PRINCIPAL-PARENT PARTNERSHIP
IN RELATION TO THE CREATION OF
CULTURE OF TEACHING AND LEARNING
IN SCHOOLS

BY

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I would like to extend my sincere gratitude to the following persons:

1. God Almighty for the power, courage and mental fortitude He gave me to complete this task.

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3. My wife Gugu, for her undying support and confidence in me throughout this study.

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6. C.S. Nqoko for his encouragement and support throughout the study.

7. The typist, Margaret, for her patience and sacrifice.
DEDICATION

I, JOHNNY DUMISANI MPOFANA,

Dedicate this work to

my late parents Simoto Hanceford Mpfana

and

Ivy Zamekile Mpfana.

May their souls rest in peace.
DECLARATION

I declare that this research study:

The Principal-Parent Partnership

in relation to

the Creation of the Culture of Teaching and Learning

in Schools

is my own work, that all the sources used or quoted have been indicated and acknowledged by means of complete references.

J.D. MPOFANA

31 JANUARY 2004
ABSTRACT

Prior to the democratic era in South Africa, teaching and learning was mainly the responsibility of principals and teachers. There was limited opportunity for parents to take part in the teaching and learning activities. School governance, like management, was the preserve of the principal.

After 1994, provision was made for parents to be critical role players in governance. Legislation such as SASA has been passed to provide for parental involvement in schools. There is thus a legal requirement for partnership between the home and the school.

This study examined the role of parents and principals in creating a partnership in schools. The study used questionnaires that were administered to principals and parents in Sayidi district. The researcher found that partnership between principals and parents in relation to the creation of culture of teaching and learning in schools is enhanced, if the two parties take full responsibility. Some indicators for ensuring such responsibility are maintaining discipline and support learners with regards to school work.

The study also revealed that the lack of resources like faxes, telephones and typewriters at school, makes it difficult for principals to communicate with parents at home. Parents receive wrong information or no information at all. This regularly affects the partnership between the home and the school.

The study reveals that most of the principals questioned involve parents in decision-making. This improves partnership between parents and principals and results in commitment to the implementation of decisions, and therefore the success of the school.

The study further shows that parents do not fully engage themselves in drawing up of the policies of the school. This is due mainly to illiteracy and the social background of parents, especially in rural areas. This causes principals to impose their ideologies on parents, a practice which inhibits partnership.
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CHAPTER 1
ORIENTATION OF THE STUDY

1.1 Introduction

The quality of education in many South African schools has, over the years, been deteriorating, instead of improving. After the democratic elections of 1994, the culture of learning in many schools has continued to break down. Many schools are characterised by a high failure rate, high drop-out rates, lack of discipline, low morale and low pupil performance and anti-academic attitude amongst pupils. These features are symptomatic of the collapse in the culture of learning (Smith & Pacheo, 1996; De Villiers, 1997: 76).

According to Kruger (1996: 37) creating and restoring a culture of learning involves a joint act between the parents and the principal. Neither the parent nor the principal can fulfil the tasks of educating the child completely. Researchers like Badenhorst (ed) (1995: 109), Oosthuizen (ed) (1994: 109) are of the opinion that much common ground exists between the parents and principals despite the fact that they have differing tasks and roles in this respect. The parent is involved with the child as the primary educator and the principal as the secondary educator (Lemmer & Squelch, 1993: 100). The only effective manner in which these common educating tasks may be unified, is by inter alia considering the parents and principal to be partners in creating a culture of learning. Van Schalkwyk (1990: 39 - 40) says that a partnership of this nature is the best way of getting the parents and principals to work together on education and to share the responsibility for creating a culture of learning.

This study will explore the responsibilities and roles principals and parents play when becoming partners in creating the culture of learning and teaching.

1.2 Statement of the problem

Conflict in many schools manifests itself physically as confrontations between learners and principals, learners and teachers, as well as learners and their parents (Alexander, 1993: 2 - 3).

A major problem facing principals is how to get children to attend schools and how to make them gain full benefit of their education. As South Africa commits more and more of its
resources to the provision of education, principals and parents have to make sure that the conditions for teaching and learning are in place Van Niekerk & Meier (1995: 74 - 77). According to Ngakane & Naidoo (1995: 13), a well equipped school will be of no use if principal and parents fail in their responsibilities to ensure that the conditions of teaching and learning are in place.

In the past, education has been seen as the exclusive domain of the school, and parent involvement has therefore been limited to the financing (paying of school fees and governance). Parents had no say in the education of their children. Van Wyk, (1996: 22). Recently, there has been a gradual move away from a total separation between the home and the school and towards increasing awareness and recognition of the education process Squelch & Bray (1996: 22). Parents now have been granted rights to the education of their children, they are free to know what is taking place at school. On top of that they have the responsibility of providing all the necessary needs to the child so that teaching and learning will take place effectively. Principal-parent relationship has a common goal, namely, the education of a child. Although principals and parents are united by this common goal, practice has shown that undefined roles in the respective rights and obligations have led to the disharmony in the relationship Oosthuizen (1992: 121).

Parental involvement is perceived by many principals as a threat because they don't know what it entails, how they should handle parents or how they should exploit this phenomenon to the benefit of the school and learner Van Schalkwyk (1994: 5). Schools are man-made and were created because parents no longer felt fully competent to perform their educative tasks, Van Schalkwyk; (1998: 265). The relationship between the home and the school is supplementary education and not substitutive education. The school can never replace the home and the principal is never a substitute for a parent. A principal is in loco parentis (in place of a parent), fulfils his educative tasks cum parente (together with the parent). That is why it is so important that the principal should be aware of the values and norms that are observed in the home and society Swanepoel & Munik (1990: 77).

Creating a culture of learning involves the creation of accountability. This means the development of a common purpose or goal among the parents and the principal with clear, mutually agreed and understood responsibilities. Department of Education (1995: 22).
For teaching and learning situation to exist, parents and teachers should fulfil their responsibilities. Co-operation between parents and principal is of utmost importance because culture of teaching and learning will be created. Furthermore, parents and principals should know that they cannot replace each other in the teaching of a child. This is also highlighted in the SASA (Act no. 84 of 1996) that teachers and parents should work hand in hand in the teaching and learning of a child at school.

1.3 Motivation of a problem

The problem in many schools in South Africa lies on the fact that principals and parents fail to assume their responsibilities to create the culture of learning (Alexander 1993 : 1). It is nearly thirty years after the children of Soweto turned school playgrounds into battlefields in the war against “apartheid”. Education in the new democratic South Africa still leaves much to be desired. Children have become involved in politics and anti-social behaviour, such that parents face a struggle to convince them that going to school is politically correct and acceptable and also it is important for their progress towards adulthood. Mkhondo, (1995 :11). Education is not solely the responsibility of the principal and teachers, but the co-operation between the home and the school. Effective and meaningful education requires the participation of both the principal and parents Lemmer & Squelch (1993 : 96). Although principals and parents are inseparable and indispensable partners in the education progress to create the culture of learning in schools, parents involvement in, and acceptance of, responsibilities for their children’s education is minimal. The reason for this state of affairs is caused by the failure of principals and parents to act accordingly. Badenhorst (ed) (1995 : 110). Parents cannot/may not delegate their responsibility/privilege of educating their children to the school. Consequently it is essential that parents should be involved with the school. Dekker (1995 : 9).

1.4 Definition of concepts

In the interest of clarity and understanding, important concepts need to be defined.

Culture of learning

Smith & Pacheo (1996 : 3 - 5) refer to the culture of learning as attitudes pupils have towards learning and the spirit of commitment to the school which arises through the joint effort of the
personal characteristics of pupils factors in the family, school-related factors as well as societal factors. A "culture of learning" can be described as a learning climate, attitudes towards learning or "aura" in a school which inhibits or facilitates learning.

**Attitude towards learning**

Refers to the attitude pupils have towards or interest they have in a learning climate. Attitude towards learning or learning culture also points to the mood, tendency, feeling, or atmosphere with regard to the learning task in a school.

**Principal**

The principal in a school situation means the person who is in the rank of head. The principal is referred to as an education leader/education manager. This implies that he is in charge of a particular kind of an organisation, namely the school. This also implies that he offers guidance to teachers, pupils, as well as parents and other parties concerned, and that guidance is judged against the best in every facet of teaching and learning De Witt (1993 : 9).

**Partnership**

The concept of partnership is gaining ground in the field of education. Partner (Latin; pars) can refer to a piece of the whole. On the other hand, it also implies the nature of the relationship between the parts, namely, confidentiality, considerate, and deeply positive relationship. Partners are participants in the general activity, but they remain separate parts with their own interests and goals. (Dekker, 1995 : 158). Partnership can be defined as a working relationship that is characterised by a shared sense of purpose, mutual respect and the willingness to negotiate which implies a sharing of responsibility, information, skills and accountability. Partnership involves agreement of co-operation according to which each partner accepts specific responsibilities and carry out commitments. Within partnership, principals have particular obligations related to the different life tasks and roles which as partners should fulfil in the community. (Van der Westhuizen (ed) 1996 : 431.

**Education**

Education is a practice the educator (parents and principal) concern in assisting the pupil on his
way to adulthood. Education may be defined as the conscious purposive intervention by an adult (parent and principal) in the life of a non-adult (child) to lead him towards independent adulthood. Van Rensburg & Landman & Bodestein (1994 : 366). Education as a pedagogic assistance is the positive influence of a non-adult by an adult, with a specific purpose of effecting changes of significant value. Education also refers to the help and support which the child receives from an adult with the view of attaining responsible adulthood. Du Toit & Kruger (1995 : 5).

**Educative teaching**

Educative teaching comprises of five essential components namely educand, , educator, educational content, teaching and learning, and aim of education. Van Schalkwyk (1988 : 28). Educative teaching is essentially the unfolding/development of a pupil’s potential by an adult (parent, principal, teacher) in order to attain a particular educational goal namely, guiding the child towards responsible adulthood.

**Parents**

Not everyone shares the same understanding of the concept “parent”. Some view parents as those entitled to educate. Authors think that a specific group amongst the whole or consider the concept serves to differentiate parent from non-parent in the community Dekker & Lemmer (1993 : 153). Research has shown that parents are neither an amorphous nor homogenous mass. They have a common trait, that is they have shown that children, parents come in all sizes, shapes, attitudes, races and ethnic groups and display all kinds of skills, attitudes and interests. This study assumes that parents include the entire parent community of the school in a specific environment with all the diversities which may occur in that parent/school community.

1.5 **Assumptions of the study**

This research will be based on the assumptions that:-

- Principals do not fully involve the parents in the creation of the culture of teaching and learning in schools.
Parents do not accept their duties and responsibilities for the education of their children in our schools.

1.6 Aims of the study

Aim 1

To identify perspective on partnership between parents and principals in relation to the creation of culture of teaching and learning in schools.

Aim 2

To identify the needs and deficiencies in the principal-parent relationship in creating a culture of teaching and learning.

Aim 3

To formulate recommendations that may serve as guidelines on partnership between principals and parents in relation to the creation of the culture of teaching and learning.

1.7 Method of research

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

• A literature study on partnership and team building
• A survey comprising two separate questionnaires to be completed by principals of primary schools selected by random sampling as well as parents.

1.8 The layout of the study

The subsequent chapters of this study will cover the following subject matter:-

Chapter 2 will deal with the review of the literature on the role of principal in partnership with parents in creating a culture of learning.

Chapter 3 will concentrate on methodology.

Chapter 4 will concentrate on the analysis and interpretation of data.

Chapter 5 will present the conclusion and recommendations based on the findings.

1.9 Conclusion

This chapter introduces the theme of the research project, namely, to explore principal-parent
partnership in relation to the creation of culture of teaching and learning in schools. It presents the background to the study and the rationale leading to the study. Finally, it outlines the procedures to be followed in the study. In the next chapter a review of literature will be taken.
CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter is aimed at reviewing literature on how principals and parents become partners in relation to the creation of culture of teaching and learning in schools. The history of parental involvement in education will be reviewed and thereafter a rationale of partnership between home and the school will be provided. The chapter will also review the literature on models of school/parent partnership. The relationship between the principals and parents is one of the most important pillars in the field of education. Successful implementation of policies pertaining to education and its importance, depends on the extent to which the home and the school are in partnership in performing their tasks.

