

**SCHOOL DEVELOPMENT THROUGH
PARTNERSHIP IN EDUCATION WITH
PARENTS AS A COMMUNITY**

BY

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**SCHOOL DEVELOPMENT THROUGH
PARTNERSHIP IN EDUCATION WITH
PARENTS AS COMMUNITY MEMBERS.**

**AREA OF STUDY:
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EMPANGENI REGION**

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DECLARATION

I hereby declare that this dissertation is my own work both in conception and execution and the resources used have been indicated and acknowledged by means of complete referencing.



.....
A.B. Mafuleka

DEDICATION

This work is dedicated to my parents, the late Mr. Richard and Lephina Gwamanda, my family for their love, understanding and sacrifice during my studies.

My dedication further goes to my grandmother the late Matilda Nxumalo who nurtured in me love and desire to learn during my High School education.

To my children, Mbalenhle ,Njabulo, S'lindile, Ndabenhle, Siyanda and Lethi: this is for you. I love you all.

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ABSTRACT

Previously in the early fifties, education was based on racial inequality and segregation. The perspective on school development through partnership in education with parents as a community changed after the democratization of S.A in 1994. Previously in 1984, parents were not fully involved in the education system. After 1994 election the culture of learning and teaching was launched, Parents, educators, non-educators and learners were involved in education. School Governing bodies were elected. They were formed by all stakeholders i.e. parents, educators, non-educators and learners. This partnership was designed to improve the quality of education for all South Africans.

School development through partnership in education empowers schools to take responsibility for their own development. Development of schools is now the responsibility of all South Africans who have a stake in the education system. Tensions frequently exist between educators and parents. Many problems

result from societal influences, values, assumption, ignorance and inadequate information.

Since the democratization of the country in 1994 the emphases in education focused on educational rights for all.

Democratization of education includes the idea that stakeholders such as parents must participate fully in the activities of the schools, regulations relating to the election of the school governing bodies in public schools. Regulation should suit all levels of communities, rural or urban areas.

Schools in rural areas could benefit from community members who may have the useful contribution to the performance of the school.

The process of school development reflects the values and the beliefs of the community. Educators, together with parents can organize different activities to bring about the bond among three pillars i.e. educators, parents and learners. In the

partnership in education, parents and educators cater for the general welfare of the learners. Educators could also take a leadership role in learner counseling, guidance and discipline.

For partnership in education to be successful all the stakeholders should be involved in the decision making in school matters. Both parents and educators should sometimes sacrifice their time in order to promote good partnership. Educators need to be exposed to more cognitive and co-operative learning and teaching styles. The study further reveals that parents have a very crucial role to play in education. Parents play an integral part in moulding and educating a child. Formal and informal education should work hand in hand. It is this reason that parents are involved through the school governing bodies.

Parents should take a lead in the education of their children. Through their partnership in education, parents are involved in many activities at school. Activities like the maintenance of the school buildings, facilities, resources and the management of the funds.

Research has shown that successful and quality improvements are most likely to be achieved when individual school takes responsibility for their own quality standards. The stakeholders should align with the goals of organization and should take initiative.

They should persue goals despite obstacles and setbacks. When community are well developed, they have pride and sense of ownership for their schools.

CHAPTER ONE

SCHOOL DEVELOPMENT THROUGH PARTNERSHIP IN EDUCATION WITH PARENTS AS A COMMUNITY (PARENTAL INVOLVEMENT)

1.1 INTRODUCTION AND THE STATEMENT OF THE PROBLEM

Previously in the apartheid era from the mid fifties parents were not fully involved in our education system. Everything was decided and imposed to them. Parents were not involved in decision making. School committees had all the powers to decide for parents.

After the 1994 elections education was democratized. School governing bodies were elected and formed by parents, across the racial spectrum at all school levels. Partnership in education with parents is very important in schools where parents are stakeholders on behalf of their children so that they are able to influence school policy through representatives they elect.

The interest of learners should be the guiding principle of those responsible for learners education. That responsibility lies with the parents. A school is an educational institution for learners up to the legislated age of attendance.

For a school to get as an educational agent to realize its primary objectives, there must be a strong bondage between the parents as a community, educators and learners. A school is thus an institution where parents, educators and learners work together to attain certain goals.

1.2 AIMS OF THE STUDY

- The study aims at finding out how partnership in education with parents can be promoted.
- To find out why sometimes parents are reluctant to make this partnership effective.

- To find out difficulties encountered by parents as stakeholders in schools in their communities.
- The study aims at finding out why parents are reluctant to play their role in the education of their children.
- To find out why educators are reluctant to involve all the stakeholders i.e. parents and learners in decision-making in schools.
- To find out the strategy for community involvement in school plans for development.
- To determine if parents and educators are aware of the significant role that parents can play in achieving quality education for their learners.

1.3 MOTIVATION OF THE STUDY

After considerable discussion with the learners, educators and parents the researcher discovered that partnership in education with the involvement of all stakeholders could greatly help schools in taking responsibility for their learners quality standards of education.

