is owned by all stakeholders. If there is no culture of learning and teaching in a particular school, then the new teachers will also

adopt that culture of not teaching in the belief that if one is in Rome one does as the Romans do.

2.6.3.4 *Re-enforcing Folklore*

Throughout the socialization process, the organization exposes its members to rites, rituals, stories, myths and heroes that portray and reinforce the culture. Luthans, (1989).

For example, a principal was fired for being harsh in handling subordinates. This principal had incorrectly believed in a myth that being tough with subordinates would enhance himself in the eyes of his superiors.

2.7 *CHANGING ORGANIZATIONAL CULTURE*

So far we have seen how a culture can be developed and maintained. At times a culture needs to be changed for various reasons. In general whether or not a culture can be changed depends on how deep seated it is and whether or not multiple culture exists. The deeper the level at which the culture operates and the more subcultures there are in the organization, the more difficult and time consuming the process of change will be. Gray & Starke, (1988).

Change represent the struggle between what is and what is desired, Erasmus et al, (1966).

In the context of educational management, change means, for instance that school principals are exposed to new controls, regulations, growth, increasing competition, technological developments and changes in the workforce. For instance the South African Schools Act No. 84 of 1996 demands that parents be involved through Governing Bodies in decision-making of their schools. This alone demands a change in the principal's management style. School leaders can approach school improvement through cultural change, by becoming familiar with the values and beliefs embedded in the school, by shaping the culture in new directions. This is a lengthy process which takes understanding, patience, human relations skills and the ability to communicate. Changing the culture involves changing habits of mind, body and spirit, Norris (1994).

Sometimes an organization determines that its culture has to be changed. For example, the external environment may undergo drastic change and the organization must either adapt to these new conditions or perish. Also organizations attempting to change their culture must be careful not to abandon their roots, by blindly copying the so called "successful" or "excellent" organizations. Luthans (1989).

2.8 *CONCLUSION*

We have seen the importance of the stakeholders namely parents, community leaders and educators in developing, maintaining and changing school culture. In the next chapter the researcher will discuss methodology that will be used in collecting data from parents and community leaders of the Inanda District.

CHAPTER 3

3.1 *INTRODUCTION*

The aim of this study as stated in Chapter 1 is to determine the role of parents and community leaders in the development and maintaining of school culture, with special reference to Inanda.

The researcher decided to make use of the survey method to collect data. The aim of this chapter is to discuss methodology followed to collect and analyse data for purposes of testing the assumption mentioned in chapter one of the study.

3.2 *PERMISSION TO CONDUCT RESEARCH*

Permission to conduct research in Inanda was requested and obtained from the Chief Superintendent of Inanda District and Chairpersons of the school governing bodies.

3.3 *DESCRIPTION OF POPULATION*

The researcher had wished to spread her population over the North Durban Region. However because of time and cost involved she decided to concentrate on the Inanda District. The researcher interviewed parents and community members who may or may not have had children in the identified schools. Reference is usually made to the parents as a collective term. The researcher views a parent for the purpose of this work, as those responsible for the education of learners. This study assumes that parents

include the entire parent community of a specific school, in a specific environment.

The researcher chose Inanda District because it is the area of her employment. Furthermore Inanda is talked about as the worst hit by the lack of the culture of learning, teaching and services (COLTS) and crime as a whole.

The discussion on sampling below will clarify the selection of the population.

3.4 *SAMPLING*

Sampling is confined to a group which is selected from the population and is thus less than the population, while remaining as representative as possible. Mulder (1982).

Sampling therefore helps the researcher to manage a small group properly for the sake of the research. In this research the population is parents and community leaders from the Inanda District. There are four circuits, viz. Inanda North with 30 schools, Inanda Central 20 schools, Inanda East and Inanda A & B with 11 schools respectively. The researcher decided to take 3 schools per circuit.

From Inanda North every 10^{th} school was selected. From Inanda Central every 6^{th} school and from Inanda East and Inanda A & B every 3^{rd} school was chosen. The total number of schools which were interviewed was 50. In

secondary schools the governing bodies have 5 parents, 2 teachers, 2 learners and 1 non-educator. In primary schools there are 5 parents, 2 educators and 1 non-educator. In secondary schools the total of the governing body members is 8 adults excluding learners and in primary schools the total is also 8 members. 10% of 8 is 0,8. The researcher decided to interview 2 members of the governing body, 1 parent not from the governing body and 1 community leader. A community leader may not necessarily be a parent in that particular school.

The researcher decided to have 4 parents to interview which in her view would give her a fair insight into the role which parents and community leaders play in the development and maintenance of school cultures.

Because of the diversity and size of the population the researcher used random sampling. This ensured that all schools had an equal chance of being selected for the study. Mulder (1982) and Cohen, (1989) agree that in random sampling, each member of the population has an equal chance of being selected for the sample.

3.5 *THE RESEARCH INSTRUMENT*

Although the interview is generally associated with counselling or psychotherapy, it can be used effectively to gather useful information about individuals. When its purpose is mainly that of data collecting, it may be referred to as a survey or fact-finding interview. Turney, B. (1971).

From the above discussion the researcher used structured and open-ended interview schedule to collect data from parents and community leaders from selected schools. This was an opinion finding interview. The purpose of the researcher was to get useful information to answer her research questions.

3.6 ***CONSTRUCTION OF THE QUESTIONNAIRE***

In constructing the questionnaire the researcher was guided by Cohen, (1989:106) who states that:

> An ideal questionnaire possesses the same properties as a good law: It is clear, unambiguous and uniformly workable. Its design must minimise potential errors from respondents and coders. And since people's participation is voluntary, a questionnaire has to help in engaging their interest, encouraging their co-operation, and eliciting answers as close as possible to the truth.