2.2 Historical background

Parental involvement remains a crucial topic as schools continue to grapple with the problem of school governance. Judging by the volume of literature dealing with this topic it may be concluded that instead of decreasing, the trend of involving parents in education is actually increasing all over the world Schleicher (1992 : 25). Political and social changes that have occurred in South Africa since February 1990, resulted in more and more people being interested in educational activities Carrim & Sayed (1992 : 21). The question arises why parental involvement still remains a problem to principals as we enter the new millennium. Heystek (1999 : 111), found that parents in black communities neglect their mission of being part of the education of their children. Van der Linde( 1993 : 5) asserts that the failure for the involvement of parents should be laid on the shoulders of the principals. New legislation, such as the South African Schools Act (Act. No. 84 of 1996) (SASA) suggests that parents must accept the co-responsibility of their involvement.

Partnership between parents and principals in school activities is based on juridical, historical and educational grounds. In terms of legislation in South Africa such as SASA, parents must be involved at school, in terms of financing, governance and management. Historically parents have always been involved in various activities at school, Van der Linde (1993 : 12). However, parents exert a lot of influence on their children’s cognitive development in the early years and thus the contact between home and school should be maintained if the child is to
learn effectively at school (Munn 1993 : 1). The problem still exists that parents and principals do not accept one another as partners in education, even in the new millennium.

### 2.3 Rationale for partnership between parents and principals

It is argued in literature that parental involvement in the school hinges, to a great extent, on the principal and teachers in the school Goldring (1993 : 93); Pearson (1990 : 16). Principals and teachers are, however, often not trained in such matters and, additionally, they may be hampered in their efforts by lack of experience in engaging parents successfully. Additionally, the younger the principal at the school, in some cultures, such as black culture, the more difficult it is to engage parents because black culture says that younger persons cannot teach their elders, and if they try to do so, it is regarded as a sign of disrespect. Obviously, principals are trained to deal with children and not adults and have been appointed on the basis of their qualifications and not on their experience to handle and work with parents. This seems to be a valid reason why principals fail to involve parents in school activities adequately.

More importantly, principals view parental involvement as an intrusion in their own work. Dimnock O'Donoghue and Robb (1996 : 5) state that public education world wide has no room for non-professionals. It seems principals feel that they are adequately qualified to handle school activities without interference from parents. Moreover, the principal is faced with the mammoth task of managing a complex school, while teachers are fully engaged in their teaching duties. This places great demands on their time and therefore limits their respective energies to engage parents successfully. Breitenbach (1985 : 242). The attitude of principals is one factor that creates an uninviting atmosphere, which discourages parents from taking an active role in school activities. Unapproachable and rude principals are examples of this kind.

The size of the school and lack of amenities seriously hamper communication between the parents and the school. Kitavi (1995 : 132) and Van der Westhuizen and Legotlo (1996 : 74) warn that the absence of telephones, duplicating machines or typewriters, hamper effective communications with parents. Principals and parents have to rely on verbal communication which is subject to filtration, distortion and snowballing. These problems increase tremendously where the school accommodates more than 1000 learners because the more
learners handle the message, the more distortion occurs Van der Westhuizen (1996: 208). Wrong messages, distorted information and forgotten messages give a poor image of the school and this undermines efforts to involve parents.

Prior to the new dispensation, the South African education system has established a complex bureaucratic structure where the decisions were taken at the highest level and little room was left for a few parents at the lowest level Janson (1996: 95). This tended to exclude parents from taking an active part in the education of their children. On the other hand, Theron and Bothma (1988: 163) believe that parents are hesitant about getting involved in school activities because of the long isolation of the school from the community it is serving. Steyn and Van der Westhuizen (1993: 36) are of the opinion that black parents are not eager to be involved while, Heystek (1999: 99) insists that parents have no tradition of participation in school activities and will take time before they fully get involved. The principal must initiate parent involvement in school activities because healthy school community relationships are the responsibility of everyone associated with the school (Barnard, 1996: 412 - 413). This implies that where the school does not involve parents, parents have the right to demand participation as indicated in the legislation.

The marginalisation of parents over a long period has resulted in parents having a negative attitude towards school education. Principals are often confused by the apathetic and apparent indifferent attitude of parents when it comes to involvement in school activities. Most parents view the school negatively as they have the perception that schools are usually not helpful in attending to their problems. Wissburn and Eckart (1992: 121) contend that parents view education as a matter that has to be attended to by teachers. Letsie (1994: 42) confirms this notion by stating that parents perceive the school as a place for children and not parents. Legotlo (1994: 109) also, argues that poor and uneducated parents have a tendency to be reluctant to get involved in school activities because they feel inferior before the highly educated, knowledgeable and rich teachers. This also means that parents feel that they should not interfere in school matters as teachers are adequately trained to handle such matters Van Schalkwyk (1990: 54 - 55).
2.4 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 principals. They 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 child into a productive adult of society to which the partners belong.

* Secondly, the common activities for the parents and principals 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 principal, because of his professional preparation, makes inputs regarding management and leadership.

2.5 Forms of parental involvement

Parents can become partners to the principal and create a culture of learning by getting involved in many different ways with the school. It can sometimes be in a formal or informal way. In a formal way, parents can be partners with the principal in the following ways:

2.5.1 Formal parental involvement

2.5.1.1 Governing bodies

Governing bodies are statutorily constituted bodies (SASA) whose membership requirements and functions are stipulated in statutes. These bodies assist the principal with managing the school on a day-to-day basis. A governing body consists of the school principal, educators, learners in a school with grade eight and higher, non-educator of the school and parents of the school who are elected by the parent body. After the election the governing body may appoint committees to advise it and perform functions as determined by the governing body.
Some of the important functions of a governing body are (Squelch & Bray, 1996: 229; Kruger, 1996: 26; Van Wyk, 1996b: 33):

- Formulating the school's mission, goals and objectives
- Drafting a budget
- Establishing school policy
- Determining school rules
- Making recommendations to the education department on educational matters
- Keeping parents informed on all school matters
- Language policy of the school.

2.5.2 Informal Parent-involvement

2.5.2.1 Parent-Teachers Associations

According to Van Schalkwyk (1990: 91-96) parent-teacher associations are non-statutory, free and autonomous associations or committees which are instituted by parents and teachers to co-ordinate and arrange a variety of school functions and activities. Although parent-teacher associations do fulfill a very valuable service in arranging fund-raising events, doing tuck-shop duty, organising social events and assisting with sporting events, they can fulfill other important functions which relate more to fundamental educational matters. Nowadays parent groups can serve as important lobbyists and campaigners on a variety of educational issues Kruger (1996: 38).

2.5.2.2 Class-Register Committees

A very effective informal way of bringing parents and teachers together is to organise class register parent committees whereby parents of a specific class and standard meet regularly in small groups to discuss a variety of topics and issues relating to the education of their children Squelch & Bray (1996: 230).

Class-register committees provide opportunities for parents and teachers to get to know each other, and for parents to support each other in various educational endeavours. An inviting, comfortable “parent room” could be set up where parents can meet on a regular basis Badenhorst (ed) (1995: 117).
2.6 Value of partnership

In a recent publication by Swart (1993:1) the following statement was made;

"Home-school-partnership is no longer a luxury. There is an urgent need for schools to find ways to support the success of all our children. One element that we know contributes to more successful children and more successful schools across all populations is parent involvement in children’s education. When our focus is on improving the achievement of children at academic risk, partnership with families is not just useful - it is critical for creating a culture of learning".


2.6.1 Advantages for the teacher/principal

(i) Parental involvement will facilitate a positive attitude between parents and teachers/principals

Teachers and principals 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/principal, and more likely to contribute positively to the education of their children.

(ii) Co-operation leads to trust

Where parents and principals co-operate, they are more likely to trust each other. This means a healthy partnership in the education of the child.

(iii) Parental involvement is mutually beneficial

Parents and principals no longer feel alone when dealing with difficult students and situations, and principals have powerful allies in parents.
(iv) Knowledge of the child's home and school situation can positively influence his/her education in a positive way.

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 only be obtained from the parents. Such information can help principals to help the child to succeed.

(v) Improvement in a child's behaviour at school as well as decreased truancy.

Studies have shown that a parent-principal partnership is the most successful way of combating delinquent behaviour and improving school attendance.

(vi) Parental involvement can lessen the teachers' workload.

Teaching has become a 24 hour per day task! Parental involvement can help to lessen the teacher's load, by for example, getting parents to help with sporting activities, helping in chaperoning children during field trips, helping children with reading activities.

2.7 Parental involvement as part of partnership

The style of parent participation in schools is informed by assumptions underlying the reasons for involvement as well as the conception about the rights of parents. Parental involvement manifests itself in numerous and different activities that may range from direct involvement in the curriculum to home-based activities. Each activity serves a particular aim and a specific need. Schools design diverse programmes to promote the range of activities that fall under parental involvement (Morgan et al, 1993).

Pugh in Wood (1988) identifies what he calls dimensions of parental involvement to illustrate the different forms that parental involvement can take. He includes the following dimensions of involvement: non-participation, external support, participation, partnership and control. While non-participation is a self-explanatory term, external support refers to involvement in activities such as fund-raising, and attending school social functions. Participation refers to
the activities that the parent undertakes under the direction of the professionals (teachers) such as participation in committees or in the general maintenance of the school’s resources. Partnership involves the sharing of power, resources, knowledge and decision-making between the home and the school. Partnership could occur between the parent(s) and the professional; the parents and a scheme or group and between the parents and policy-makers. The final dimension, control, implies decision-making, accountability and responsibility by the parents who should not only make the decisions but implement them and assume full responsibility for the actions resulting from their decisions.

Activities in which parents could be involved include the monitoring of the progress of individual pupils in matters such as promotion and/or discipline; the curriculum of the school; the extra-curricular activities; personnel matters like the appointment and control of staff; fund-raising; planning of the school provisioning and resources as well as improvement of the school community’s relations.

In this study the researcher will identify the activities in which parents are involved, the manner in which they are involved and the extent of their involvement in relation to their perceived role at the school in order to determine the forms of parental involvement that emerge in the setting.

2.8 A model for parental involvement

The model that will be discussed here is adapted from the work of Kroth (1985) and Lombana (1983) as espoused by Hornby (1991). The point of departure for this model is the identification and description of four major strengths and four major needs of parents. Parents in this model are not regarded a homogeneous group but are recognised as having different intra-parental and inter-parental strengths and needs. There are some areas where all parents would need to be involved, that is, common needs. There are also specific strengths and needs that are influenced by the personality of the parent. The parents’ previous experiences in life may determine what he/she considers to be his/her strengths at a given time. The level of involvement could swing from the extreme end of total involvement in all school intervention programmes to the other extreme of non-involvement. The same parent may want involvement at one stage of his/her life but not at another time.
Parent-professional interaction would need to be based on a sound model to ensure effectiveness. Hornby (1991) suggests four major strengths that he assumes may either be generic or apply to some but not all the parents. In the model Hornby lists the following strengths of parents:

(i) **Information**: parents have all the information about the total background of the child.

   It is necessary that all the information that the parent can provide is used, as it is essential for any intervention to be effective.

(ii) **Support**: parent support could be solicited because parents are generally willing to participate in programme planning or therapy activities. In this manner parents can support the professional.

(iii) **Resource**: parents have varying abilities and special skills that can be utilised to the benefit of the children with disabilities. Some parents do have time to help the professionals physically in any given task.

(iv) **Leadership**: Some parents do have leadership potential. Others are low-profile leaders in their communities, for instance, church elders or chairpersons of local clubs. It is parents of this calibre that could be involved in training others and in assuming leadership roles for parent action groups.

The parental needs identified include firstly, communication needs of parents because parents need information about services available to help their children. Parents also need to communicate their problems and needs with the professionals, and to be kept informed about their children's progress at school. Such needs are described as conferencing needs where the parent can be approached individually or as part of a group of parents for counselling.

### 2.9 Other instances of parental involvement

From the school's point parent participation in education falls into two broad categories, namely, working with parents as a group and interacting with parents on an individual basis. An extremely important question is one which pertains to the activation of the parent to fulfil
his responsibility in respect of the education of the child. Parental involvement in school education may be effected through the following:

(i) Conferences

It is normal for the school to arrange conferences with parents of the school. Parents attend the meetings with an open mind, ready to learn from and be led by, the principal. It is important, therefore, that the school principal meet the parents to explain what the school is trying to do, and what it sees as useful contributions which parents could make and to hear from individual parents what they might be able to offer by way of special skills and time to help direct and school affairs. Activities which parents may be engaged in are parent-teacher workshops and special educational seminars which foster communication and understanding between parents and the school. Discussion at these conferences can cover a wide range of subjects such as curricular offerings, extra-curricular activities, discipline, requirements for effective study, school requisites, school policy.

(ii) School Visits by Parents

Another way of involving parents is to invite them to visit the school on certain days to meet the teachers and to have a look at what is being done at the school. This provides the opportunity for the parent to come into the classroom and watch the children at work without engaging the teacher in the discussion especially about his own child.