- This aroused interest of the researcher to conduct a study in the *Empangeni region of Mthunzini District schools on school development through partnership in education with parents as a community.*

1.4 OBJECTIVES

- *To determine the role of the parents in education.*
- *To determine the effect that partnership in education might have in influencing the stakeholders.*
- *To establish whether educators and learners understand their role in this partnership.*
- *To ascertain whether parents are effectively involved in schools affairs in their communities.*
- *To provide a strategy according to which accountable support in terms of parental involvement could be instituted for schools and for parents to participate effectively in the education of their children.*

- To peruse a study of relevant literature in order to establish partnership in education (parental involvement) and its effect on effective schools.

CHAPTER TWO

LITERATURE REVIEW

INTRODUCTION

Literature review in this section will be categorised according to community involvement, parental involvement, governance, barriers to community involvement, learners, educators and transformation. Due to many problems facing schools nowadays education of our children is at stake. Therefore parents must be recognised as the first and foremost educators of their children. The care and education of children form a natural right of parents. Environment for children's learning will become more favourable when parents and educators act as partners in the *learning process*.

Many schools set standards of attainment and become famous and renown about such attributes. Standards set in education form pillars of growth where standards lead to advancement and this is coupled with the best curriculum of a school. In fact, this makes schools comparable.

Educators, learners and the involved community are together in carrying a torch to promote a culture of teaching and learning.

In the rural areas, the buildings are part and parcel of the community with the Amakhosi at the helm. They build classrooms by contributing money and physically help in the actual putting up of structures. The buildings must be maintained and looked after by the community.

The process requires working together "Espirit De Corps". It is this partnership that helps in growth. Characteristics of the environment influence the operation of the school in different ways, from the kind of people it receives , the material and the human resources, it can mobilise the nature of its relations with a community which in particular entails the support it obtains from the parents.

This includes the geographical context, economic activities and the social structure of the community. It also includes its religious and linguistic characteristics, types of dwelling, health

and nutritional situation and the level of educational development.

COMMUNITY INVOLVEMENT

The concept of education is a community concept. The principal of equality is very important to the community, symbolically and practically. It is a formula which is easy to justify.

It promotes the idea that success depends on the proper status for all the partners in the education process. It produces the right environment in which matters can be debated, not on the basis of power but with a will to consensus. Equality of representation is echoed in equal rights to participate in decisions, with a strong sense of the totality for a school's activities and indivisible nature of responsibility to succeed.

Community involvement is a comprehensive term that refers to the two-way communication that transpires between schools and communities in which they are situated. It connotes a sense of ownership, unity and co-operation and emphasises

community participation in areas of mutual concern for the school and the community. The fact is that whatever happens in the school will have an impact on the school.

According to Vandergrieff and Greene (1992) community involvement has two independent components, parents as supporters and parents as active partners. Focusing on one of these components alone is not a sufficient approach to community involvement. Parents can be active, yet not supportive of the education process. They also can be supportive but not active at school.

South Africa is creating an education system that is involving all sectors of society. To achieve this, and to bring about this change, schools need to understand the nature of a school, community relation as well as the functions and forms of parental involvement.

Salisbury (1980:200) specifically examined the impact community participation on the individual. Although over a short period of time only small changes in practice can help build a

very different kind of community, with participatory norms, self confident citizens and the enhanced mutual understanding and respect that so often accompanies active citizenship.

In the past, during the apartheid era community involvement in schools meant attending parents meeting, paying the school fees, baking cookies and organising fundraising activities. Now community involvement takes on many forms. Fundraising for school is one way in which parents may be involved in the education of their children. Several researchers have identified components of parental involvement. Flaxman and Inger (1992:3) have identified three ways in which parents can become involved in schooling through direct involvement in school management and choice and by being present in the schools, through participation in special parenting training programmes.

The quest for effective community involvement is not easily accomplished without understanding obstacles and how to overcome them.

PARENTAL INVOLVEMENT IN SCHOOL MATTERS

Parents should develop a sense of ownership for the schools. Parents should be involved in drawing up of the school policy, which includes the code of conduct for learners and educators.

The code of conduct should provide appropriate channels for learners to air their grievances and the basis of disciplinary procedures. Parents are good feed-back providers and that give educators a chance to discuss learners progress with the parents.

It is so vital that parents visit the school from time to time and on request so that problems cropping out could be timeously attended to. *Strong partnership in education with parents as a community could create safety out of a dangerous environment.*

For more than two decades opinion polls have shown that the public considers lack of discipline among the most serious problems facing the schools Myra Pollack and David Mille (1984: 251).

Parents should be fully involved in the education of their children because school violence has a direct and tangible impact on educators, learners and parents.

There should be a healthy relationship among stakeholders (parents, educators and learners) most of the educators abandon education because they cannot cope with the discipline problems alone. When educators have been victims of a learner's attack, they are most likely to hold negative feeling towards all learners.

Through this partnership, communities develop a sense of ownership for the schools in their areas. By so doing they can protect the educators, learners and the school buildings from vandalism.

The schools must be seen to be part of a community and the community should take pride in their school. There is no one goal that can be achieved in isolation as the school is an organ in a system.

The school should produce helpful members of the community and should entail community needs in their curriculum. Such co-operation forms a strong bondage between two parties. Parents must own the schools and contribute to their development.