The researcher in her questionnaire tried to avoid ambiguity. It was not a very long questionnaire. It had 16 structured and open-ended questions. The questions were straightforward. The respondents were also assured of confidentiality by not asking them to writer their names and schools on the questionnaire.

There are however advantages and disadvantages of questionnaires. The advantages are summarised by Orlich, (1978) as follows:

- many individuals may be contacted at the same time;

- each selected respondent receives identical questions;
- responses are easily tabulated;
- persons in remote or distant areas are reached;
- uniform data are gathered which allow for long range research implications; and
- time is saved. It took ± 1 ½ hours to administer each respondent.

For every advantage to a questionnaire survey, there is an accompanying disadvantage. The following disadvantages are summarised by Orlich, 1978:

- There is a possibility of misinterpretation of some questions by the respondent. The researcher took care of this by pilot sampling;
- Questionnaires make the collection of data from individuals, who are illiterate and impossible. This was also evident at Inanda. Most parents are illiterate.

The interview technique, has its limitations. It is a very time-consuming procedure, and in terms of time spent, it is expensive to use. Its effectiveness depends greatly upon the skill of the interviewer, even in the presence of a skilled person some subjects will not respond freely and accurately. Turney, B. (1971).

In as far the researcher was concerned, the interview was time-consuming. Some of the respondents could not read or write, English. The researcher had

to explain the questionnaires in Zulu and write on behalf of the respondents. It was also expensive because the researcher had to travel great distance from school to school particularly the rural schools. At times she had to return twice or thrice to the same school, because respondents did not turn up for the interview as had been arranged. Some of the respondents did not respond freely and accurately although they had been assured about confidentiality. They seemed to be protecting their schools as if their schools would be discredited if they told the truth.

3.7 ***PILOT STUDY***

There should be pilot testing and evaluation of the questionnaire. A pilot test should use a group of respondents who are part of the intended test population but will not be part of the sample. A pilot test should also attempt to determine whether the questionnaire items possess the desired qualities of measurement and discriminability suggested by Tuckman, (1978).

The researcher piloted at Inanda as well by taking randomly one parent per circuit. The reason for this was to make sure that the whole district was represented especially because Inanda District consists of urban, semi-rural and rural areas. There are also literate and illiterate parents. The pilot group was also asked to make comments about the questionnaires.

The researcher discovered that some of the parents misinterpreted the term 'culture'. They thought that it referred to customs. To clarify this, the

researcher defined the term as defined in chapter one before interviewing the respondents.

3.8 *ADMINISTRATION OF THE QUESTIONNAIRE*

During the piloting phase the researcher discovered that most of the population at Inanda are illiterate especially at Inanda North and Central Circuits. Because of this it became apparent that the researcher had to administer the collection of the data herself. The researcher personally collected the questionnaires from principals to save time and also for the purpose of meeting deadlines.

Since permission to interview was granted, the researcher made appointments through principals to meet parents and community leaders. The principal then arranged that the researcher interviews parents and community leaders. As the researcher had mentioned earlier that she had to translate all the responses in Zulu, in recording, the responses to the open-ended questionnaire items, the researcher needed to be as accurate as possible and not to infer her own ideas.

At all times it must be remembered that interviews are data collection instruments and interviewers try not to let their own biases, opinions, or curiosity affect their behaviour. Warns Tuckman, (1978).

3.9 *MANNER OF DATA ANALYSIS*

Data was analysed as follows;

First data from governing body members. A summary was given of all structured responses on a frequency table. Then a presentation of all responses on item per item. The responses were calculated in percentage as well.

Open-ended Questions

Themes were formed and responses were grouped according to themes, such as :

- lack of parental interest and guidance;
- lack of motivation of teachers and learners;
- crime and violence;
- lack of resources;
- illiteracy;
- drug abuse;
- school vandalism and theft; and
- late-coming and absenteeism by learners and teachers.

The researcher counted how many parents mentioned each item. She produced frequencies.

The researcher followed the same procedure with the analysis and interpretation of data collected from community leaders.

Then the researcher discussed the responses as against her research aims, viz.

- to determine the role of parents and community leaders in the development and maintenance of school culture;
- to establish the causes of the decline in the culture of learning and teaching services (COLTS) at Inanda schools.
- to find out the extent to which parents and community leaders are involved in the decision-making process in schools.

3.10 ***CONCLUSION***

This chapter presented methodology that was followed by the researcher in analysing and interpreting data on how community leaders and parents should develop, support and maintain the school culture. In the next chapter the researcher will analyse and interpret data.

CHAPTER 4

4.1 INTRODUCTION

The objective of this study is to determine the role of parents and community leaders in the development and maintenance of school culture. Another objective is to establish causes of decline of the culture of learning, teaching and services (COLTS) at Inanda schools. The researcher aims also at establishing the extent to which parents and community leaders are involved in the decision-making process in their schools. The main objective of this chapter is to analyse and interpret data that has been gathered. Analysing and interpreting data will be based on the objectives of the study as a whole. The data has been gathered by means of two research instruments, viz. questionnaires and interviews.

Data from parents will be presented and analysed first and then data from the community leaders who may have or may not have children in the schools will be presented and analysed.