It is important that the parent should be able to see the principal when there is any matter concerning him or his child's education or his child's behaviour and attitude at home. The school would need to be informed about a crisis or changes which have occurred in the family which might temporarily, or for a long time affect the child: a bereavement, a father's unemployment, a separation, a re-marriage, a serious illness, incapacitation, an operation or any other form of stressful situation.

2.10 Factors affecting parental involvement

The idea of parental involvement in school education looks very simple and practicable. However, there are some practical problems that may stand in the way of the implementation
of this mandate. The following are some of the important factors which may affect parental involvement in education:

(i) Socio-economic status of parents

Sills (1978: 46) argues that principals tend to talk to parents rather than with them. Some parents may thus be concerned about their own education inadequacies. They may come to feel that educators will not listen to them and that they as parents are not capable of understanding the complexities of the school educational programmes. This is especially true of many Black illiterate and semi-literate parents who may come to such meetings reluctantly, fearing that their views will be regarded as naive, and unimportant. The school can help resolve this dilemma by assuring parents that school parents’ meetings will serve as part of an open forum at which their concerns and viewpoints are encouraged and listened to.

Many parents may not come to school because of special circumstances. These might include being the family bread winner, having a large number of children, lacking transportation, lack of confidence, and inability to contribute, or fear of rejection by the principal.

(ii) The parent-teacher relations or attitudes

Behr (1978: 7) states that in most school systems the relationship between principals and parents is not close enough. Many parents particularly in the lower income group, especially if they have experienced failure, view schools as hostile and forbidding institutions. In some cases parents who come from high income group may have a low opinion of teachers whose earning and socials status may be considered lower than the parents’ in question. Under such circumstances co-operation will be difficult.

(iii) Political climate of the country

It is noted that the position a parent occupies in society may influence his involvement in school affairs. Kinloch (1972) says that there are two main criteria according to which a person is assigned a position in society, namely, heredity e.g. sex, race and age, and
acquired characteristics e.g. educational qualification. In South Africa, Kinlock (1972: 48) says race is the determining factor:

“As the institutions open to each group, they remain restricted on a constant basis, the stratification system remains a crystallised stable structure . . . . the privileged classes consolidate their advantages to improve their position even further while the fate of the lower classes continue to be one of deprivation”.

Involvement in education may be determined by this social stratification.

2.11 Conclusion

This chapter looked at how literature views partnership between principals and parents in creating the culture of teaching and learning in schools.

The next chapter will be looking at the methodology of this research study.
CHAPTER 3
METHODOLOGY

3.1 Introduction
The aims of this study have been tabled in chapter 1. This chapter describes the methods, instruments and procedures used to gather data. It also explains how the data was analysed.

3.2 Preparation for the research

3.2.1. Permission
In order to conduct research amongst principals of Sayidi District in Port Shepstone, it became necessary to write letters to the District Manager (c.f. Appendix A) and another one to the Circuit Manager (c.f. Appendix B) requesting permission to conduct an educational research within the district. Copies of questionnaires were also enclosed with the letters.

In the letters it was also stated that school teaching time would not be interrupted, hence the research would be done after school hours.

Letters granting permission were received from the District Manager (c.f. appendix C) and the Superintendents of Education Management (c.f. Appendix D). Some parents were requested telephonically, while others were personally visited by the researcher asking for their permission to take part in the research process. Parents were positive about the process.

Arrangements were made to administer the questionnaires. Principals were given questionnaires in the principals’ meetings. Those who were not in the meetings, the researcher had to hand-deliver the questionnaires.

Parents were given questionnaires at community gatherings, social gatherings and in church on Sundays.

3.2.2. Selection of Respondents
The researcher decided to conduct the study in Sayidi District, particularly in Izingolweni and Paddock circuits, because in workshops principals attended, there were concerns raised by most principals, of parents not fully becoming partners when it comes to the creation of the culture of teaching and learning situations in schools.
Principals also complained about the problem of communication and sharing responsibility with parents.

Further, the researcher felt that most researchers tend to concentrate on urban areas rather than rural areas when conducting research studies. Places which are in deep-rural areas (e.g. Izingolweni and Paddock) are left out because of distances involved and inaccessibility, thus putting these areas at a disadvantage. The researcher also felt that the findings on Sayidi District could be applicable to other districts.

3.3 Population and sampling.

The population of this study comprises of 154 schools in the existing Sayidi District. Seaberg (1988: 240) defines population as the total set from which individuals or units of the study are chosen. Within the population a representative sample of 50 (fifty) principals and 120 (one hundred and twenty) parents was chosen. The researcher used simple random sampling to select a sample of 50 (fifty) principals and 120 (one hundred and twenty) parents. The researcher assigned all principals in the district with numbers. All principals/schools with numbers 00-50 were chosen for the sample. Of the 50 (fifty) questionnaires sent out, 50 (fifty) were completed and returned and this constituted 100% response rate which was considered excellent. Gay (1976: 77) states that the minimum of subjects acceptable as representative is 10% for a large population and 20% for a small population. Schumacher and McMillan (1993: 163) state that the researcher must determine the size of the sample that will be able to answer the researcher questions. The larger the sample, the lower the errors in generalisations.

The researcher took into account that the sample selected is representative of the population. Variables like age of subjects was considered. Subjects of all age groups were selected in the sample. Qualification was also taken into account. Subjects of low and high qualification were selected. Gay & Ary (1990: 169) state that the sample selected must be representative.

With regard to parent population, the researcher selected a sample of one hundred and twenty (120) parents, who were chosen for the sample. The parent with a child in the selected school stood a chance of being selected. All those parents were given numbers and every 4th parent was chosen for the sample.

Of 120 questionnaires sent out, 120 were completed and returned which constituted 100% of the response rate.
3.4 Research Design

Having tabled the aims of this research in chapter 1, the researcher decided to use the survey as the best method for this research process.

The reason for this, was, that surveys can gather information from a large sample and point out facts and beliefs about the existing conditions.

Surveys, as Cohen and Manion (1995 : 83) points out are used for gathering data at a particular point in time with the intention of describing the nature of existing conditions or determining the relationships that exist between specific events. This is also echoed by Lovell and Lawson (1990 : 72) by stating that survey research focuses on prevailing conditions, practices, beliefs, attitudes, processes and emerging trends. Such methods enabled the researcher to obtain data and evidence concerning the partnership existing between parents and principals in relation to the creation of culture of teaching and learning situations in schools.

3.5 The research instruments

The research instrument that best served the needs of this research study is questionnaires. A questionnaire is an instrument with open or closed questions or statement to which respondents must react.

The researcher decided to use questionnaires to collect data because it covered a widely spread sample. It also continues to be the best instrument if it is properly constructed and administered Behr (1983) as quoted by Bhengu (2002 : 34).

The researcher further used the technique because it maintains uniformity and anonymity amongst the respondents.

The basic objective of using questionnaires in this study was to obtain perceptions about the partnership that exist between parents and principals in relation to the creation of culture of teaching and learning in schools. This gave principals and parents an opportunity to comment individually and confidentially on their experiences in partnership. This is supported by Mahlangu (1997 : 79) when he says: “The completion of a questionnaire is done without the outside influence”.

The researcher further used the technique to collect data because information obtained by using questionnaires can be converted to frequencies and percentages and graphics. This was more helpful.
to the researcher during data analysis stage. Questionnaires as a research tool, affords a good measure of objectivity in coding the responses of the population sample.

3.5.1 Weaknesses of questionnaires as a method and how these were overcome.

Written questionnaires do not allow the respondents to correct misunderstanding or answer questions that they have about questionnaires. This may result in respondents answering questions incorrectly or not all due to confusion and misunderstanding. To reduce the occurrences of these problems, the researcher conducted a pilot study to establish the clarity of all questionnaire items.

Structured questionnaires do not give opportunity for respondents to express the situations in their own words and thereby confine respondents to the statements as stated by the researcher.

For this problem the researcher firstly decided to have a large sample so that he might not get wrong generalisations about the data collected.

Secondly, the researcher gave the respondents enough time (3 weeks) to respond so that they would not give hasty responses. Further, the researcher gave himself time to analyse the responses so that he would not miss the important points.

3.5.2 Construction of a Questionnaire.

The researcher took into account the qualities of a good questionnaire when he was designing questionnaire. These qualities include amongst others the use of simple language, short questions, good sequence, and good grammar. Cohen and Manion (1996: 93) claim that an ideal questionnaire is clear, unambiguous and uniformly workable.

The researcher also ensured that he produced a design and a lay-out of the questionnaire which would attract a high level of response. Cohen and Manion (1980: 111) state that the appearance of a questionnaire is vitally important. The questionnaire must be easy and attractive. The researcher then provided clear and enough space for questions and answers, so that respondents could communicate clearly.

The questionnaire was divided into two sections:

Section 1. Questionnaire for principals
Section 2. Questionnaire for parents.
Section 1  Questionnaires for principals

Sub-section A  Focused on respondent’s biographical background.

Sub-section B  Consisted on questions (2.1 - 2.7) and sharing of responsibility by principals and parents.

Sub-section C  Consisted of questions 2.8 - 2.16 which were dealing with sharing of information between principals and parents. They focused on the extent to which parents have access to information at school and how principals interact with parents at home.

Sub-section D  Consisted of questions 2.17 - 2.19 which were based on how principals share decision making processes with parents.

Sub-section E  Consisted of questions 2.20 - 2.24, which looked at the sharing of skills by principals and parents. They investigated whether parents were encouraged to use their expertise towards the creation of culture of teaching and learning at schools.

Section 2  Questionnaires for parents

Sub-section A  Focused on biographical data of respondents.

Sub-section B  Consisted of questions 3.1 - 3.7 and dealt with the sharing of responsibility by parents with principals. These questions investigated whether parents support principals in the process of creating the culture of learning at school.

Sub-section C  Consisted of questions 3.8 - 3.13 and focused on the sharing of information by parents and principals.

Sub-section D  Consisted of questions 3.14 - 3.15 and looked at sharing the decision-making between parents and principals. It assessed whether parents are acknowledged as main stakeholders in the decision-making processes at school.

Sub-section E  Consisted of questions 3.16 - 3.19 which looked at parents sharing skills with principals. These questions determined whether parents saw the contribution made by parents in the creation of culture of teaching at school.
The researcher used a three point scale to allow parents and principals to give their responses to questionnaires i.e. (agree, uncertain and disagree).

3.5.3 Validity

Generally, validity is a demonstration that a particular instrument measures what it purports to measure. In quantitative data, validity may be improved through sampling, instrumentation and statistical treatment of data Cohen, Manion & Morrison (2001 : 105). Further, Cohen, Manion & Morrison (2001) identify various kinds of validity based on the type of research, data to be collected, instruments and the way data will be processed. The researcher then decided to use content validity.

3.5.3.1 Content validity

In this research the questionnaires covered at least four domains in partnership between principals and parents in relation to the culture of teaching and learning. Those were how parents and principals share responsibility, to what extent we parents and principals share information. Are there skills shared by principals and parents, and lastly, are parents fully recognised in decision-making process? It is understood that there are a lot of domains in the partnership between principals and parents, but these were selected for investigation and assumed that they represent the range of other domains of principal-parent partnership.

3.5.4 Reliability

Three weeks were given to all respondents to answer the questionnaire. It was also acknowledged that questionnaires were administered immediately before examination time, which is the busiest time, especially for principals.

Again, the researcher ensured that the questions were simple and clear, so that there would be no misunderstanding and guessing when answering the questionnaire. Lastly, the researcher ensured that the questionnaire was not very long, because this would lead to respondents losing interest and concentration on the questionnaire.

3.6 Administration of questionnaires

3.6.1 Pilot study

The research was piloted in 5 (five) schools and (10) ten parents. Based on the pilot study the researcher observed the following:-
(i) Some items were not clearly phrased and as a result, there was confusion and misunderstanding in those items e.g. the principal has accepted responsibility for creating the culture of learning, instead it should stand as follows:- The principal accepts the responsibility for creating the culture of teaching and learning.

(ii) Sequence of items in the questionnaire was also observed. There was no logic or sequence to some questions. This was corrected.

(iii) Double-barrelled questions were also attended to. Some questions contained more than one idea. For example there is trust, understanding and respect between principals and parents when exchanging educational matters. In this question, trust, understanding and respect should be treated separately and stand as different entities in the questionnaire. This was also corrected. The principal accepts responsibility for creating the culture of learning.

3.6.2 The actual study

The researcher was faced with a mammoth task of distributing questionnaires and encouraged principals and parents to respond timeously. In some areas it was difficult to drive to reach some schools and some parents were difficult to reach because of geographical position of the place and because of poor weather conditions.