They should co-operate with the schools and should provide a safe working environment for educators and learners. Learners should be encouraged to take an active role in improving the physical image and development of their school. Learners should be fully involved and be made rightful owners of the schools. This partnership would make them proud of their school and always promote the good image of the school.

Learners could go an extra mile when they feel cared for and important. The White Paper Interim Policy (1996:8) acknowledges that child development growth is affected by a combination of inter-related factors that constitute the overall environment.

NEED FOR PARTNERSHIP IN EDUCATION WITH

PARENTS

According to Myra Pollack and David Mille (1994:125) Contend that education does not start and at the school house door. Learners spend 87% of their time outside the school under the influence of parents, therefore, parents are critically important.

When parents work with the school to make sure that homework is done, learners' achievements increases. Homework provides a concrete illustration of how parents differ in their time investment in children.

By pulling families more closely into the education of their children, a school hopes to build important and effective family ties.

As schools reach out to families, community and business sectors, they are enhancing their chances of improving the quality and effectiveness of education. According to the South African schools act (no.8407, 1996). It has been emphasised that parents should take a lead in the education of their children. This is an age-old statement of view, which has been

made more meaningful by having parents to have more say in the school through legislation.

The institution of the school governing bodies brings parents closer to the school by a number of special activities. This includes recommendation and recruitment of the best staff for their schools, maintenance of school buildings, raising and collecting fees, creating funds and also resolution of internal problems in schools.

SOCIAL SCHOOL EVENTS

Social school events can result in interaction among learners, educators and the public. Such social events like cultural activities, sports and observing days such as heritage, labour days and other important days involving the community are the ones that could be cited here.

Learners can also assist in making the school economically viable, thereby consolidating development by raising funds for the school development. To promote this learners can practise entrepreneurship skills at school by selling commodities. Through partnership in education learners could be given prices and

awards as recognition for their good work.

A healthy relationship between learners and other stakeholders can promote loyalty and co-operation. Partnership in education can help also the school to produce marketable learners and learners that could serve the community faithfully. School development through partnership in education can help schools to produce learners that are co-operative and responsible.

PARENTS AS PARTNERS OR CLIENTS

If we are to explore this dimension of accountability, we shall have to look honestly at attitudes and roles and, especially clarify our thoughts on whether parents can properly be considered "clients" at all.

We must look at the frequent complaint by educators that we expect to be able to question their action in a way other professionals would not allow. The parental dimension of schooling is central to the professional performance of teachers.

Parents are responsible in law for the education of their children

and they are regarded as the schools legal clients. Parents are stakeholders on behalf of their children and should be able to influence school policy through representatives. The best interest of the child lies and shall be the guiding principle of those responsible for his education and guidance. That responsibility lies with their parents since it is the parent who has given life to their children. It is they who have the serious obligation of educating their children.

Hence parents must be recognised as the first for most educators of their children (Freeman 1983:4). The principle of partnership shows clearly that those with a stake in an enterprise should have the opportunity to influence decisions affecting that enterprise in proportion to their stake in it. Parents might claim to have a stake as clients as co-educators and as tax payers.

SCHOOL GOVERNANCE

This is an old age contention, which has been made more meaningfully by having parents have more say in the schools through legislation.

ROLE OF THE SCHOOL GOVERNING BODY

The school governing body serves as a symbol of relationship of good communication with the school and between the school and its community.

The governors have a duty to oversee the arrangement for school managers to involve their staff members in internal policies, the school's involvement of parents, its proper attention to the views of learners and its relationship with the wider community. The governing body is responsible for governing the school. In the rural schools, a number of parents are illiterate. As a result they do not feel as part of the school. Principals do not create an environment where they can share their ideas as experienced parents and customers of the school. The governing bodies represent parents in decision making in schools.

The governing body is the mouth piece of the parents. Furthermore, there are customs and traditions which may affect the schooling of learners if they take time during teaching and

learning. Such practices, although at times sensitive issues can be addressed and discussed through community participation. Education programmes can be initiated to accommodate customs and traditional practices a school's governing body.

The parent is and must be a key player in education. The parent has a central and moral role in the education process. The parent is also the cultural point of reference for the values, ethics and beliefs, which will guide a child's development.

Since 1996, South Africa has had a democratic constitution. It requires that education must be transformed and democratized in accordance with other values and principles e.g. human dignity, the achievement of quality and the advancement of human rights and freedom. The democratization of education includes the idea that stakeholders such as parents, educators, learners and other people must participate in the activities of the school.

The National council passed by an overwhelming majority for the resolutions "to develop community schools, promote the

concept of life-long educational opportunity and the use of school resources for the community, and community skills for the school.”

The governing body, that is representative of all the stakeholders, makes decisions on behalf of the school and sees to it that the school is administered properly. The South African’s School Act promotes democratic practices in school education. It wants to see a type of education through which the talents of learners can be developed for their own benefit as well as the benefit of the society as a whole. Our country needs to grow economically and the injustices that still remain must be eliminated so that the talents and useful ability of all are developed through proper education. Good education is therefore, the first step to eliminate this notion of poverty.