SUMMARY OF THE PRESENTATION OF DATA

TABLE A: A CLOSED-ENDED QUESTIONNAIRE

ITEM	*STRONGLY AGREE*	*AGREE*	*UN-CERTAIN*	*DIS-AGREE*	*STRONGLY DISAGREE*	
1.1 The homework given to teachers is checked by parents.	13%	60%	17%	10%	.....	100
1.2 You have a policy for giving homework in Your school.	22%	32%	2%	7%	37%	100
1.3 More than ½ the population of parents attend Parents meetings.	24%	32%	2%	17%	25%	100
1.4 There is communication between parents And school.	10%	10%	17%	36%	27%	100
1.5 The school updates those parents who did not attend meetings.	6%	12%	12%	35%	35%	100
1.6 Parents are involved in decision-making of your school.	41%	42%	5%	5%	7%	100
1.7 Parents are aware of the vision and core culture of your school.	11%	35%	15%	12%	27%	100
1.8 Parents contribute to the realization of the culture of the school.	6%	40%	15%	37%	2%	100
1.9 Parents held in maintaining the culture of the school.	10%	28%	22%	35%	5%	100
1.10 Parents are involved in maintaining school security.	25%	45%	10%	10%	10%	100
1.11 Parents assist the school in combating drug abuse.	8%	40%	20%	15%	17%	100
1.12 Parents are part of violence prevention in the school.	18%	47%	16%	2%	17%	100
1.13 The school upholds positive community values.	30%	48%	15%	2%	5%	100
2.1 A relationship exist between your school and community.	38%	35%	20%	2%	5%	100
2.2 The community has ownership of their schools.	34%	32%	10%	17%	7%	100
2.3 The community protects their schools from vandalism and theft.	6%	32%	5%	30%	27%	100

4.2 ANALYSIS AND INTERPRETATION OF DATA

4.2.1 From Governing Body Members

(a) CLOSED ENDED QUESTIONNAIRE

1.1 Do parents check homework given to learners?

Respondents	Frequencies	
Parents	Strongly Agree	13%
	Agree	60%
	Uncertain	17%
	Disagree	10%
	Strongly disagree	.....

73% of the parents agreed that they checked homework. Only 10% of the parents did not agree and 17% was not certain whether they checked it or not. This suggests that parents do play their role in the education of their children.

1.2 Do parents have a policy for giving homework in their schools?

FREQUENCY	%
Strongly Agree	22%
Agree	32%
Uncertain	2%
Disagree	7%
Strongly Disagree	37%

According to the respondents 54% of the schools do have a policy for giving homework. 44% did not agree that they have a policy. This suggests that do know that almost half of the parents (44%) did not agree that their schools did have a policy for giving homework. If this is the case, how are parents supposed to know what to do?

1.3 Does more than half the parent population attend parents meetings?

FREQUENCY	%
Strongly Agree	24%
Agree	32%
Uncertain	2%
Disagree	17%
Strongly Disagree	25%

56% of the parents agreed that more than half of the parent population attended parents meetings. There is however a 42% of parents who did not agree. 42% is quite a big number of parents. Parents do participate in the development and maintaining the culture of their schools.

1.4 Is there communication between parents and the school?

FREQUENCY	%
Strongly Agree	10%
Agree	10%
Uncertain	17%
Disagree	36%
Strongly Disagree	27%

Only 20% of the parents indicated that they received updates about the meetings, the majority of the parents (63%) did not receive updates. This means that the majority of parents are unaware what is taking place in their schools. It is also unfortunate that most parents do not attend parents meetings. Parents are therefore not supporting their schools as they should.

1.5 Does the school update those parents that did not attend meetings?

FREQUENCY	%
Strongly Agree	6%
Agree	12%
Uncertain	12%
Disagree	35%
Strongly Disagree	35%

Only 18% of the parents indicated that they received updates about the meetings, the majority of the parents (70%) did not receive updates. This means that the majority of parents are unaware of what is taking place in their schools. It also unfortunate that most parents do not attend parents' meetings. Parents are therefore not supporting their schools as they should.

1.6 Are the parents involved in decision-making in your schools?

FREQUENCY	%
Strongly Agree	41%
Agree	42%
Uncertain	5%
Disagree	5%
Strongly Disagree	7%

83% of the parents agree that they are involved in decision-making in their schools through their governing bodies. The governing bodies do recommend the hiring and dismissing of personnel. They also decide on the amount of schools fees to be paid by learners.

1.7 Are parents aware of the vision and core culture of the school?

FREQUENCY	%
Strongly Agree	11%
Agree	35%
Uncertain	15%
Disagree	12%
Strongly Disagree	27%

46% of the parents agreed that they are aware of the core culture of the school. 39% of the parents did not agree. 15% of the parents are not certain and this gives a concern that if so many parents are uncertain how then are they going to support their schools in developing their school culture and maintaining it.

1.8 Do parents contribute to the realization of the culture of the school?

FREQUENCY	%
Strongly Agree	6%
Agree	40%
Uncertain	15%
Disagree	37%
Strongly Disagree	2%

Only 46% of the parents agreed that they contribute to the realization of the culture of the school. 39% disagreed. According to the researcher's observation this is true. Few parents assist the schools at Inanda in realization of their cultures. Parents are not playing their role. The educators are left all by themselves at the schools. The researcher has observed this through her experience as an administrator. This is her greatest concern. According to the South African Schools Act No. 84 of 1996 parents are to take charge of their schools.

1.9 Do parents help in maintaining the culture of your school?

FREQUENCY	%
Strongly Agree	10%
Agree	28%
Uncertain	22%
Disagree	35%
Strongly Disagree	5%

It is disappointing to note that only 38% of the parents agree that they helped in maintaining the culture of their schools and 40% disagreed. This shows that parents at Inanda are not playing their role in fostering school cultures. 20% of the parents are not certain whether they helped or not. This suggests that there is a lack of communication between the school and the parents. This also suggests that the vision of the school is not communicated to the parents.