The above problems caused the researcher to request assistance from the Superintendent of Education Management (SEM) to encourage principals to respond to the survey. The Superintendent included this in his agenda in the principals' meeting.

The principals and parents within the reach of the researcher were visited and encouraged by the researcher himself. This was further facilitated by the fact that the researcher is a principal within Sayidi District.

3.7 Processing data

In processing data, the researcher used frequencies and percentages to describe and analyse data. Van Rensburg et al (1994 : 355) confirms that a descriptive research determines and reports the way things are. Van den Aardweg and Van den Aardweg (1988 : 65 - 76) further stress that frequency tables are very useful as they provide the following:-

-26-
The researcher also looked at the influence of the principals’ experience in the position and the age of the parent in their partnership in creating the culture of teaching and learning in schools.

3.8 Limitations of the Study

The study in its design showed some limitations or shortfalls. The following were some of them:

* The study had no open-ended questions.
* The researcher in this problem ensured that he had a large sample so that he could generalise. The larger the sample, the lower the errors in generalising, Schumacher & McMillan (1993 : 163).
* Most parents were illiterate i.e.: The researcher visited the affected parents and helped them with the filling in of questionnaires or filled it as they talked.
* The geographical position of Sayidi District, particularly Izingolweni and Paddock was prohibitive because of the terrain, and in times of rain, it became more difficult to do follow-up or collect completed questionnaires. The researcher borrowed a high-trailer bakkie so as to travel even in bad weather and bad road conditions.
* The researcher noted that some principals felt insecure about answering some questions. The researcher had to assure them of anonymity and confidentiality of information provided.

3.9 Conclusion

The planning and design of empirical research was discussed in this chapter. This included the method used, sampling procedures, instrument used and its administration. The researcher also looked at the data analysis of the investigation as well as the problems encountered during investigation.

The next chapter focuses on the analysis and interpretation of data.
CHAPTER 4
DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

The purpose of this research was to investigate whether principals are partners with parents in creating the culture of teaching and learning in schools.

This chapter analyses and reports the results of the empirical investigation. Firstly, the chapter analyses the principals' responses to the closed-ended questionnaires. Tables and percentages are used to categorise data. Thereafter the analysis of responses from parents is done in the same pattern used for analysing data from principals.

4.2 Questionnaires for principals

4.2.1 Principals view on sharing responsibility with parents.

Table 1

<table>
<thead>
<tr>
<th>Sharing responsibility</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Parents have a vital role in creating culture of teaching and learning.</td>
<td>50</td>
<td>-</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>2. Parents have accepted responsibility for creating culture of teaching and learning</td>
<td>26</td>
<td>10</td>
<td>14</td>
<td>50</td>
</tr>
<tr>
<td>3. Parents have ensured that their children receive balanced, quality education</td>
<td>20</td>
<td>14</td>
<td>16</td>
<td>50</td>
</tr>
<tr>
<td>4. I feel supported by parents in the education of their children</td>
<td>28</td>
<td>12</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>5. I am accepted as a partner by parents in education of their children</td>
<td>36</td>
<td>14</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>6. Parents are encouraged to be actively involved in the activities of the school</td>
<td>50</td>
<td>-</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>7. I am satisfied the way parents discipline their children</td>
<td>14</td>
<td>12</td>
<td>24</td>
<td>50</td>
</tr>
</tbody>
</table>

Item 1.

Parents have a vital role in creating the culture of teaching and learning.

Table 1 item 1 shows (one hundred percent) 100% of principals agree that parents must play a vital role in creating culture of teaching and learning. It also shows that principals need co-operation with parents in teaching and learning.
Item 2

Parents have accepted responsibility for creating culture of teaching and learning.

Table 1 item 2 indicates (fifty two percent) 52% principals agree that they accepted the responsibility for creating culture of teaching and learning while (twenty eight percent) 28% disagree and (twenty percent) 20% uncertain.

It is not easy to state the principals’ perception on their responsibility because 28% (twenty eight percent) disagree and 20% (twenty percent) are uncertain. But one can generalise and say that they accept responsibility because 52% (fifty two percent) agree on that statement.

Item 3.

Parents have ensured that their children receive balanced, quality education.

The response to the above statement indicates that 40% (forty percent) principals agree that parents ensure that their children receive balanced and quality education. A percentage of 32% (thirty two percent) disagree while Twenty eight percent (28%) are uncertain whether parents do take cognisance whether their children receive quality education. This is shown by parents not helping by checking their children’s books. Some parents do not even check their children’s quarterly reports, because they are illiterate and have private commitments. So most parents do not attend parents’ meetings.

On the other hand, it is encouraging to see that 40% (forty percent) of principals agree with this statement. This means that principals are motivating parents to support their children at all levels. It can be inferred, based on the table, that some parents ensure that their children receive quality education, 28% (twenty eight percent) principals were not sure whether parents ensure that their children receive quality education. This simply means that principals are not good enough in observing their children’s behaviour, well-being, achievements.

Item 4.

I feel supported by parents in the education of their children.

From the research findings 56% (fifty six percent) of principals agreed that, they are supported by parents in the education of their children while 24% are uncertain whether parents support
them and 20% (twenty percent) disagreed. While some principals still feel that parents do not support them in certain instances or activities, it can be generalised and said that parents support principals. According to SASA (act no. 84 of 1996) parents and educators must support one another in the education of a child.

**Item 5.**

I am accepted as a partner by parents in the education of their children.

The response to the above statement indicates that 72% (seventy two percent) of principals agreed that parents accept them as partners in the education of their children: A percentage of 28% (twenty eight percent) are uncertain whether parents accept them as partners or not. The observation by most principals in the population studied showed that they are partners with parents, which augers well for a conducive culture of teaching and learning.

Teaching and learning becomes effective if parents and educators become close partners Dekker and Lemmer (1989: 391).

**Item 6.**

Parents are encouraged to be actively involved in the activities of the school

According to the research responses 100% (one hundred percent) of principals agreed that they encourage parents to actively involve themselves in all activities of the school. Whether parents do participate, is a subject of further research. Parental participation is an important component of school-community partnership.

**Item 7.**

I am satisfied the way parents discipline their children.

Table 1 item 7 shows that 48% (forty eight percent) of principals are not satisfied with the way parents discipline their children. Twenty eight percent (28%) agreed that they are satisfied with the parents’ role in disciplining children, while 24% (twenty four percent) of principals were uncertain about the statement.

From the responses it is clear that principals are not satisfied about the role parents play
in the discipline of children. The reason for principals’ perception regarding the role of parents in disciplining learners, warrants probing. With the ban of corporal punishment, many parents and educators are at a loss in terms of incalculating discipline, yet discipline is an integral factor in both teaching and learning.

Table 2

4.2.2 Sharing of information with the parents.

<table>
<thead>
<tr>
<th>Sharing information</th>
<th>Agrees</th>
<th>Uncertain</th>
<th>Disagrees</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. I have been informed by parents about what they expect of me to promote the culture of learning.</td>
<td>20</td>
<td>30</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>40%</td>
<td>60%</td>
<td>-</td>
<td>100%</td>
</tr>
<tr>
<td>9. Parents have access to all information and records concerning their children’s learning.</td>
<td>36</td>
<td>-</td>
<td>14</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>72%</td>
<td>-</td>
<td>28%</td>
<td>100%</td>
</tr>
<tr>
<td>10. School newsletter is sent to parents on a regular basis.</td>
<td>16</td>
<td>10</td>
<td>24</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>32%</td>
<td>20%</td>
<td>48%</td>
<td>100%</td>
</tr>
<tr>
<td>11. Parents receive information concerning staff changes.</td>
<td>34</td>
<td>-</td>
<td>16</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>68%</td>
<td>-</td>
<td>32%</td>
<td>100%</td>
</tr>
<tr>
<td>12. Parents are given information on curricular achievements.</td>
<td>50</td>
<td>-</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td>-</td>
<td>-</td>
<td>100%</td>
</tr>
<tr>
<td>13. Parents are always well-informed of extra-curricular activities.</td>
<td>36</td>
<td>-</td>
<td>14</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>72%</td>
<td>-</td>
<td>28%</td>
<td>100%</td>
</tr>
<tr>
<td>14. Parents are informed of social events that take place at school.</td>
<td>40</td>
<td>-</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>80%</td>
<td>-</td>
<td>20%</td>
<td>100%</td>
</tr>
<tr>
<td>17. I feel that parents consider information I share with them to be of ultimate benefit to their children.</td>
<td>36</td>
<td>-</td>
<td>14</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>72%</td>
<td>-</td>
<td>28%</td>
<td>100%</td>
</tr>
<tr>
<td>18. Parents are encouraged to visit school to exchange information about their children’s achievements</td>
<td>44</td>
<td>6</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>88%</td>
<td>12%</td>
<td>-</td>
<td>100%</td>
</tr>
</tbody>
</table>

Item 8.

I have been informed by parents about what they expect of me, to promote culture of learning.

With regards to item 8, 40% (forty percent) principals agree that parents inform them of what they expect in the learning of their children. Sixty percent (60%) of principals are uncertain about this statement.

This shows that principals do not have a clear mandate from parents as to what they should do in promoting a culture of learning in schools. This also means that parents must indicate to
the principals what they expect in the learning of their children.

**Item 9.**

**Parents have access to all information and records concerning their children’s learning.**

Item 9 shows that 72% (seventy two percent) respondents agree that parents have access to their children’s records while 28% (twenty eight percent) disagree with the statement. (Twenty eight percent) 28% of principals disagree with this statement.

SASA (Act no. 84 of 1996) states that a parent has full right to check any record concerning his/her child’s learning. The principal has to get that relevant information promptly.

According to the research findings, it shows that there are principals who do not give parents every piece of information about their children’s learning. If this is so, parents are limited in terms of fully supporting their children in school work.

**Item 10.**

**School newsletter is sent to parents on regular basis.**

Most principals 48% (forty eight percent) in item 10 disagree that they sent newsletters to parents on a regular basis, 32% (thirty two percent) principals agreed with the statement and 20% (twenty percent) were uncertain. Without newsletters to parents, communication between the school and home may be inadequate.

The easiest and most economical way of communication between the home and school is through newsletters Postma (1990: 165).

**Item 11.**

**Parents receive information on staff changes.**

According to item 11, 68% (sixty eight percent) of respondents agree with the statement that parents receive information on staff changes, while 32% disagree with this statement.

With regard to findings in item 10, it shows that parents are informed of staff changes at
school. This also helps when forming parent-teacher associations in schools which also
enhance culture of teaching and learning in school.

**Item 12.**

**Parents are given information on curricular achievements.**

Item 12 shows 100% (one hundred percent) respondents agreeing that parents are given
information on curricular achievements.

This indicates that principals are aware that parents need to be informed of their children’s
achievements. Normally reporting on curricular achievements is done four times a year. This
means that parents and teachers are working together in educating a child. Therefore, they
are partners.

**Item 13.**

**Parents are always well-informed of extra-curricular activities.**

Item 13 indicates 72% (seventy two percent) of principals who agree that they inform parents
about extra-curricular activities while 28% (twenty eight percent) disagree with the statement.
For a learner to perform much better in extra-curricular activities he needs the support and
assistance from the parents. Vandegrift and Greene (1992 : 59). When this support is given
by both parties, the culture of teaching and learning may be enhanced.

**Item 14.**

**Parents are informed of social events that take place at school.**

Item 14 shows 80% (eighty percent) respondents agreeing that parents are informed of social
events that take place at school while 20% (twenty percent) was uncertain.

From the findings, it is clear when parents are aware of events taking place at school. This
partnership is facilitated between parents and educators.
I feel that parents consider information I share with them to be of benefit to their children

Table 2, item 17 shows 72% (seventy two percent) of principals agreeing that information they share with parents is beneficiary to their children while 28% (twenty eight percent) disagree.

This indicates that principals and parents do meet and discuss issues pertaining to teaching and learning. This is likely to strengthen the partnership. SASA (Act no. 84 of 1996) states that the school must know the full background of a child so as to enhance good, quality education.

Parents are encouraged to visit school to exchange information about their children’s achievement.

Item 18 shows 88% (eighty eight percent) principals agree that they encourage parents to visit school to exchange information on achievement of a child while 12% (twelve percent) of principals were uncertain about the statement. From the findings above it clearly indicates that parents are encouraged to visit school to discuss the learners’ progress. This helps the parent to have an idea of his child’s progress. The culture of teaching and learning can be enhanced only if opportunities for contact between the home and the school exist, e.g. scheduled appointment with specific parents. Van Schalkwyk (1990 : 189).