SCHOOL GOVERNING COUNCIL

Society is constantly changing and the change continues to increase.

Governing bodies are responsible for the management of the individual school. The responsibility of how children are taught lies with the school manager and educators.

All the elements of the system exist to support the individual educator in contact with the learner. The system only works efficiently if each element performs its own function to the utmost of its powers and abilities.

Parents of registered learners at the school elect parent governors. The educators at the school elect educator governors. To promote this partnership school governors become involved in the life of the school. The deeper the understanding of the school shown by the governors, the greater will be the capacity to support the school and the greater will be the school's appreciation for the governing body. Different reasons for partnership with parents require different sorts of responses and different levels of the system. Parents want their educators to be caring people. They also want them to be listening people. Probably parents would be reassured to know that formal structures exist within schools for monitoring educators.

One of the worrying points that makes parents panic about a bad educator is the fear that no one else knows about the situation.

What most parents want is a system in which they routinely get simple explanation of school policies and methods, a chance to ask questions, some assurance that if a problem develops they will be promptly told and encouraged to help. Since children have only one chance, parents are more concerned with an opportunity to share in the avoidance of failure.

At present the family is regarded as the fundamental unit of our society. Parents, as the central figures in families, are given the prime right and due responsibility to shelter, feed, clothe, educate and secure the health of their children. To make this partnership work, professionals, accordingly, must operate within the law. If educators are professionals, they owe service to parents as clients and are required by law to render those services.

Parents are co-educators of learners. They also influence the sort of community learning, which their children will acquire. Environment for learners' learning will become more favourable

when parents and educators act as partners in the learning process.

GOVERNORS AND MANAGEMENT

Governance of individual schools is particularly complex in our education system. The nature of and function of school governors has been widespread and lively, culminating in the provisions relating to governing bodies in 1996 Education Act.

The move to comprehensive education was accompanied by the individual right and involvement of parents.

The composition of the governing bodies' changes with the addition of parents, non-educators and teacher-governors can influence of the governing bodies decisions. Here an increased quorum needs to be observed whenever there is governing body meeting. Difficulties are experienced in many areas in getting quorum at meetings. Governors that are with busy lives found the situation unsatisfactory and ceased to serve. Governors are held responsible or accountable for the discharge of the duties laid upon them.

Governing bodies for individual schools should be required to be self-contained.

An efficient governing body must, therefore, not only understand its own institution but must also be aware of how other institutions can complement the educational opportunities afforded by the school.

Governors should know where to get help and support of other agencies outside those the school can offer. Governing bodies are also responsible for the management of the individual school. All the elements of the system are there to support the teachers in the classroom.

It is for central and local governments to provide buildings, money and other resources if the teachers in the classroom are ineffective. The system only works efficiently if each element performs its own functions to the best of its powers and abilities it has set itself to achieve.

Areas of responsibility appear to overlap with the consequent potential for friction and disharmony.

PARENTS OF GOVERNORS- are elected by parents of registered learners at the school and who are themselves parents of a registered learner in accordance with their being elected to such a body.

EDUCATOR GOVERNORS – are elected by the educators and the school and who are educators at the school at the time of their election.

NON-EDUCATOR GOVERNORS – are elected by non-educators who are serving at that school at the time of their election. The manager must be treated as a governor whether elected to be a governor or not. Governors should take responsibility of finance, repairs and the development of the school.

They are accountable for the income and should be an efficient understanding between governors and the local education authorities both financially and educationally. The absence of such understanding could be financially wasteful and

describmental to the efficiency of the school.

The school governing body establishes finance committees which, network with experts pans and make budgets which reflect the income and expenditure of the school. In addition governors present financial records, to show how are generated funds for the school by giving discounts for payments, governors also market the school by presenting action plans to the parents, businesses and other funders of the school.

BARRIERS TO PARTNERSHIP AND EDUCATION

Any number of barriers to effective parental involvement can be identified easily by educators as well as by parents. Such general barriers may include the distance between teachers and parents, race and class barriers, lack of teacher training, limited views of parental involvement and the public's percept6ion of the school. Barriers can originate from beliefs, perceptions and attitudes of teachers and administrators.

Lack of commitment to community involvement, confusion about the role of teachers could result in a passive role rendered to the school by parents.

Because of such barriers parents could feel unwelcome and this could result in parents' negative views towards a school and its governing body (Liontos, 1992)

Barriers that have been artificially constructed by parents can exist also. Feelings of inadequacy, failure, poor self-worth, suspicion or anger at the school can also create such barriers.

Some parents have a 'leave-it-to-the-school' attitude; others have logistical problems and some have economic, emotional or time constraints to handle (Liontos, 1992). There are also cultural and language barriers to community involvement. Some parents may feel it is disrespectful, for example, to talk to teachers because it looks like they are checking up on them.

Illiterate parents may feel intimidated and awkward when approaching school staff. Many times, minority parents are not invited to participate in involvement activities. Parental preferences are not necessarily what people think they are.

Parents do not like to deal with school staff who are overly business-like, and who appear patronizing or who talk down to them (Lindle, 1989).