1.10 Are parents involved in maintaining school security?

FREQUENCY	%
Strongly Agree	25%
Agree	45%
Uncertain	10%
Disagree	10%
Strongly Disagree	10%

The majority of the parents (70%) agreed that they maintain security of their schools. 20% of the parents did not agree. Most of the schools that the researcher studied had security that was paid by parents since the department withdrew its security. This means that parents are now trying to protect their schools.

1.11 Do parents assist in combating drug abuse?

FREQUENCY	%
Strongly Agree	8%
Agree	40%
Uncertain	20%
Disagree	15%
Strongly Disagree	17%

48% of the parents agreed they assisted in combating drug abuse. The 32% of the parents that did not assist, is a concern. Drug abuse affects school culture.

1.12 Are parents part of violence prevention in the school?

FREQUENCY	%
Strongly Agree	18%
Agree	47%
Uncertain	16%
Disagree	2%
Strongly Disagree	17%

65% of the parents agreed that they were part of violence prevention in the schools. This however may be true because in 1.10 70% of the parents agreed that they are involved in maintaining security in their schools. 19% of the parents who are not helping is a concern.

1.13 Does your school uphold positive community values?

FREQUENCY	%
Strongly Agree	30%
Agree	48%
Uncertain	15%
Disagree	2%
Strongly Disagree	5%

78% of the parents agreed that the schools upheld positive community values. This is praiseworthy since Inanda has heroes and heroines like Shembe, Mafukuzela, etc.

2.1 Does relationship exist between your school and community?

Frequency	%
Strongly Agree	38%
Agree	35%
Uncertain	20%
Disagree	2%
Strongly Disagree	5%

73% of the parents agree that a relationship existed between the school and the community. This may be true because 78% of the parents also agreed that they uphold community values in 1.13. There is a concern about the 20% of the parents that are not certain.

2.2 Does the community have ownership of the schools?

FREQUENCY	%
Strongly Agree	34%
Agree	32%
Uncertain	10%
Disagree	17%
Strongly Disagree	7%

66% of the parents agreed that they had ownership of their schools. 24% of the parents did not agree. How far these schools are protected needs to be tested. In as far as the researcher is concerned, she doubts this ownership. If schools were owned by parents and community they would not be vandalised as they are.

2.3 Does the community protect their schools from vandalism and theft?

FREQUENCY	%
Strongly Agree	6%
Agree	32%
Uncertain	5%
Disagree	30%
Strongly Disagree	27%

57% of the parents disagreed that they protected their schools from vandalism and theft. 38% of the parents agreed. The researcher agrees with the 57% that disagreed. Most of the schools the researcher visited were vandalised. The classrooms had no windows and doors.

3.1 The question asked the respondents' opinion what the major causes was lack of parental support in their schools.

THEMES	%
1. Lack of parental interest and guidance.	32%
2. Lack of motivation – Teachers and learners.	30%
3. Crime and violence.	27%
4. Lack of resources.	30%
5. Illiteracy.	12%
6. Drug abuse.	25%
7. School vandalism and theft.	25%
8. Late coming and absenteeism – Teachers and Learners.	22%

32% of the respondents said that the parents did not have interest in the education of their children and there was no guidance because parents do not

stay with their children. This may be true because 54% of the parents attend parents meetings.

3.2 The question asked what factors contributed to a decline of school culture.

3.2.1 Factors related to the school

30% of the parents responded that the schools lack resources. Most schools have no proper buildings, there are no libraries, laboratories. This is true with a number of schools that the researcher visited especially schools in the semi and rural areas.

3.2.2 Factors related to the Community

25% of the respondents agreed that schools are vandalised by the community. The community does not fully own the schools. It is a remarkable that only 12% of the respondents claimed to be illiterate. 12% is a very small percentage. It is not illiteracy that stops parents and community to support the schools. 12% of illiterate parents came from the rural area. Schools in the rural areas were not as vandalised as the urban schools. One would expect rural schools to be vandalised because the community is illiterate.

3.2.3 Factors related to learners

25% of the respondents claimed that learners were involved in crime and violence in and around the school. Learners carry dangerous weapons to the school. Teachers are not able to discipline the learners. Even parents are scared of the learners. 30% of parents also agreed that lack of motivation on

the learners were another contributory factor to the decline of the culture of learning and teaching. 25% claimed that drug abuse was another factor. 20% claimed that late coming and absenteeism were another contributory factor. The researcher agrees with all these. Inanda schools are the worst hit by these factors. The researcher has also experienced this in her school.

4.3 ANALYSING AND INTERPRETATION OF DATA

4.3.1 From Community Members

(a) Closed-ended Questionnaire

TABLE B

Summary of Presentation of Data

ITEM	STRONGLY AGREE	AGREE	UN-CERTAIN	DISAGREE	STRONGLY DISAGREE	
1.1 The homework given to learners is checked by parents.	30%	20%	30%	20%	10%	100
1.2 You have a policy for giving homework in your school.	.....	30%	20%	30%	20%	100
1.3 More than ½ the population of parents attend parents meetings.	20%	10%	30%	20%	20%	100
1.4 There is communication between parents and school.	30%	30%	20%	10%	10%	100
1.5 The school updates those parents who did not attend meetings.	10%	20%	10%	40%	20%	100
1.6 Parents are involved in decision-making of your school.	30%	50%	10%	10%	.....	100
1.7 Parents are aware of the vision in core culture of your school.	20%	30%	30%	20%	.....	100
1.8 Parents contribute to the realization of the culture of your school.	20%	30%	20%	30%	.....	100
1.9 Parents help in maintaining the culture of your school.	30%	20%	20%	30%	.....	100
1.10 Parents are involved in maintaining school security.	30%	30%	10%	10%	20%	100
1.11 Parents assist the school in combating drug abuse.	20%	20%	20%	20%	20%	100
1.12 Parents are part of violence prevention in the school.	40%	10%	10%	20%	20%	100
1.13 The school upholds positive community Values.	10%	40%	40%	10%	.....	100
						100
2.1 A relationship exist between your school and community.	40%	20%	20%	20%	10%	100
2.2 The community has ownership of their Schools.	20%	30%	20%	20%	20%	100
2.3 The community protects their schools from vandalism and theft.	30%	40%	.....	10%	20%	100