4.2.3 Sharing Decision making

<table>
<thead>
<tr>
<th>Sharing Decision making</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. There is trust between myself and parents</td>
<td>44</td>
<td>6</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>when exchanging educational matters</td>
<td>88%</td>
<td>12%</td>
<td>-</td>
<td>100%</td>
</tr>
<tr>
<td>16. There is respect between myself and parents</td>
<td>32</td>
<td>18</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>when exchanging educational matters</td>
<td>64%</td>
<td>36%</td>
<td>-</td>
<td>100%</td>
</tr>
<tr>
<td>19. Parents are involved in decision making</td>
<td>46</td>
<td>4</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>process concerning school matters</td>
<td>92%</td>
<td>8%</td>
<td>-</td>
<td>100%</td>
</tr>
</tbody>
</table>
Item 15

There is trust between myself and parents when exchanging educational matters.

Table 2 item 15 indicates that 88% (eighty eight percent) of principals agree that there is trust between them and parents when they exchange educational matters and 12% (twelve percent) were uncertain.

This clearly indicates that principals and parents trust each other when discussing educational matters. According to Postma (1990: 164), true partnership is based on contact, co-operation and trust between the home and the school.

Item 16

There is respect between myself and parents when exchanging educational matters.

From the findings above 64% (sixty four percent) respondents agree that parents and principals respect each other when exchanging educational matters and 36% (thirty six percent) of principals are uncertain and 36% (thirty six percent) of principals are uncertain about the statement.

Without respect the culture of teaching and learning will be disrupted. For parents and teachers to become true partners, there must be mutual respect between them. (Van Schalkwyk, 1990: 40).

Item 19

Parents are involved in the decision making process concerning school matters.

The response to the above statement indicates that 92% (ninety two percent) of principals agree that parents are involved in decision making process concerning school matters, while 8% (eight percent) are uncertain about the statement.

Clearly, the perception of principals is that they fully involve parents in all decision making processes. For any decision to be democratically made regarding learners, parents needs to be fully involved. Parents can be either formally organised (statutory) or non-formally organised (non-statutory) to participate in the decision making processes Oosthuizen (1989 : 11)
4.2.4 Sharing skills between principals and parents.

Table 4

<table>
<thead>
<tr>
<th>Sharing Skills</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>20. Parents contribute to the fulfilment of mission, goals and objectives of the school</td>
<td>36</td>
<td>-</td>
<td>14</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>72%</td>
<td>-</td>
<td>28%</td>
<td>100%</td>
</tr>
<tr>
<td>21. Parents contribute to the curricular programmes of the school</td>
<td>16</td>
<td>20</td>
<td>14</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>32%</td>
<td>40%</td>
<td>28%</td>
<td>100%</td>
</tr>
<tr>
<td>22. Parents contribute to the discipline policy of the school</td>
<td>30</td>
<td>10</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>60%</td>
<td>20%</td>
<td>20%</td>
<td>100%</td>
</tr>
<tr>
<td>23. Parents contribute to the fund raising policy of the school</td>
<td>26</td>
<td>14</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>52%</td>
<td>20%</td>
<td>20%</td>
<td>92%</td>
</tr>
<tr>
<td>24. Parents contribute to the budget policy of the school</td>
<td>36</td>
<td>-</td>
<td>14</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>72%</td>
<td>-</td>
<td>28%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Item 20

Parents contribute to the fulfilment of mission, goals and objectives of the school.

The table above shows that 72% (seventy two percent) of respondents agree that parents contribute to the fulfilment of the mission, goals and objectives of the school, while 28% (twenty eight percent) disagree with the statement.

SASA (Act no. 84 of 1996) clearly states that school mission, goals and objectives must be something designed and maintained by both the school and the home.

Item 21

Parents contribute to the curricular programmes of the school.

From the table above, the findings were, 40% (forty percent) of respondents were uncertain whether parents contribute to curricular programmes of the school or not, 28% (twenty eight percent) totally disagreed with the statement, while 32% (thirty two percent) agree with the statement.

In item 21 it is not clear what the perception of principals is, regarding the contribution of parents to the curricular programmes of the school. This is indicated by 40% (forty percent) uncertain principals. Then principals are not clear whether parents play any role in curricular programmes or not.
Item 23

Parents contribute to the fund-raising policy of the school.

Table 4 item 23 indicates that 52% (fifty two percent) respondents agree that parents contribute to the fund raising policy of the school and 20% (twenty percent) disagree while 20% (twenty percent) are uncertain.

This is one way the school can develop in itself. It is the responsibility of parents to see how they are going to raise funds for their school.

Item 22

Parents contribute to the discipline policy of the school.

Item 22 shows 60% (sixty percent) of principals agree that parents do contribute to the discipline policy of the school, while 20% (twenty percent) disagree with the statement and 20% (twenty percent) are uncertain with the statement.

If parents do not play a full role in discipline, the culture of teaching and learning in schools will collapse.

Item 24

Parents contribute to the budget policy of the school.

Table 4 item 24 indicates 72% (seventy two percent) respondents who agree that parents contribute to the budget policy of the school, while 28% (twenty eight percent) disagree with the statement.

From the above table it is clear that parents play a very big role in the budget policy of the school. Budgeting is done by the school together with parent community, and is agreed upon on a general meeting before the current year ends for the following year. School Governance finances issues (2000 : 2).
4.3 QUESTIONNAIRES FOR PARENTS

TABLE 5

4.3.1 Sharing responsibilities

<table>
<thead>
<tr>
<th>Item</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Parents have a vital role to play in creating the culture of teaching and learning</td>
<td>96</td>
<td>24</td>
<td>-</td>
<td>120</td>
</tr>
<tr>
<td></td>
<td>80%</td>
<td>20%</td>
<td>-</td>
<td>100%</td>
</tr>
<tr>
<td>2. Parents accept the responsibility for creating the culture of teaching and learning</td>
<td>90</td>
<td>30</td>
<td>-</td>
<td>120</td>
</tr>
<tr>
<td></td>
<td>75%</td>
<td>25%</td>
<td>-</td>
<td>100%</td>
</tr>
<tr>
<td>3. I, as a parent ensure that my child receives quality education</td>
<td>72</td>
<td>24</td>
<td>24</td>
<td>120</td>
</tr>
<tr>
<td></td>
<td>60%</td>
<td>20%</td>
<td>20%</td>
<td>100%</td>
</tr>
<tr>
<td>4. I feel supported by the principal in the education of my child</td>
<td>108</td>
<td>12</td>
<td>-</td>
<td>120</td>
</tr>
<tr>
<td></td>
<td>90%</td>
<td>10%</td>
<td>-</td>
<td>100%</td>
</tr>
<tr>
<td>5. I am accepted as a partner by the principal in the education of my child</td>
<td>60</td>
<td>24</td>
<td>36</td>
<td>120</td>
</tr>
<tr>
<td></td>
<td>50%</td>
<td>20%</td>
<td>30%</td>
<td>100%</td>
</tr>
<tr>
<td>6. The principal encourages me to be actively involved in the activities of the school</td>
<td>120</td>
<td>-</td>
<td>-</td>
<td>120</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td>-</td>
<td>-</td>
<td>100%</td>
</tr>
<tr>
<td>7. It is my responsibility to contribute to the creation of culture of teaching and learning</td>
<td>54</td>
<td>30</td>
<td>36</td>
<td>120</td>
</tr>
<tr>
<td></td>
<td>45%</td>
<td>25%</td>
<td>30%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Item 1

Parents have a vital role to play in creating the culture of teaching and learning.

Item 1 shows 80% (eighty percent) respondents who agree that parents have a vital role to play in creating the culture of teaching learning while 20% (twenty percent) were uncertain about the statement.

From the finding above, it implies that parents realise their role as partners in the education of their children with the school. The total education of a child is a process that needs the school and home working together. Before 1994, parents were totally excluded from the education of a child. As a result, they played no role in the teaching and learning. After 1994, parents were given access to take part in teaching and learning. It is also encouraging to see how parents accept their role in a very short span of time. It can be inferred that co-operation exists between the principal and parents in the development and governance of the school. However, this co-operation needs to be improved.

The table also shows 20% (twenty percent) uncertain respondents. This clearly shows that some parents have not created, or been assisted to create opportunities to take part in school activities.
Generally, parents feel unsure if there is no clear communication, and clear relations between the principal and parents. Parents need to know what to do and when to do it, and how. If they are not sure of the above questions, they withdraw themselves, because they are scared of interfering in the ‘Schools’ roles.

Item 2

Parents accept the responsibility for creating the culture of teaching and learning.

Item 2 shows 75% (seventy five percent) respondents agreeing that parents accept the responsibility for creating the culture of teaching and learning, while 25% (twenty five percent) respondents were not sure of the statement.

Referring to item 1 above, it shows that parents do not only realise their role as partners in teaching and learning, but they also agree that by accepting responsibility, parents work hand-in-hand with the principal in all facets of teaching and learning. Accepting responsibility by parents implies that principals’ management becomes easier.

From the findings one can infer that schools have clear objectives which the principals communicate with parents, this results in parents knowing exactly what to do, when and how to do it. Once the objectives are clearly laid down, parents become confident and eager to take part in school activities.

On the other hand, there are 25% (twenty five percent) respondents who are not sure whether they accept responsibility or not. Since parents in the past did not take part in schools, as said earlier, it was the responsibility of the principal to invite and accommodate them in school. If such chances are not available, parents become reluctant to take part in any activity at school.

Sometimes parents become so inferior, that they do not want to disorganise the school programmes and routines. Some feel that teaching and learning is for trained people only. Therefore, the principal in consultation with the governing body has to facilitate parental involvement in school.

Generally, one can infer that parents are gradually becoming part of school, especially in the creation of the culture of teaching and learning.
Item 3

I as a parent ensure that my child receives quality education.

Item 3 shows 60% (72) respondents who agree that parents ensure their children receive quality education. Twenty percent (20%) of respondents disagree and 20% (twenty percent) are uncertain about the statement.

From the findings in table 1, parents are fulfilling their responsibility as co-partners in the education of their children. One may conclude and say that parents are starting to realise the value of education for their children. This realisation can be enhanced through stronger parent-school partnership.

On the other hand, there are 20% (twenty percent) parents who disagreed with this statement. This may be due to many reasons. Firstly, the school may not invite parents to the school so as to discuss how children have to be taught i.e. what is expected of parents. The school takes its decisions without consulting parents. Sometimes parents are not given clear guidelines as how to get involved in school activities so that children get quality education in the end. This leads to confusion and misunderstanding between the school and parents and eventually parents withdraw themselves.

The 20% (twenty percent) uncertain, may be due to lack of communication between parents and school. If parents are given a task at short notice, it will not be easy for parents to do that task effectively and efficiently. Lack of understanding from the two parties can lead to uncertainty.

Item 4

I feel supported by the principal in the education of my child.

The table above shows 90% (108) parents agreeing that they are supported by principals in the education of their children, while 10% (ten percent) respondents were uncertain with the statement.

Even though the pre-democratic era did not allow parents to be part of school governance, there now seems to be openness from school management to work with parents. This is shown by 90% (ninety percent) positive response from parents. The perception by parents encourages a sense of ownership of the school. They know that they are one of the accountable figures should anything go wrong at school. According to Van Schalkwyk
(1990) it is important to have the relationship in which the principal and parents act in concert and support one another wholeheartedly.

Item 5
I am accepted as a partner by the principal in the education of my child.

Item 5 in Table 1 shows 50% (fifty percent) respondents who claim that they are accepted by principal as partners in education of their children. Thirty percent (30%) respondents disagreed with this statement and 20% (twenty percent) parents were uncertain. The table shows that parents and the principal are beginning to have confidence in one another. Secondly, this means that it seems openness between parents and principals is growing. The parents express what they wish regarding their children and the principal also expresses what he sees about the child. Thirdly, the above finding reflects that parents and principals have common objectives and aims about the learning of a child. Once the aims and objectives are common, the partnership is possible.

Thirty percent (30%) respondents disagreed with the statement. This may suggest a need for improving the co-operation between the principal and parents in the activities of the school. When parents are not clear about their roles in school activities, they seem to doubt themselves and withdraw. Again this may reflect a lack of common understanding between principals and parents. If the principal has his own way of doing things at school and parents also do things from a different perspective, then partnership is affected.

Item 6
The principal encourages me to be actively involved in the activities of the school.

Item 6 shows 100% (one hundred percent) respondents agreed that parents are encouraged by principals to be actively involved in the activities of the school. The findings above reflect clearly that opportunity is possibly created for parents to form part of the school backbone. The only way parents can actively be involved in school is through the participation in the school committees. While the research has not established exactly how school-parent partnership are fostered, many schools have committees involving parents, such as, Buildings and grounds committee, Financial matters committee
Curricular committee
Sports committee
Marketing and communication committee.