There are other problems at school which can also become a barrier. For example, it has been found that parents who become aware of problems or opportunities when it is too late to act upon them tend to blame the school (Coulombe, 1995).

Disagreements or problems between teachers and students are unavoidable. When parents find out about these skirmishes between students and teachers with no information from the teacher, they become angry and are slow to forget.

Specific behaviour on the part of the school staff may annoy or unnecessarily irritate parents. Disagreements between teachers and parents have been found to increase with seniority, training and formality of the teacher (Wagennar, 1986 in Lindle, 1989)

Parental involvement is often wanted by school "only when it is needed". For example, some schools invite parents to school

only when they need money or when they are experiencing problems with the learners. In this respect the community does not have the sense of ownership of the school.

Schools are perceived as the property of the government. As a result schools are usually vandalized and the material resources stolen. Changes in the education system need to be introduced. During the Bantu education period parents did not play an important role in education. In fact this system of education discouraged them from participating fully in the life of their schools in their community. The result was naturally a poor type of education that was attained at the end learners' schooling career.

Educators felt that classroom learning was best left to the professionals. They thought untrained parents might interfere with sophisticated teaching techniques.

Educators are now in the process of involving parents in assisting their children with schoolwork because of the change in the education system (curriculum 2005). The educators are

presently experiencing problems with this initiative. Parents still regard educators as the only people who are responsible for educating their children.

Principals during the parent's meetings do not encourage the active participation of parents. They usually give instructions and sometimes act as if it is a privilege and not a right for a child to be in the school. New roles and new skills suggest new approaches to training, yet the overwhelming feedback from the schools is that staff is frequently hampered by a lack of support and understanding of how to involve the parents.

This view is supported, for teachers at least, by a study of initial teacher training Atkin and Bastian, (1995:15 Parental involvement) which found that one-third of primary school teachers had little or no preparation for working with parents, and that home-school relations were seen as very marginal in most colleges. This reflected the view that teachers who work with parents is an 'optional extra' role rather than an integral part of their job.

THE IMPORTANCE OF PARENTAL INVOLVEMENT IN THE SOUTH AFRICAN SCHOOLS

In the House of Assembly over the years (1948), schools were given a significant amount of authority in relation to the running and operation of their schools. This has now been extended across all schools. School governing bodies are used to govern the schools. School governance, as regards the governing bodies functions means determining the policy and rules by which the school is to be organized and controlled. It ensures the organisation of all the activities, which supports teaching and learning.

The general purpose of a governing body is to perform efficient functions in terms of the school Act. The people serving on a governing body represent the school community. They are expected to know their duties of the principal of school as the overall manager.

HOW THE SCHOOL ACT SEES THE FUTURE CONCERNING THE GOVERNANCE OF A SCHOOL.

GOVERNING BODIES

The school Act foresees that each public school should have a governing body that is representative of all the stakeholders.

The Act gives meaningful functions to the governing bodies. The governing bodies have to be trained. Their functions may be increased in accordance with their growing expertise, ability and experience.

Unfortunately most of the Black schools governing bodies have not been trained in their roles. This causes problems in the education system. Parents have to communicate through the governing body to participate effectively with the school. Since most of the principals and the governing bodies do not understand the concept of parental involvement, community participation becomes a problem.

Secondly, members of governing body should be part of the members of the interviewing panels when there are promotions of educators in their school. It is very common, especially in the rural areas to find a chair-person of the governing body who is

illiterate or who has never experienced an interview, and therefore needs guidance in recruiting an appropriate qualified educator in the required expertise.

Black, White, Indians and 'Coloured' as race groups today take capital letters respectively.

These chair-persons usually rely on principals with regard to their decisions and that causes tensions between principals and educators.

TRANSFORMATION

The Act states that as more and more governing bodies gain the necessary expertise and experience, and grow in confidence and ability, the desired transformation (parental involvement) in education may be achieved. (Understanding the South African School Act (1997:7).

GOVERNMENT POLICY DOCUMENT RELATING TO SCHOOL GOVERNING BODIES (S.G.B'S)

Related to this study is the pertinent Government Policy

Document in order for any school to function effectively. The South African Act (date) stipulates that School Governing bodies (S.G.B's) are essentially responsible to adopt a code of conduct and develop a mission statement. A code of conduct is equally required for educators, which would support them, the principal of the school and non-academic staff in the discharge of their professional work and general performance of non-academic employees in the school.

In addition to the above, School Governing bodies (S.G.B's) need to determine the duration of the school which should be consistent with any applicable conditions of staff employment. The administration and control of school property, buildings and grounds is under the responsibility of School Governing bodies (S.G.B's). The School Governing Bodies (S.G.B's) are also required to encourage educators, parents, learners and non-academic staff to render voluntary services to the school. Besides, School Governing bodies (S.G.B's) are also expected to recommend to the Secretary for Education the education the educators' Employment Act, which is Act 76 of 1998 and the Labour Relations Act, Act 66 of 1995.

School Governing bodies (S.G.B's) should furthermore recommend the appointment of non-academic staff to the

Education secretary subject to the Public service Act 66 of 1995.