TABLE C

Open-Ended Questions

THEMES	
1. Lack of parental interest in guidance.	60%
2. Crime and Violence.	60%
3. Lack of resources.	60%
4. Lack of communication between School and community.	50%
5. School vandalism and theft.	30%

ANALYSIS AND INTERPRETATION OF DATA

4.4.1 From Community Leaders

(a) Closed-Ended Questionnaire

1.1 The question asked if parents checked homework given to learners. 50% of the respondents agreed. 20% were uncertain because the questionnaire was given to community leaders who may also not have children in the schools interviewed. It is also remarkable that 30% did not agree. When parents were asked only 10% of the parents did not agree. 72% and 50% showed that homework was checked.

1.2 The question asked whether the school had a policy for giving homework in their schools.

52% of the parents agreed and 30% of the community leaders agreed. 50% of the community did not agree whereas 40% of the parents did not agree. This brings doubt if schools do have a policy for giving homework..

1.2 The question asked respondents whether more than half the parent population attended parents meetings.

30% of the community agreed as against 54% of the parents who agreed. 45% of the community did not agree and 42% of the parents did not agree. It is saddening that many parents do not attend parents meetings.

1.3 The question asked respondents whether there was communication between them and the school.

60% of the community leaders agreed that there was communication. This means that quite a number of community leaders are aware of what is happening in schools. Only 20% did not agree as compared to 17% of the parents did not agree.

1.4 The question asked whether the school updated those parents who did not attend meetings.

30% of the community agreed and 60% did not agree. There is a balance between parents and the community leaders because 70% of the parents did not agree that parents were not updated. This suggests that parents should be encouraged to attend parents meetings.

1.5 The question asked respondents whether they were involved in decision-making of the school.

805 of the community leaders agreed and 82% of the parents agreed. While there is more or less agreement between parents and community leaders

regarding this item, it was not clear how parents are involved in decision-making, besides being represented by governing bodies.

1.6 The question asked respondents whether they are aware of the vision and core culture of their school.

50% of the respondents agreed, 20% of the respondents did not agree. It is however saddening to note that 30% of the respondents are not certain.

The vision and core culture of the schools determine the future of the school and of the learners. It is difficult to see how the community assists the development of their schools if they do not know the core culture and vision of the schools.

1.7 The question asked respondents if they contributed to the realization of the culture of the school.

50% of the parents agreed and 305 disagreed. This is true because if the community is not aware of vision and core culture of the school then they will not be able to help the school realise it. This is an area of concern. The problem around parents' lack of input in school culture are made worse if parents do not attend school meetings.

1.8 The question asked respondents whether they helped in maintaining the culture of their schools.

50% agreed and 30% did not agree. More that half the community population helps in maintaining the culture of the schools.

The researcher being an administrator at Inanda however doubts this. The community at Inanda does not help in maintaining the culture of their schools. When community leaders are asked for help they are not eager to help. If the community was involved there would not be such a decline in the culture of learning and teaching at Inanda.

1.9 The respondents were asked whether they were involved in maintaining security.

60% of the community agreed, 305 did not agree. A question would be asked if the community was involved, whey are schools vandalised? Who is vandalising the schools except the community? It is doubtful that the community is maintaining security in the schools.

1.10 The question asked respondents whether they assisted the schools in combating drug abuse.

40% of the community leaders agreed, 40% did not agree and 20% is uncertain. 20% and 40% suggest that the community is not helping that is why drug abuse is one of the problems facing the schools. It is one of factors which affect the culture of learning and teaching.

1.11 The question asked respondents whether they assisted the schools in combating drug abuse.

40% of the community leaders agreed, 40% did not agree, and 20% is uncertain. 20% and 40% suggested that the community is not helping. That is why drug abuse is one of the problems facing the schools. It is one of the factors which affect the culture of learning and teaching.

1.12 This question asked respondents whether they were part of violence prevention in the school. 50% of the community leaders agreed, 40% did not agree and 10% were uncertain. There is a 50%-50% balance. The community is not doing its best to help and fight violence. Violence hit the schools severely.

1.13 The question asked parents if they uphold positive community values.

50% of the community leaders agreed that they uphold positive community values. 10% did not agree. It becomes a concern that 40% is uncertain. This means that 50% agree and 50% did not agree. A question arises that how would they help in combating drug abuse if they do not uphold positive community values?

As Hallinon, M. (1987:8-9) puts it:

> The society or culture in which a school is located defines the meaning of schooling and the importance of its outcomes. Schools belong to

the society. Therefore the culture of the society will influence the school culture for better or worse.

2.1 The question asked respondents whether a relationship existed between their school and community. 60% of the community leaders agreed, 20% did not agree and 20% were not certain. All schools operate within a society.