Such committees are helpful to create parent-school partnership.

**Item 7**

*It is my responsibility to contribute towards the creation of culture of teaching and learning.*

Item 7 shows that 45% (forty five percent) of respondents agreed that it is their responsibility to contribute towards a creation of culture of teaching and learning, 30% (thirty percent) respondents disagreed with the statement and 25% were uncertain.

The pre-democratic era brain-washed parents to believe education of a child was a matter for teachers and the school and was meant only for those trained in education. It is not meant for illiterate and ignorant people. This resulted in parents not bothering themselves about the education of their children let alone discussing school matters with the principal. It is interesting to see 45% (forty five percent) of parents who have realised that they have to take part in the education of their children. This shows again that some parents are concerned about the conditions under which their children learn, as well as the curriculum taught to their children.

There are those 30% (thirty percent) respondents who disagree with the statement. Many reasons can account for this position.

Some parents still believe in old ideology that teaching and learning is the responsibility of the teachers at school. They do not believe that they can give support and assistance to teaching and learning.

The 25% (twenty five percent) uncertain response can mean that some parents still do not realise the role they have to play in the learning of their children. Therefore, they see no role they can play in education.
### Table 6

<table>
<thead>
<tr>
<th>Item</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. The principal informs me about what he expects me to do to promote the culture of learning</td>
<td>62</td>
<td>19</td>
<td>39</td>
<td>120</td>
</tr>
<tr>
<td></td>
<td>52%</td>
<td>16%</td>
<td>32%</td>
<td>100%</td>
</tr>
<tr>
<td>10. I have access to all information and records concerning my child's progress</td>
<td>98</td>
<td>-</td>
<td>22</td>
<td>120</td>
</tr>
<tr>
<td></td>
<td>82%</td>
<td>-</td>
<td>18%</td>
<td>100%</td>
</tr>
<tr>
<td>11. I receive newsletters from the principal on a regular basis</td>
<td>91</td>
<td>29</td>
<td>-</td>
<td>120</td>
</tr>
<tr>
<td></td>
<td>76%</td>
<td>24%</td>
<td>-</td>
<td>100%</td>
</tr>
<tr>
<td>12. The principal informs me about curricular achievements of my child</td>
<td>86</td>
<td>34</td>
<td>-</td>
<td>120</td>
</tr>
<tr>
<td></td>
<td>72%</td>
<td>28%</td>
<td>-</td>
<td>100%</td>
</tr>
<tr>
<td>13. As parents, we are always informed about extra-curricular activities taking place at school</td>
<td>91</td>
<td>29</td>
<td>-</td>
<td>120</td>
</tr>
<tr>
<td></td>
<td>76%</td>
<td>24%</td>
<td>-</td>
<td>100%</td>
</tr>
<tr>
<td>14. I, as a parent am always informed of social events taking place at school</td>
<td>91</td>
<td>24</td>
<td>-</td>
<td>120</td>
</tr>
<tr>
<td></td>
<td>76%</td>
<td>24%</td>
<td>-</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Item 9**

The principal informs me about what he expects to do to promote the culture of learning.

Item 9 shows 52% (fifty two percent) respondents claim that they are informed about the principal’s expectation in promotion the culture of learning. Thirty two percent (32%) of respondents disagreed with the statement, while 16% were uncertain.

From the findings above one may realise that since parents have a say in school matters, they have shown much dedication. This is shown by 52% (fifty two percent) of parents who listen to the principal’s ideas and opinions. This also shows that there is co-operation between the principal and parents. The parents together with the principal discuss one another’s ideas and the parents’ role in the teaching and learning of the child. Educative teaching is a collaborative act which means that both the teacher and the parent are engaged in teaching and educating the same child Postma (1990 : 164). Further, this indicates that parents and principal have to listen and understand one another. The 32% (thirty two percent) parents disagree with the statement, which indicates that there is a communication break down between the principal and parents. Normally, this is due to lack of resources of communication e.g. telephones, faxes, E-mail etc. Sometimes this can be due to poor methods of communication between the school and parents, e.g. sending important messages.
verbally through the children. Often the message might not reach the parent altogether.

The 16% (sixteen percent) uncertain respondents show that there is inadequate communication between principal and parents has deliberations about the learning of a child. Sometimes the parents do not honour the meetings called by the principal. These meetings may range from individual, groups, to general meetings.

**Item 10**

_I have access to all the information and records concerning my child’s progress._

Item 10 shows 82% (eighty two percent) respondents who agreed that parents have access to all the information and records concerning their child’s progress while 18% (eighteen percent) disagreed with the statement. It is the right of the parent to know every piece of information about his child’s progress. SASA (1994) states clearly that a parent has a right to visit the school, to enquire about his child’s progress. This shows transparency on the part of the principal. Usually this transparency is used to minimise conflicts and misunderstandings between the principal and parents especially when the child is not doing well at school. This also means that parents are not surprised by the results at the end of the year because they knew the progress prior to the end of the year.

The 18% (eighteen percent) respondents show that there is still poor management in some schools. Such schools easily have riots and strikes because parents and the school do not jointly create a culture of teaching and learning.

**Item 11**

_I receive newsletters from the school on regular basis._

Item 11 shows 76% (seventy six percent) of respondents who agreed that they receive newsletters from the principal on a regular basis while 24% (twenty four percent) of respondents are uncertain about the statement. Another formal way the principal can communicate with parents is through newsletters. From the findings above, it shows that parents are well-informed of activities that take place at school. This also shows that parents approve everything that takes place at school. Communication paves the way for partnership between the principal and parents.
If parents are informed it does not mean that they approve everything. Through this acknowledgement parents becomes aware of their role to play in the learning of their children. Important matters that need urgent attention are sent to parents through newsletters. From the response it then shows that they received these matters in the correct way/channel.

The 24% (twenty four percent) uncertain respondents shows that some parents are not well-informed of activities that take place at school. This also shows that there is a communication breakdown between the home and the school which may lead to parents not responding accordingly towards school demands. Sometimes the principals do not compile these newsletters to be taken to parents and if they do it may happen that newsletters do not reach the parents.

Item 12
The principal informs me about curricular achievements of my child.
Item 12 shows 72% (seventy two percent) of respondents who claim that they are informed of curricular achievements of their children while 28% (twenty eight percent) are uncertain about the statement.

SASA (Act no. 84 of 1996) clearly states that parents must receive reports on their children’s progress at least four times per year. Seventy two percent (72%) response then shows that principals make proper reports to the parents. Normally, reports are done quarterly, viz four times per year. This also may make one infer that parents are even called individually to school to discuss their children’s progress with the principal and subject teachers. This always helps parents and learners accept results at the end of the year. Availability of reports allow parents opportunity to be aware of their children’s progress regularly. Knowing the child’s progress also helps the parents become aware of his child’s I.Q. (above average, average, or below average).

For children whose performance is below average, parents then give necessary assistance or refer their children to respective schools where they will develop accordingly and receive necessary attention.

Twenty eight percent (28%) uncertain respondents shows that parents do not know how their children develop at school. Secondly, parents do not know whether their children receive quality tuition or not.
Sometimes parents can be the main contributors to learners' poor performance, by not asking for reports from the principal. Therefore, the ignorance and reluctance of the parents can be the main reason.

**Item 13**

*As parents we are always informed about extra-curricular activities taking place at school.*

Item 13 indicates 76% (seventy six percent) respondents agreed that they are informed about extra-curricular activities that take place at school while 24% (twenty four percent) is uncertain about the statement.

The above findings indicate firstly, that most parents know about extra-curricular activities that take place at school.

*This response creates room for parents to support extra-curricular activities that take place at school.* They firstly support these activities by allowing their children to participate in these activities even though they are done after hours or during weekends. Secondly, they can support these activities by sharing their expertise with the school e.g. coaching soccer team, hockey rugby etc. Thirdly, they can support these activities financially. Parents pay travelling costs where necessary and buy necessary equipment and clothing.

These findings show that parents are able to realise their children's talents especially outside classroom because they come to school on sports days to watch their children performing in various activities. Through these activities parents get a special opportunity to come into contact with principal and teachers in a relaxed atmosphere.

The 24% (twenty four percent) shows that some parents are neglected or left out by the school pertaining to the extra-curricular activities. Many factors may account for this situation. Parents cannot encourage or motivate their children to develop their talents in sports.
Item 14

I, as a parent am always informed of social events taking place at school.

Item 14 shows 76% (seventy six percent) respondents agreeing that they are informed of social events that take place at school, while 24% (twenty four percent) were uncertain about the statement.

Social events includes amongst other things, Valentines day, Good Friday, Ascension Day, Passover. The 76% (seventy six percent) of parents agreeing to the statement indicates that some values of the society are taught and realised by the school. Eventually, the partnership between the school and home may as a result grow wider and wider. Lastly, the ideology of the school neglecting the home is declining since the democracy came into existence. Parents are networking with the principal in teaching as well as in the learning of a child.

Twenty four percent (24%) of parents who are uncertain whether they are informed of social events or not. This may indicate that there is no networking between the school and the home i.e. parents are not aware of what is taking place at school. This may be the result of parents standing aloof not wanting to partake in school events or parents who still believe that the school is for teachers and not for parents. Eventually, parents and teachers will work hand in hand, since only 24% (twenty four percent) who are still not sure of the status quo.

TABLE 7

<table>
<thead>
<tr>
<th>4.3.3 Sharing decision making</th>
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</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td>15. As a parent, I am involved in the decision-</td>
</tr>
<tr>
<td>making process at the school of my child</td>
</tr>
<tr>
<td>16. Decisions are taken on consensus basis</td>
</tr>
<tr>
<td>at the school of my child</td>
</tr>
</tbody>
</table>

Item 15

As a parent, I am involved in the decision making process at the school of my child.

Item 15 shows 76% (seventy six percent) of parents who agree that they are involved in the decision making process at the schools of their children, while 24% (twenty four percent) were uncertain about the statement.
Sound and collective decision making process is the major cornerstone of any management body of any institution. SASA (Act no. 84 of 1996) states that decisions at school must be taken with all relevant parties being involved.

From the findings above it shows that some principals are promoting partnership with parents through their management. The findings clearly indicate that principals are now realising parents as their true partners in the education of a child. On the other, hand parents have now gained confidence in the role they play in taking decisions at school. Seventy six percent (76%) of parents agree that the statement reflects the true commitment of parents to the school rules and regulations, hence they are the co-creators of these decisions.

The 24% (twenty four percent) respondents who were uncertain about the statement may mean that they still need to be facilitated by the principals to get involved in school matters.

Secondly, this makes one infer that S.G.Bs do not exist in those schools and if they exist, they are not functional and active.

**Item 16**

**Decisions are taken on consensus basis at the school of my child.**

Item 16 shows 76% (seventy six percent) of parents agreeing that decisions at schools are taken on consensus basis, while 24% (twenty four percent) of parents are uncertain about the statement. According to Oosthuizen (1989:11) parents can be involved through co-operation and representation. This can be done through statutory bodies like S.G.B.

Seventy six percent (76%) of parents accepting the statement means that principals have accepted parents as partners of the school. Parents are no more taken as ignorant people, who have no say in the management of the school. On the other hand, this response clearly indicates that parents are not seen as inferior, but they can air their ideas in the decision-making process.

Lastly, this indicates that the principal has regular communication with the parents through, i.e. important mass meetings where parents and the principal discuss resolutions and regulations concerning the school.
The 24% (twenty four percent) respondents who are uncertain, indicates that parents are reluctant to involve themselves in the decision making process of the school and thus they are left out. Secondly, it may happen that the principals do not create those opportunities for parents to come up with their views, thus taking his own decisions.

TABLE 8

4.3.4 Sharing skills

<table>
<thead>
<tr>
<th>Item</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. I, as a parent, contribute to the fulfillment of mission, goals and objectives of the school</td>
<td>67</td>
<td>34</td>
<td>19</td>
<td>120</td>
</tr>
<tr>
<td>18. As a parent, I contribute towards the discipline policy of the school</td>
<td>101</td>
<td>19</td>
<td>-</td>
<td>120</td>
</tr>
<tr>
<td>19. As a parent, I contribute to the fundraising policy of the school</td>
<td>58</td>
<td>43</td>
<td>19</td>
<td>120</td>
</tr>
<tr>
<td>20. I, as a parent contribute to the drafting of the budget of the school</td>
<td>86</td>
<td>24</td>
<td>10</td>
<td>120</td>
</tr>
</tbody>
</table>

Item 17
I as a parent, contribute to the fulfillment of mission, goals and objectives of the school.