Allowance for reasonable use, under fair conditions, of the facilities of school for educational programmes not conducted by the school should be made. In addition to this it is a requirement of School Governing bodies (S.G.B's) to state that a school body meets regularly, at least every three months and keep minutes of such meetings conducted by it. School funds should also be established into which all monies received by the school must be paid, raise revenue including voluntary contributions to the school, in cash or in kind.

As/expected each School Governing bodies (S.G.B's) is supposed to open and maintain a bank account for the school, prepare an annual budget and make financial statements. It is hoped that if this were done this would effectively plan the school finances for subsequent years.

A school cannot develop on its own but needs the administrative control and function of an School Governing body (S.G.B) for educators, parents and all learners to form a coherent partnership. Sibs in general thus play crucial roles in the development of the school. According to Act 100 of 1997, each

School Governing body (S.G.B) is expected to function in terms of the constitution, which stipulates minimum requirements for compliance as determined by the Executive Council. Subject to this Act each School Governing body, therefore, has to perform particular functions in order to help a school develop. Some of these duties not mentioned above include in the following:

- Promoting the best interest of the school to strive and ensure its development through the provision of quality education for all learners;
- Ensure that there is safety for learners, educators and all employees;
- Take all reasonable measures within its means to supplement resources supported by the state to improve the quality of education in its school;
- Determine the procedures for total, partial and condition exemption of parents who are unable to pay school fees;
- Determine a language policy for the school. This is in terms of which is to be the instructional language and from stipulated grades and which languages will be taught towards the development of a multilingual society in accordance with what the constitution stated.

According to Act 84 of 1996, parents need not be isolated from

the running of a school, which their children attend. This is for the reason that they form a coherent partnership if they are directly involved in the running of the school. To start with parents are in this case responsible for bringing their children to school as learners, in order for the school to function as a learning institution since learners form the core of a school and to achieve the desired goals of learning. Among other duties parents' responsibilities include:

- Supporting and assisting formal education in the interest of the acquisition of a more comprehensive education;
- Ensuring that educators receive the necessary support in their professional work;
- Improving the unity and co-ordination of education;
- Making large financial contributions to ensure that there is effectiveness in the school financially.

With regard to educators these equally form partnership for the entire development of a school since educators are directly responsible for imparting knowledge to learners who form the core of education in any school.

According to the Employment Act 76 of 1998, an educator needs to carry out particular duties. These include the following:

- Respecting all persons, particularly learners and property;

- Providing professional leadership to learners within the school,
- Guiding, supervising and offering professional advice on the work and performance of all staff in the school;
- Ensuring that workloads are equitably distributed among the staff;
- Engaging in class teaching as per work load of the relevant post level and the needs of the school;
- Being responsible for the professional management of a public school.

DEFINITION OF TERMS

DEVELOPMENT

Fox and Meyer (1995:36) define development as “the process of improving the quality of all human lives.” The equally important aspects of development are: raising people’s living levels, that is their income and consumption levels of food, medical services, education, etc, through relevant economic growth process thus creating a condition that is conducive to the growth of people’s self esteem.

This is established through social, political and economic

systems and institutions which promote human dignity and respect, and increasing people's freedom by way of choosing and enlarging the range of choice variables. For example, this is through increasing varieties of consumer goods and services, and the development of growth or advancement.

EDUCATION

The term education refers to the ways in which people learn skills and gain knowledge and understanding about the world and about themselves. Education is divided into three types i.e. informal education, formal education and non-formal education. Informal education involves people learning while they go about their daily lives.

Education is also informal when people try to find out information or to gain skills on their own initiative without a teacher. Formal education is different from informal education in that its instruction is given in schools.

PARTNERSHIP

In this sense partnership refers to an association formed by two or more people to carry out a business. They have equal rights and responsibilities to run the business. Anything a partner does

is binding on the other and is decided by majority vote. Every partner is expected to devote time to the business. Partnership is a common form of organization for professions. The notion of partnership between the school, parents, educator and School Governing body (SGB) could be regarded as developmental. Therefore development in this sense has the element of developing education in terms of progress for society.

1.7.4 COMMUNITY

Community here implies having something in common such as certain geographic territory and a feeling of belonging to the same kind of group.

A community also refers to a definite population living somewhere. A community is everybody, and would include adults and children, social and non-social persons living in a certain territory, where they all share a mode of life but not all are conscious of its organisation of purpose.

According to the World Book Encyclopedia (1982) a community in the school of social science is a group of people who share similar beliefs and customs and who may live in the same area. The community ranks second only to the family among the oldest and most basic human institutions.

Emotional factors link members of a community. They share a sense of belonging and feel that they have an obligation towards another member of the group.

COMMUNITY INVOLVEMENT

According to the Concise Oxford Dictionary (1985) this means to cause a person or a thing to participate, or share the experience or effect of a situation or activity, etc.

The concept of community involvement in education is based on the premise that a public controlled education system is necessary for social cohesion, equal access to education, fundamental social justice and continued progress towards achieving a democratic society.

Research indicates a strong link between community involvement and student achievement.

SCHOOL

A school is a formal organisation, which has goals, rules, a formal status structure and division of labour deliberately designed to guide the activity of its members.