2.2 The question asked respondents whether the community had ownership of their schools.

50% of the community leaders agreed, 30% did not agree and 20% were not certain.

The researcher again has doubts. If the community had ownership, schools would not be as vandalised as they are. Most of the schools that the researcher visited were vandalised. Schools had no furniture. This goes to next question whether the community protected their schools from vandalism and theft. 70% of the community agreed on the other hand 57% of the parents claimed that schools were vandalised by the community.

TABLE C

4.4 Closed-ended Questionnaire

4.4.1 The question asked respondents' opinion on major caused of lack of parental support in their schools.

60% of respondents said that parents lacked interest and guidance for their children. This is also evidenced by poor attendance of meetings. Parents and community do not know the vision and core-culture of their schools.

4.5 The question asked respondents' opinion what factors contributed to a decline of school culture.

60% of the respondents felt that schools were not effectively recoursed. Some of the schools are not properly built. Most schools in the rural areas do not have proper buildings and also there is no electricity.

4.6.2 Factors related to the community

60% of the respondents felt that crime in and around the school affects the culture of learning and teaching. 30% of the community also agreed that vandalism and theft by the community is another contributory factor. Equipment is removed from schools. Material such as windows, door, ceilings, roofs, etc. are removed from schools to build their own houses. 5% of the respondents also felt that lack of communication between the school and the community is another factor. The community is not updated about things and activities that are taking place in the schools.

4.7.1 Aim No. 1

To determine the role parents and community leaders in the development and maintenance of school culture.

Parents and community leaders understood their roles as that of establishing the vision of the school, to have an input in the running of the school, supervise homework, attend parents' meetings and also to be co-operative with the school. They also understood their role as that of owning and protecting schools against vandalism.

However much as the parents and community leaders understood their roles, the researcher found that they are not fulfilling it. The researcher observed that in schools such as Tshanyana, Khanyanjalo, there was no vandalism as compared to urban schools especially at Inanda A.&.B. Circuit.

The parents and community leaders in semi-rural and rural like Tshanyana and Khanyanjalo own and protect their schools. The learners are obedient. Most of the parents stay at home unlike in the urban area where parents do not stay at home with their children. The learners are left all by themselves without parents to guide them.

4.7.2 Aim No. 2

To establish the causes of the decline of the culture of learning, teaching and services (COLTS) at Inanda schools.

Parents and community leaders felt that the causes of decline of the culture of learning, teaching and services (COLTS) were among other things, lack of resources. 30% of parents and 60% of community leaders felt that the

government was delivering services as they should. Not a single school which the researcher visited had a proper media centre and a laboratory. Learners had to travel to cities to visit a media centre. Experiments were not conducted because there were no laboratories.

32% of parents and 60% of community leaders felt that parents lacked parental interest and guidance. This is evidenced by a poor attendance of meetings. In a parents' meeting that is where parents get to know what is happening in their schools. They also have a chance of giving their contributions towards developing and realization of the culture of their schools.

This study also revealed that learners were involved in drug abuse. 25% of the parents agreed. 60% of community leaders agreed that learners were also involved in crime and violence in and around the school. Learners came to school with dangerous weapons. 22% of parents agreed that learners came late to school and are frequently absent. This is another cause for the decline of the culture of learning and teaching.

4.7.3 Aim No. 3

Another aim of the study was to find out the extent to which parents and community leaders are involved in the decision-making process in their schools.

The researcher found that parents are definitely involved in the appointment of teachers through their governing bodies. These powers were vested by the South African schools Act No. 84 of 1996, on the parents. Parents are involved in recommending the employing and dismissal of personnel. Parents decide on the school fees to be paid by each learner. They also decided how fees will be utilised. The study also revealed that parents were consulted and were part of planning for various activities of the school like, Prize Giving Day, etc. 82% of parents agreed and 80% of community leaders agreed. Generally in schools there is a participatory leadership.

4.8 CONCLUSION

This chapter has presented data from parents and community leaders. This data was analysed and interpreted. The next chapter will conclude on the results and give recommendations.

CHAPTER 5

5.1 *INTRODUCTION*

The aims of this study are:

(a) to determine the role of parents in the development and maintenance of school culture.

(b) to establish causes of the decline of the culture of learning, teaching and services (COLTS)

(c) the extent to which parents and community leaders are involved in the decision-making process in their schools.

In the previous chapter a survey was conducted and various responses were gatherered from parents and community leaders. In this chapter the researcher is going to discuss her findings and make suitable recommendations. It will be noted however that all stakeholders namely parents, educators, learners and the department would improve the situation collaboratively.

5.2 *FINDINGS BASED ON RESPONSES BY PARENTS*

5.2.1 The majority of parents namely 60% do check the homework given to learners, therefore parents are aware of their responsibility to participate in the development of school culture.

5.2.2 The majority of schools do not have a homework policy.

5.2.3 Though many parents check the homework but that does not seem to be a will on the side of the parents to attend parents' meetings. Only half of the parents attend meetings. (Refer to item number 13 of the questionnaire).

5.2.4 It would appear that there is a communication problem between the parents and the school. This is evidenced by a high percentage of strongly agree responses of item number 1.4 and 1.5.

5.2.5 It seems that parents are involved in decision-making in their schools. 41% and 42% of strongly agree and agree responses respectively support this finding. It is further supported by high percentages of parents who are aware of the vision of the school and contribute to the realisation of the culture of the school, by doing the following:

- maintaining the security of the school ;
- combating drug abuse;
- preventing violence in the school;
- upholding positive community values.

However the researcher is concerned about schools that are being vandalised which she witnessed.