Item 17 shows 56% (fifty six percent) respondents who agree that parents contribute to the fulfillment of mission, goals and objectives of the school. Twenty eight percent (28%) of the respondents were uncertain about the statement and 16% (sixteen percent) disagreed.

Referring to the response by principals in table 4 above, about 72% (seventy two percent) respondents agree to the statement, while in table 4 parents show only 56% (fifty six percent) which shows a big gap between principals and parents.

Even though there is a difference between parents and principals responses, there is commonality between them, i.e. achieving the same goals. Secondly, this implies that the principal with parents are aiming at instilling the norms, and values of the society through teaching and learning at school. The response also implies that the partnership between the home and school is becoming stronger.

The 16% (sixteen percent) respondents who disagree implies that in some cases there is no partnership between home and school. This means that school and home are viewed as two different entities which function independently from each other. Twenty eight percent (28%) uncertain respondents indicate that parents still do not feel their standpoint at school.
Sometimes parents are given opportunities to fulfil the goals and mission of the school but they are not allowed to use that chance to the optimal point.

**Item 18**

As a parent, I contribute towards the discipline policy of the school.

From table 4 above, item 18 indicates 84% (eighty four percent) respondents agree that parents contribute to the discipline policy of the school, while 6% (six percent) were uncertain about the statement. From 1996, the old form of corporal punishment was abolished and alternatives disciplines were introduced. It is very interesting to see 84% (eighty four percent) of parents contributing to the discipline policy of the school. This firstly means that children receive primary discipline at home from their parents, which creates self-discipline when they go to school.

Secondly, problems of ill-discipline, chaos and rudeness are minimised because children are governed by code of conduct for learners, which is drawn jointly by principal and parents. Lastly, this response shows that schools have laid down code of conduct for teachers which are functional and internalised by all parties involved.

The 16% (sixteen percent) uncertain response indicates a need for research on reasons as to why parents are not contributors to discipline at school.

**Item 19**

As a parent I contribute to the fund-raising policy of the school.

Table 4 item 19, shows 48% (forty eight percent) respondents agree that parents contribute to the fund-raising policy of the school. Thirty six percent (36%) respondents were uncertain while 16% (sixteen percent) disagreed. The school cannot develop properly without the proper means of raising funds. Forty eight percent (48%) respondents show that parents contribute to the fund-raising policy of the school, funds are an integral part of the development in the school.

Secondly, this shows that apart from school fees, parents have devised other means of raising school funds. The response then shows again that parents do not only rely on school fund paid by children at the beginning of the year and norms and standards (Government subsidy) but they also raise funds through other means. This indicates that the principal and parents work co-operatively, in terms of obtaining funds for the school.
The 16% (sixteen percent) respondents who disagree is an indication of the possibility that fund raising may not be a priority activity for some parents. If so, schools may face financial challenges.

**Item 20**  
**I as a parent contribute to the drafting of budget of the school**

Table 4 item 20 shows 72% (seventy two percent) respondents who agree that parents contribute towards drafting the budget of the school, 20% (twenty percent) respondents were uncertain and 8% (eight percent) disagree. Seventy two percent (72%) response agreeing on the statement implies that parents are actively participating in the drafting of school budget/school finances. Again this response indicates that parents are beginning to play a significant role in managing resources in school.

This also implies that parents as partners to the principal are aware of the needs of their school. They know which ones are urgent and important and which ones are important, but not urgent.

It gives hope to see only 8% (eight percent) response who disagree with the statement because this implies that very few parents know nothing about finances in their schools.

The 20% (twenty percent) response who are uncertain about the statement can be as a result of parents failing to honour the invitation to the budget meeting or forgetting the meeting because it was announced too early.

**4.4 Conclusion**

In this chapter, collected data was analysed and interpreted. The data was analysed in frequency tables and then interpreted.

The next chapter will present findings and recommendations of the study.
CHAPTER 5
FINDINGS AND RECOMMENDATIONS

5.1 Introduction

This chapter draws conclusions and findings based on the analysis and interpretations of data in chapter 4.

Recommendations which emanate from the whole study are also made.

5.2 Findings from principals

5.2.1 Findings in relation to the sharing of responsibility between parents and principals.

(i) Parents do not fully take responsibility, in the creation of culture of teaching and learning.

The research revealed that principals feel that parents do not sufficiently accept the responsibility for the learning of their children. Parents seem to shift the responsibility to the school. According to responses it has been found that principals find themselves doing extra work in ensuring that children receive quality education e.g. health and hygiene of learners which is the responsibilities of parents, but is shifted to the school. According to Duminy (1990) a child has to be educated in totality (physically, cognitively and affectively). In all these aspects of life of a child, parents have a role to play in partnership with the school. According to the SASA (Act no. 84 of 1996) parents have to take full responsibility in the teaching and learning. Parents and principals need to work together in teaching and learning so that the learner will become a responsible citizen.

(ii) There is a lack of discipline which has a detrimental effect in the culture of teaching and learning.

Principals feel that parents do not play their role in relation to the disciplining of the learners. To principals it looks as if the school is the only source of discipline. This results in learners developing a negative attitude to teachers/principals because it is the latter who tend to effect discipline. Only 28% (twenty eight percent) of principals accepted that they are helped by parents in disciplining their children. The lack of discipline then causes the culture of teaching
and learning to collapse. It is impossible to teach (teacher) and learn (child) in an environment with no discipline.

5.2.2 Findings in relation to the sharing of information by principals and parents.

(i) **Principals do not know what parents expect them to do to promote the culture of learning**

The research revealed that principals do not know what parents expect them to do in order to produce good quality teaching and learning for their children. This is usually the result of lack of communication between the school and parents. About 60% (sixty percent) of principals were uncertain about expectations of parents with regards to the culture of learning. This results again in principals feeling uneasy about their work because they are not sure whether they are right or wrong.

(ii) **There is perception by parents that communication between parents and principals is not adequate.**

The research revealed that Principals do not communicate adequately with parents. Most parents have no telephones, faxes or e-mail addresses, where they can receive information. Forty eight percent (48%) of principals say they do not send newsletters to parents. On the contrary, the same principals say they inform parents of staff-changes and extra-curricular activities and the question is how? because the most popular means of communicating with parents is through newsletters. The most economical and easiest way to communicate between the home and the school is through newsletters (Postma 1990: 165).

It is the principals' responsibility to inform parents of everything taking place at school. on the other hand, it is the parents right to know what is taking place at school. Principals share curricular achievements of children with parents.

(iii) **Principals share curricular achievements of learners with parents**

It is interesting to find that principals acknowledge that learners' achievements are the main objective of teaching and learning. This can be efficient if it is done together with parents. 100% (one hundred percent) principals agreed that they inform parents of curricular
achievements of their children. Parents should receive reports on curricular achievements at least four times in a year, and where necessary, parents need to be called to school either as individuals or groups to discuss the child’s progress. (SASA, Act no. 84 of 1996). Principals accept the responsibility of sharing information on curricular achievements of children with parents. Principals must also encourage parents to visit the school to exchange educational matters concerning the child.

5.2.3 Findings in relation to the sharing of decision making with parents

(i) Principals involve parents in taking decisions at school.

The research revealed that principals involve parents when decisions are taken at school. Principals regard parents as stakeholders especially when taking decisions about the school. Eighty one percent of principals agreed that they involve parents in the decision-making process, either formally (S.G.B.) or informally (committees). According to Oosthuizen (1989) parents can be involved in the decision-making process in the form of School Governing Body or as individuals. For decisions to be functional and sustainable, parents need to be involved because they are the backbone of the school. The school must serve the needs and interests of its community.

5.2.4 Findings in relation to the sharing of skills between principals and parents

(i) Principals do not receive support from parents in relation to curricular programmes of the school.

The research revealed that principals find themselves being the only people concerned with curricular programmes of the school, and parents just leave everything on the principal’s shoulders. Only thirty two percent of principals agreed that parents contribute to curricular programmes of the school. Legislation states that the curriculum of the school must be designed in consultation with parents. The curriculum of the school must serve the needs of the specific community. It is the obligation of the parents to see to it that they know the curriculum of the school where their children are attending. Secondly, it is the principals’ duty to see to it that he/she involves parents when deciding on the curricular programmes of the school.
5.3 Findings from parents.

5.3.1 Findings in relation to the sharing of responsibility between parents and principals.

(i) **Parents do not feel accepted as partners by principals.**

From the research it was found that there was no healthy partnership between the parents and principals. Some principals believe themselves to be superior to the parents which results in the tensions.

Thirty percent of parents totally disagree that they are accepted as partners by principals in relation to the creation of the culture of teaching and learning. The teaching and learning in schools will only be effective if the parents and principals accept one another. The parents must be free and open to the principal about the interest of the learner. On the other hand, the principal must accept and listen to parents' ideas. Failing to do so, will result in chaos at school.

(ii) **Parents are not part of the creation of culture of teaching and learning.**

From the study it was found that parents do not take part in the creation of the culture of teaching and learning at school. Some parents still believe in the old education system that there is no room for parents at school. They also believe that teaching and learning is for trained people (teachers) and children and not illiterate people (parents). Thirty percent of parents disagreed that they take part in the creation of the culture of teaching and learning. The new dispensation requires parents and principals to come together in education because learning begins at home (primary education). Education at school supplements or adds on what parents have taught at home.

According to Duminy (1990) there must be close relationship between the home (parents) and the school (principal/teacher) so that educative teaching can take place. Parents must take it as their responsibility to see to it that there is a culture of teaching and learning at schools. Parents must not shift the responsibility to the school, but they must see themselves as co-creators of culture of teaching and learning at school.
5.3.2 Findings in relation to sharing of information between parents and principals

(i) Parents are not clear about what they are expected to do, to promote a culture of teaching and learning at school.

From the research it was found that parents do not know exactly what the school expects them to do in order to promote the culture of teaching and learning at school. This clearly means that the principals do not articulate their expectations to parents, as a result parents are perceived as passive and stubborn. Only 52% (fifty two percent) of parents agreed that they knew what the principals expect them to do to promote a culture of learning.

Postma (1990) states that educative teaching is a collaborative act between the parents and teachers. This means that both parents and teachers must have common goals, common ideas and common expectations about the child. Therefore, they need to confess that to one another.

Parents and principals should tell each other of their expectations about the teaching and learning of a child. This will help the parents to know exactly what the school expects from home, thus resulting in a good culture of teaching and learning in a school.

5.3.3 Findings in relation to sharing of the decision making process.

(i) Parents are becoming a part of decision-making process.

The findings in the parents' responses reveals that parents are taking part when decisions are taken. It is also interesting to see parents getting involved in taking up of decisions at school because this is one part which forms the backbone of the school.

Seventy six percent (76%) of parents' responses agreed that they form part of decision-making process and decisions are taken based on agreement by all stakeholders. After 1994, SASA stated that parents were given a role to play in decision-making. Principals were no longer the sole figures of decisions at school. Parents have a legal right to be part of decision-making process, hence they are included in the school governing body.

Parents can feel the ownership of the school, because every decision is taken with their consultation. The parents' and principals' ideas will not contradict, resulting in a good culture of teaching and learning.
5.3.4 Findings in relation to the sharing of skills by parents and principals.

(i) There is a lack of contribution by parents in the fulfilment of mission, goals and objective of the school

The study revealed that parents do not contribute sufficiently to the fulfilment of the mission and goals of the school. That is why most of schools do not develop optimally, because they do not have that direction mapped by both the principal and parents. This further reveals that most parents do not know where they want their schools to be in future and how to get there.

Only fifty six percent parents who agreed that they contribute to the fulfilment of the mission and goals of the school. The principal cannot drive the school alone, while parents are passive. This requires strong support from both parties (principals and parents). The SASA states that all stakeholders in an organisation need to be involved when establishing the mission and goals of that organisation. Principals and parents and other stakeholders need to be partners in fulfilling the mission and goals of the school, otherwise the school will never develop.

(ii) There is a lack of support by parents in the fund-raising policy of the school

The study revealed that parents do not sufficiently engage themselves in the fund-raising policies of the school. The culture of teaching and learning can be effectively created if sufficient funds are available. Principals together with parents of the school must find various means of generating funds at school. This cannot be done by the principal or parents alone, but by co-operation and partnership between them. It is the responsibility of the principal and parents to generate as much funds as possible, so as to bring about quality education. Technological devices like computers and videos need much money to purchase and maintain. Therefore, to bring about good quality education into the class and the culture of learning, parents and principals must work together in raising funds for the school.

5.4 Recommendations

5.4.1 Recommendations to the principals.

(i) Study of educational management by principals

From the findings it has become clear that some principals were promoted on the grounds of
their experience in teaching and on their qualifications which do not include management. Therefore, it is recommended that principals must study educational management so that they will understand their business as responsible managers of the schools.