PARENT

A parent is here defined as a father or mother who sends his/her child to the school to acquire education. In absence of parent, a guardian who could be an uncle, aunt takes similar responsibility.

EDUCATOR

In terms of school educator this has all along been known as a teacher worldwide. In the South African context this term refers to the person charged with the responsibility of ensuring that the learner acquires the education he/she has come to attain from the school.

LEARNER

This is a key element of the school. It refers to the person who has come to school in order to learn.

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CHAPTER THREE

METHODOLOGY

INTRODUCTION

The method that was employed comprised qualitative measurements. Qualitative variables will be used extensively in observation of studies. The researcher conducted a face to face interviews. In addition languages like the mother tongue, i.e. isiZulu and English were both used. In purposive sampling a sample of 60 respondents is interviewed because the interview will already be known to them.

RESEARCH DESIGN

Purposive Sampling

Purposive sampling was used in this study. The researcher used her own judgement about which respondents to choose. A researcher normally uses her research skills to choose respondents (Bailey 1987:94). Educators, parents, learners

from rural and townships schools were selected to form part of the sample in this study.

The researcher decided to study the population of Mtunzini District schools in Empangeni Region. The Empangeni region has schools in remote areas, urban areas and also semi-urban (township) schools. Educators, parents and learners were selected from schools under Mthunzini District. The schools included: Umdlamfe High School, Ongoye Primary, Ntabeni Primary, Nikiza Secondary, Maqhama Primary, Ongoye High School and Qantayi High School. In all the study was conducted in seven schools.

Respondents were selected on the basis of their ability to give rich and varied descriptions of the experiences under investigation. The persons interviewed were to complete given questionnaires. They were additionally verbally interviewed to communicate their feelings, thoughts and perceptions about

the school development through partnership and education in their communities.

Face to face interviews formed a major part of the interviews that were conducted. In these interview respondents were asked to describe their experiences concerning school development in their communities.

FURTHER COURSE OF THE STUDY

Chapter two focuses on the importance of partnership in Education with parents (community involvement) in schools.

In Chapter three the planning of the research is explained.

- A presentation and analysis of the research data is discussed in chapter four.
- A summary of the study, pertinent findings and recommendations are presented in chapter five.
- In chapter six strategies which could be used to increase the level of parental involvement (partnership) in schools are outlined.

INSTRUMENT

An instrument in research refers to the equipment or tool used to collect data (Treece and Trees. (1986:279). The researcher selected the questionnaire as the main instrument for collecting data. Consultation with research experts was also done at all levels of the questionnaire design. The questionnaire had two sections, section A consisted of personal data and section B listed the knowledge of the respondents on partnership in education.

This focused on the views, and the attitudes of the respondents. There were 68 questionnaires that were distributed, and out of these 60 questionnaires were returned.

The information was collected from school governing bodies, school inspectors, ordinary community members, educators and

learners. The information was also collected from different schools under the Ongoye Circuit. These schools included high schools and primary schools. The ordinary community members from these areas were also interviewed. Other information that was collected from the workshop was obtained from education officials, education inspectors, school governing bodies, principals of schools, educators, learners and community members.

ETHICAL CONSIDERATION

- Secrecy was maintained, in that the names of the respondents were not disclosed.
- There was a greater assurance of anonymity.
- All questions were standardised.
- Interview bias had to be eliminated at all costs.
- The interviewees included males and females because partnership in education affects all sexes in our community.

LIMITATION OF THE STUDY

Most parents in the rural areas are illiterate. This means that they cannot clearly understand policies of education as a result they become submissive when decisions are taken.

- In urban areas most people are working and therefore do not have enough time to involve themselves in school activities. It has to be borne in mind, therefore, that the factors mentioned here resulted in the limitations of the study. This, however, does here imply that the illiterates were entirely abandoned. Their views were none the less sought but to a limited extent. A considerable amount of views were sought from those who were deemed to be knowledgeable in good governance of school matters and these comprised largely those who are literate in this area.

CHAPTER FOUR
INTERPRETATION AND ANALYSIS OF DATA

In this chapter the analysis and interpretation of the data is presented. This was collected from sixty (60) respondents in order to provide answers to the problem.

SECTION A

4.1.1 TABLE : GENDER

GENDER	NUMBER	PERCEBTAGE %
MALES	20	33,3
FEMALES	40	66,7
TOTAL	60	100 %

The sample population taken by the researcher indicates that 33,3 % of the respondents were males and 66,7 % were females.

4.1.2 TABLE: AGE

AGE	NUMBER	PERCENTAGE %
18-35	15	25
36-50	45	75
51 and above	-	-
TOTAL	60	100 %

Table 4.1.2 above shows that the highest percentage of 75 % was comprised of dependants between 36-50 years. These respondents (parents) have considerable experience as parents. Some respondents were members of the School Governing Bodies in schools like Mdlamfe High School and Dlamvuzo High School.

The lowest percentage of 25% was comprised of the respondents that were between 18-35 years. These parents were also members of the School Governing Bodies in Primary Schools like Phalane Primary School and Mantshangula Junior Primary School.