5.2.6 There is a good relationship between the school and the community. Parents take ownership of the school and go to the extent of protecting the school against vandalism and theft.

5.3 *FINDINGS BASED ON RESPONSES BY COMMUNITY LEADERS*

5.3.1 There is a high percentage of community leaders who are not aware of the participation of parents in the development of school culture.

5.3.2 The majority of community leaders do not agree that schools have homework policies. This is evident in their high percentage of disagree (30%) and strongly disagree (30%) responses.

5.3.3 In the opinion of community leaders most of the parents do not attend parents' meetings. However they acknowledge that there is communication between parents, community leaders and the school.

5.3.4 There is communication between the parents, in the form of newsletters through which resolutions taken at meetings are communicated to parents who do not attend meetings.

5.3.5 According to responses by community leaders, (30%) strongly agree and 50% agree) parents are involved in decision-making in their schools, are enrolled in the culture of the school.

5.3.6 As a result of their involvement parents show a willingness to maintain school security and assist in combating drug abuse and violence. They also uphold positive community values by preventing the invasion of the school by negative influences from the community.

5.3.7 Community leaders are aware of the role played by community to protect schools against vandalism and theft.

5.4 *RECOMMENDATIONS TO PARENTS*

- Parents should be encouraged to attend parents' meetings. Since parents are involved in decision-making, they should be involved in deciding when parents meetings should be held. Agenda for the next parents' meeting should be discussed in each meeting. Light snacks should be served at parents meetings to cater for those parents who come to the meeting straight from work. Parents should also be asked to sign the register.

- A relationship of interdependency based on trust and respect should be encouraged between the community, parents and the school so that the parents and the community may take ownership of, and help to resolve major school problems. School and classroom rules as well as the consequences for disobeying should be decided collaboratively among teachers, learners, management, community and parents.

- Every school should have a clear policy on how to give and check homework. These homework policies need to be coherent but also flexible enough. Once a policy has been formed, parents should be workshopped on how to monitor and implement the policy.

- Parents within the district should form parents committees. These committees should consider parents' role in school governance, in new school policies, factors which militate against parental involvement.

The parents' committee should try and build an active parents constituency by tapping the various committee experiences and skills. For instance, parents should involve community leaders in running the schools through governing bodies, fund raising committees, etc. In so doing they may create conditions for the more active participation of the community in the affairs of the school.

5.5 *RECOMMENDATIONS TO COMMUNITY LEADERS*

- Community leaders should be invited to schools for functions like sports, prize giving, etc.
- A partnership should be formed between the school and the community. One should always remember that schools belong to the community.
- District community based resource centres should be formed where the community will be taught skills to help in eliminating illiteracy among the community and reduce unemployment. This will eventually protect the schools from vandalism and theft.

5.6 *CONCLUSION*

This study has tried to answer questions:

- why there is no culture of learning, teaching and services at Inanda?
- what is the role of parents and community leaders in developing and maintaining school culture?

- What are the causes of the decline of the culture of learning and teaching?

The researcher has gathered information through questionnaires and interviews from the parents and community leaders of Inanda. She has presented her findings and made recommendations.

It is vitally important that any attempt to intervene in schools be done on the basis of an understanding of and sensitivity to particular school cultures. These dynamics are complex and varied and cannot simply be acted upon. Specific dynamics need to be understood sympathetically and role players need to be worked with on an on-going basis: Education Policy Unit, (1996).

The principal alone cannot effect changes but all the stakeholders namely parents, community leaders, learners and educators should play a role in bringing back a culture of learning and teaching at Inanda.

Parents' role is mainly through participation in school governing bodies which have to perform very important functions in terms of the South African Schools Act No. 84 of 1996.

All stakeholders are indispensable in as far as ensuring that the culture of learning, teaching and services is restored.

Leaders need to understand that they are shapers of school culture. By understanding the existing culture, linking with the cultural network, meeting teachers' needs and continually modelling and articulating the emerging vision of the school, leaders can shape and change the school culture toward continuous improvement. Norris, (1994).

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8 Dallas Park
125 Ronald Road
Montclair
4004

10 July 1999

Mr G.N. Msimango
Chief Superintendent of Education
Inanda District

Dear Sir

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN INANDA DISTRICT SCHOOLS

I hereby request for permission to conduct research in Inanda District schools. The study will enable me to fulfil the requirements for the Degree for Masters in Education Management at the Durban-Umlazi Campus of the University of Zululand, under the supervision of Professor R.G.P. Ngcongo.

The topic of my research is:

THE ROLE OF PARENTS AND COMMUNITY LEADERS IN DEVELOPING AND MAINTAINING SCHOOL CULTURE.

A copy of approved questionnaire is attached for your inspection. The questionnaire should not take more than 15 minutes to complete. All information will be dealt with in the strictest of confidence and anonymity is assured.

Thank you.

Yours faithfully

S.A.D. (GUMEDE) MBIZANE

8 Dallas Park
125 Ronald Road
Montclair
4004

26 July 1994

To: The Chairperson of the Governing Body

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL

I hereby request permission to conduct research in your school. I will need to interview two members from the Governing Body and one parent from your school.

The study will enable me to fulfil the requirements for the degree of Masters in Education Management at the Durban-Umlazi Campus of the University of Zululand, under the supervision of Professor R.G.P. Ngcongo.

The topic of my research is:

THE ROLE OF PARENTS AND COMMUNITY LEADERS IN THE DEVELOPMENT AND MAINTENANCE OF SCHOOL CULTURE.

The questionnaire should not take more than 15 minutes to complete. All information will be dealt with in the strictest of confidence and anonymity is assured.

Thank you.