(ii) **Formation of principals associations.**

Principals within circuits can organise themselves and form principals’ associations where they will share and develop themselves in areas like establishment of COLTS (culture of teaching and learning) in schools, parent involvement, school governance and discipline. From these organisations principals can further invite experts from the outside to develop them on problematic areas of management.

(iii) **Workshops for principal**

The Department of Education and Culture should conduct workshops for principals. These can involve activities like simulation, role-play and case studies related to management in general and partnership between principals and parents in particular.

From these workshops principals will gain insight on how to communicate with parents, how to use the parents skills and expertise in the activities of the school.

(iv) **Development of parents by principals**

It is also recommended that principals should facilitate the development of parents, especially in the rural areas, where many parents are illiterate. Principals are the enlightened persons in the school therefore they must empower the parents on how they can get involved profitably in the activities of the school. This can start at school level where every principal empowers his parent community. From these seminars parents will know their roles as well as their limits at school. These workshops can empower parents on how they can raise funds to the benefit of the school and how they can contribute to the curricular programme of the school e.g. helping children with homework and organising cake-sales at school.

(v) **Special assistance from superintendents of education management (SEM)**

Superintendents of education management can be an important tool in empowering and assisting principals where necessary. Areas that need attention can be identified by number of cases.
principals come with in the SEMs office e.g. parents do not come to parents meetings, school has no funds, the school is ill-disciplined etc. The superintendent can attend the schools individually or as groups depending on the nature of the problem.

(vi) **Principals must attend the community social gatherings**

It is recommended that principals should attend the community social gatherings e.g. Imbizo. From these gatherings, they will market their schools and spell out all their expectations in an open relaxed atmosphere. Parents will also give their expectations and problems in return. Attending these gatherings by the principals will promote trust and understanding between parents and principals.

5.4.2 Recommendations to parents.

(i) **Formation of parent-teacher associations**

It is argued in chapter 2 that schools are part of the communities they serve. Therefore, there is a need for school community communication. In the light of the conclusion that parents do not feel accepted as partners by the principal in the education of their children, it is essential for principals to open up opportunities for parent-teacher (principal) discussions. It is recommended that principals must ensure that these associations are in place (where they become members) to share information, problems, skills, needs and interests, of the parents with the aim of improving the culture of teaching and learning in schools.

(ii) **Parents must attend parents' meetings**

Parents should be encouraged to attend parents' meetings. These meetings can even be scheduled for Sundays or in the evenings, so as to cater for the working parents.

If parents attend these meetings, they will be in a position to know their responsibilities as parents e.g. how to ensure that their children receive quality education and from these meetings it is their opportunity to air their expectations to the principal. Lastly, from these meetings parents will take decisions about the school, e.g. policies of the school.

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(iii) A relationship of interdependency must be encouraged

A relationship of interdependency based on trust and respect should be encouraged between principals and parents. This will make parents take ownership of the school. The problems facing principals (discipline) will easily be resolved if parents play a major part in the decision-making process.

(iv) Development of parents by principals

Since our communities are still overwhelmed by ignorance and illiteracy, principals have the responsibility of developing parents. Principals must teach parents how they can contribute to the well-being of the school and how they can improve the economic status of the school, governance as well as their rights as parents. Legislation gave parents rights in the education of their children but they do not know those rights and their limits as well. Therefore, principals are there to teach parents in their localities.

(v) Formation of parent committees

Parents within the same locality should form parent committees. These committees will consider the role of parents in the school governance, school policies and factors which are against parental involvement. The parent committees should try to build an active parent constituency by tapping the various committee experiences and skills. For instance parents should involve those community members with expertise in managing the school through governing bodies, fund-raising committees and sports committees. In so doing they will be enhancing the culture of teaching and learning in schools.

5.5 The need for further research.

This research exposed the partnership between principals and parents in relation to the creation of a culture of teaching and learning in schools. However, it also drew attention to the role parents can play in the school curriculum development.

5.6 Conclusion.

This chapter has reflected the findings and made recommendations on the study. The whole
research examined the partnership between parents and principals in relation to the creation of teaching and learning situation in schools.

The research was also conducted during the period of change which places a need for further research on the role parents can play in the curriculum development in schools.
LIST OF REFERENCES


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2.1 Parents have a vital role to play in creating a culture of learning.  
*Umphathi-sikole unomsebenzi ongala ukuqala nokusimamisa isiko lokufunda.*

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
<th>Uncertain</th>
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</thead>
<tbody>
<tr>
<td>Ngiyavuma</td>
<td>Angivumi</td>
<td>Anginasiqiniseko</td>
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</table>

2.2 Parents accept responsibility for creating a culture of learning.  
*Umphathi-sikole wavuma ukubamba iqhaza ekwakheni isiko lokufunda.*

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<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
<th>Uncertain</th>
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</thead>
<tbody>
<tr>
<td>Ngiyavuma</td>
<td>Angivumi</td>
<td>Anginasiqiniseko</td>
</tr>
</tbody>
</table>

2.3 I, as a parent ensure that my child receives quality education  
*Emphathi-sikole wenze isiqiniseko sokuthi ingane yami ithole imjUndo ezelwe izinhlangothi ezahlukile zokufunda.*

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
<th>Uncertain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ngiyavuma</td>
<td>Angivumi</td>
<td>Anginasiqiniseko</td>
</tr>
</tbody>
</table>

2.4 I feel supported by the principal in the education of my child.  
*Umphathi-sikole ungenza ngizizwe ngelekelile ekufundiseni ingane yame.*

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
<th>Uncertain</th>
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<tbody>
<tr>
<td>Ngiyavuma</td>
<td>Angivumi</td>
<td>Anginasiqiniseko</td>
</tr>
</tbody>
</table>

2.5 I am accepted as a partner by the principal in the education of my child.  
*Umphathi-sikole ungemukele njengengxenye abambisene nayo ekufundeni kwengane yami.*

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
<th>Uncertain</th>
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<tbody>
<tr>
<td>Ngiyavuma</td>
<td>Angivumi</td>
<td>Anginasiqiniseko</td>
</tr>
</tbody>
</table>

2.6 The principal encourages me to be actively involved in the activities of the school.  
*Umphathi-sikole uyangigqugquzela ukuba ngizimbandakanye nokwenzeka Esikoleni*

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</table>
2.7 It is my responsibility to contribute towards creating a culture of learning.  
*Kungumsebenzi wami ukubamba iqhaza edlakhiweni nokusimamisa isiko Lokufunda.*

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2.8 The principal informs me about what he expects me to do to promote a culture of learning.  
*Wangibikela umphathi-sikole ngakulindele kimi ekuthuthukisweni kwesiko Lokufunda.*

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2.9 I have access to all information and records concerning my child’s progress.  
*Ngivumelekile ukuthola lonke ulwazi nomininingwane egciniwe eqondene nengane yami.*

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2.10 I receive newsletters from the principal on a regular basis.  
*Ngithola izininwadi ezimavelana nesikole njalo ngezikhethi ezisamale.*

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2.11 The principal informs of the curricular achievements of my child.  
*Uthisha nhloko uyazisa ngubekela phambili yomgudu wokufunda wengane yami.*

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2.12 As parents we are always informed about extra-curricular activities taking place at school.  
*Njengabazali siyaziswa njalo ngezemidlalo ezikhubeka esikoleni.*

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2.13 I, as a parent am always informed of social events taking place at school.  
*Njingomzali ngiyaziswa ngokuphathathelene nokuhlalisa ukwinzeka esikoleni.*

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2.14 As a parent, I am involved in the decision-making process at the school of my child.  
*Njengomzali ngicelungelo ekuthathweni kwemqungo esikoleni sengane yami.*

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### 2.15 Decisions are taken on consensus basis at the school of my child

*izinquamo zithathwa ngokuvumelana esikeleni singane yami.*

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### 2.16 I as a parent contribute to the fulfilment of missing goals and objectives of the school.

*Njengomzali ngobambi iqhaza ekufezweni komgomo nezinhloso sezikole.*

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### 2.17 As a parent, I contribute towards the discipline policy of the school.

*Njengomzali ngibambi iqhaza ekufezweni komgomo nezinhloso sezikole.*

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### 2.18 I, as parent contribute to the fund-raising policy of the school.

*Njengomzali ngibambi iqhaza kungomo wokuphila kwezimali*

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### 2.19 I, as a parent contribute towards the drafting of budget of the school

*Njengomzali ngibambi iqhaza ikwabweni kwemzali*

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KINDLY ANSWER ALL THE QUESTIONS BY SUPPLYING THE REQUESTED INFORMATION IN WRITING. PLEASE COMPLETE BY MARKING A CROSS (X) IN THE APPROPRIATE BLOCK.

| 3.1 Parents have a vital role in creating a culture of teaching and learning |
|---|---|---|
| Agree | Disagree | Uncertain |
| Ngiyavuma | Angivumi | Anginasiqiniseko |

| 3.2 Parent accept responsibility for creating a culture of teaching and learning. |
|---|---|---|
| Agree | Disagree | Uncertain |
| Ngiyavuma | Angivumi | Anginasiqiniseko |

| 3.3 Parents ensure that their children receive balanced, quality education. |
|---|---|---|
| Agree | Disagree | Uncertain |
| Ngiyavuma | Angivumi | Anginasiqiniseko |

| 3.4 I feel supported by parents in the education of their children. |
|---|---|---|
| Agree | Disagree | Uncertain |
| Ngiyavuma | Angivumi | Anginasiqiniseko |

| 3.5 I am accepted as a partner by parents in the education of their children. |
|---|---|---|
| Agree | Disagree | Uncertain |
| Ngiyavuma | Angivumi | Anginasiqiniseko |

| 3.6 Parents are encouraged to be actively involved in the activities of the school |
|---|---|---|
| Agree | Disagree | Uncertain |
| Ngiyavuma | Angivumi | Anginasiqiniseko |

| 3.7 I am satisfied the way parents discipline their children. |
|---|---|---|
| Agree | Disagree | Uncertain |
| Ngiyavuma | Angivumi | Anginasiqiniseko |

| 3.8 Parents inform me about what they expect to promote the culture of learning. |
|---|---|---|
| Agree | Disagree | Uncertain |
| Ngiyavuma | Angivumi | Anginasiqiniseko |
3.9 Parents have access to all information and records concerning their children’s learning.

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3.10 School newsletter is sent to parents on a regular basis.

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3.11 Parents receive information concerning staff changes.

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3.12 Parents are given information on curricular achievements.

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3.13 Parents are always well-informed about extra-curricular activities.

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3.14 Parents are informed of social events that take place at school.

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3.15 I feel that parents consider information I share with them to be of the ultimate benefit to their children.

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3.16 There is trust between myself and parents when exchanging educational matters.

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3.18 Parents are involved in decision-making process concerning school matters.

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3.19 Parents contribute to the fulfilment of mission goals and objectives of the school.

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3.20 Parents contribute to the curricular programmes of the school.

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3.21 Parents contribute to the discipline policy of the school.

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3.22 Parents contribute to the fund-raising policy of the school.

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3.23 Parents contribute to the budget policy of the school.

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</table>
The District Manager
Sayidi District
Private Bag X 880
Port-Shepstone
4240

Sir.

REQUEST FOR PERMISSION TO CONDUCT A RESEARCH.

I am currently conducting a research project aimed at examining how principals become partners in the creation of culture of teaching and learning in schools. Permission is therefore requested to conduct such a research in the schools under your control. This research is towards the completion of my M.ED degree and is being carried under the supervision of Prof. R.P.G. Ngcongo at the Umlazi Campus of the University of Zululand.

The topic of my dissertation is: Principal-Parent partnership in relation to the creation of culture of teaching and learning in schools. For the purpose of this research a questionnaire will be developed and administered to the principals of Izingolweni and Paddock circuits. All the information elicited in this research will be treated in strict confidentiality and anonymity.

Information gathered in this research will provide a valuable assistance to the principals as well as to the Department of Education and Culture in South Africa.

Thanking in anticipation.

Yours Faithfully

J.D. MPOFANA (Mr)
Sir

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Thanking you in advance.

Yours Faithfully

J.D. MPOFANA (Mr)
TO WHOM IT MAY CONCERN

Permission is hereby granted to J.D. Mpofana (Mr.) to conduct educational research within these two circuits — Izingolweni & Paddock.

Your assistance to him will be greatly appreciated.

Thanks.

Yours faithfully,
TO WHOM IT MAY CONCERN

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Thanks.

Yours faithfully,

W.N. MZOTHOSM – IZINGOLWENI CIRCUIT
SAVIDI DISTRICT OFFICE