Yours faithfully

.....
S.A.D. MBIZANE

INANDA DISTRICT SCHOOLS

INANDA NORTH CIRCUIT

1. EKUKHANYENI PRIMARY
2. GCINOKUHLE SECONDARY
3. HLENGIMPILO PRIMARY
4. ISAVIYO PRIMARY
5. KWAGENCE PRIMARY
6. LOCKHAT SECONDARY
7. MAKHAPHA PRIMARY
8. MANDOSI PRIMARY
9. MARIAM PATEL PRIMARY
10. MBHEKI SECONDARY
11. MJOJI PRIMARY
12. MAGQIBAGQIBA SECONDARY
13. MQHAWE SECONDARY
14. NDIMOSE PRIMARY
15. NEW RIVE PRIMARY
16. NQABAYEZITHA PRIMARY
17. NYONI PRIMARY
18. OGUNJINI PRIMARY
19. SENZOKUHLE PRIMARY
20. SIDINDI PRIMARY
21. SILWANE PRIMARY
22. SULEMAN PATEL SECONDARY
23. THOLUMUSA PRIMARY
24. THUBALETHU SECONDARY
25. THUMBELA PRIMARY
26. UMZINYATHI PRIMARY
27. VUSUKUKHANYA PRIMARY
28. ENGONWENI PRIMARY
29. DABEKA SECONDARY
30. TSHANYANA PRIMARY

INANDA A & B CIRCUIT

31. DALMENY PRIMARY
32. ESKHULULIWE PRIMARY
33. MZOMUSHA PRIMARY
34. NHLANHLAYETHU SECONDARY
35. PHUMZUZULU PRIMARY
36. SIFUNIMFUNDO PRIMARY
37. SIYATHUTHUKA SECONDARY
38. ZIPHEMBELENI SECONDARY
39. UKUKHANYAKOKUSA PRIMARY
40. INANDA NO. 12 SECONDARY
41. INANDA NO. 11 PRIMARY

INANDA CENTRAL CIRCUIT

42. AMANDLETHU SECONDARY
43. AMAWOTI PRIMARY
44. AMAWOTI NO. 3 SECONDARY
45. EMACHOBENI PRIMARY
46. EQINISWENI PRIMARY
47. INANDA PRIMARY
48. ITHWELENYE PRIMARY
49. KHANYANJALO PRIMARY
50. MBASELA PRIMARY
51. MVABA SECONDARY
52. NHLONIPHO PRIMARY
53. NKOSINATHI SECONDARY
54. SINENHLANHLA PRIMARY
55. SITHABILE SECONDARY
56. SIPHUNGA PRIMARY
57. UTHANDO PRIMARY
58. ZWAKELE PRIMARY
59. AMATIKWE PRIMARY

60. INTSHISEKELO SECONDARY
61. INANDA GLEBE PRIMARY

INANDA EAST CIRCUIT

62. BHEKILANGA PRIMARY
63. BUHLEBETHU PRIMARY
64. LANGALIBALELE PRIMARY
65. MANDLAKAYISE PRIMARY
66. SHEMBE MEMORIAL PRIMARY
67. EKUTHULENI PRIMARY
68. INANDA COMPREHENSIVE SECONDARY
69. OHLANGE HIGH
70. ZAKHE HIGH
71. IKUSASALENTSHA PRIMARY
72. IMBALIYAMAZULU PRIMARY

Questionnaire on the Role of Parents and Community Leaders in the Development of School Culture

Instructions to the Respondents

I am undertaking research for a Masters' Degree on a topic The Role of Parents and Community Leaders in the Development of School Culture. I need your views in the questions asked below. Your views will be treated in strict confidence. They will be used for research purposes. Please therefore answer as honestly and openly as you can. Your assistance is highly appreciated.

Put a tick or cross in the block that best represent your view.

Here is the example of the blocks:

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
5	4	3	2	1

Questionnaire Items

1 Parents' Role

1.1 The homework given to learners is checked by parents.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
5	4	3	2	1

1.2 You have a policy for giving homework in your school.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
5	4	3	2	1

1.3 More than half the parent population of your learners attend parents meetings.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
5	4	3	2	1

1.4 There is communication between parents and the school.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
5	4	3	2	1

1.5 The school updates those parents that did not attend meetings.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
5	4	3	2	1

1.6 Parents are involved in decision making in your school.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
5	4	3	2	1

1.7 Parents are aware of the vision and core culture of the school.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
5	4	3	2	1

1.8 Parents contribute to the realization of the culture of the school.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
5	4	3	2	1

1.9 Parents help in maintaining the culture of the school.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
5	4	3	2	1

1.10 Parents are involved in maintaining school security.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
5	4	3	2	1

1.11 Parents assist the school in combating drug abuse.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
5	4	3	2	1

1.12 Parents are part of violence prevention in the school.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
5	4	3	2	1

1.13 The school upholds positive community values.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
5	4	3	2	1

2 Potential Role of Community in the Development of School Culture

2.1 A relationship exist between your school and community.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
5	4	3	2	1

2.2 The community has ownership of their schools.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
5	4	3	2	1

2.3 The community protects their schools from vandalism and theft.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
5	4	3	2	1

3 Comment Briefly On the Following

3.1 In your opinion what is the major cause of lack of parental, if there is any support in your school?

_____

_____

_____

_____

_____

3.2 What can parents do to establish or develop positive school culture?

3.3 What factors contribute to a decline of school culture?

3.3.1 Factors related to the school

3.3.2 Factors related to the community

3.3.3 Factors related to learners

3.3.4 Other

3.4 What can parents do to maintain a positive school culture?