4.1.3 RESIDENTIAL AREA

AREA	NUMBER	PERCENTAGE %
RURAL	20	33.3 %
URBAN	9	15%
SEMI-URBAN	25	41.7%
REMOTED RURAL	6	10%
TOTAL	60	100 %

One of the criteria for selection to participate in the study was that the respondents should reside in one of these areas indicated in the table. 33.3% of the respondents were found in the rural areas. 15% were in urban areas, and 41.7 % of the respondents were found at semi-urban (Esikhawini) and only 10 % were found at the remote rural areas of Kwa- Dlangezwa.

4.1.4 EDUCATIONAL LEVEL

LEVEL	NUMBER	PERCENTAGE
TERTIARY- B.A-M.A	45	75%
HIGH SCHOOL- Grade 0-12	15	25%
TOTAL	60	100 %

The highest percentage of the respondents obtained their studies from tertiary institutions, which formed 75 %. Respondents who have obtained high school education formed 25 %.

4.1.5 MARITAL STATUS

STATUS	NUMBER	PERCENTAGE
SINGLE	18	30 %
MARRIED	30	50 %
WIDOWED	12	20 %
TOTAL	60	100%

The highest percentage of 50 % comprised the respondents that are married and single parents only formed 30 %. Only one widow constituted 20 %.

SECTION B

4.1.6 PARENTAL SUPPORT FACTOR FOR A WELL RUN SCHOOL

WELL - RUN SCHOOL	NUMBER	PERCENTAGE
YES	60	100
NO	-	-
SOMETIMES	-	-
TOTAL	60	100%

Table 4.1.6 shows that 100 percent of the respondents agreed that the community has a role to play in the smooth-running of the school. Parental support is the most important key for a well-run school. The reason for this is that it is the responsibility of all the stakeholders to build a common culture of teaching and learning.

4.1.7 PARENTAL INVOLVEMENT AND SUPPORT

INVOLVEMENT AND SUPPORT	NUMBER	PERCENTAGE
(a) Provision of stationery	-	-
(b) Basic nutrition	-	-
© Provision of uniform	5	8,3%
(d) Payment of school fees	10	16,7 %
(e) All of the above	45	75 %
TOTAL	60	100 %

Table 4.1.7 indicates that 75 % were positive for partnership in education with parents. This was the view that they should fulfill all the needs of the school in order to form good partnership in education. 16,7% of the respondents were positive for the payment of school fees and 8,3 % of the respondents agreed that parents should support their children by providing them with school uniform.

4.1.8 SCHOOL VISITS BY PARENTS

Parents visit	Number	Percentage %
YES	48	80%
NO	-	-
SOMETIMES	12	20%
TOTAL	60	100 %

The majority of respondents agreed that parents should visit schools from time to time. 20 %, which is the lowest percentage of the respondents, agreed that parents should sometimes visit schools.

4.1.9 ISSUES THAT PREVENT LEARNERS FROM LIKING THEIR SCHOOLS

PREVENTED	NUMBER	PERCENTAGE
YES	12	20%
NO	45	75%
SOMETIMES	3	5%
TOTAL	60	100 %

The highest percentage of 75 % agreed that nothing could prevent learners from liking their respective school if their school had the necessary provisions. 20 % of the respondents indicated that there are some issues that can prevent learners from liking their institutions.

Issues like abusive language from educators, closed doors for improvement, corporal punishment and low standards of education were some of the reasons learners gave for disliking. 5% of the respondents agreed that sometimes there are other factors that can acts as handicaps learners from liking their institutions as it has been mentioned above.

4.1.10 THE SCHOOL AS PART OF THE COMMUNITY

Part of the community	number	percentage
Yes	48	80 %
No	12	20%
Sometimes	-	-
Total	60	100%

The majority of the respondents agreed that the school is the part of the community since learners come from parents of the same community and 20% of the respondents disagreed.

4.1.11 THE VIEW OF EACH COMMUNITY TAKING PRIDE OF ITS SCHOOL

COMMUNITY	NUMBER	PERCENTAGE
YES	45	75 %
NO	-	-
SOMETIMES	15	25 %
TOTAL	60	100 %

TABLE 4.1.11 indicates that the highest percentage of 75% of the respondents agreed that the community should take pride of its school and that they should protect learners, educators and the school buildings. 25% of the respondents were indicates that sometimes the community should take pride of its institution.

4.1.12 LEARNERS SHOULD ENTER INTO PARTNERSHIP WITH EDUCATORS, PARENTS, CHURCHES AND BUSINESS SECTORS

	NUMBER	PERCENTAGE
YES	52	86,7 %
NO	8	13,3 %
TOTAL	60	100%

86% of the respondents agreed that learners should enter into partnership with all the stakeholders and 13,3 % of the respondents rather preferred that learners should not enter into partnership with all the stakeholders.

4.1.13 THE COMPOSITION OF A GOOD SCHOOL

	NUMBER	PERCENTAGE
ACADEMIC PERFORMANCE	-	-
DISCIPLINE	-	-
CLEANLINESS	-	-
TEAM SPIRIT	-	-
ALL OF THE ABOVE	60	100%
TOTAL	60	100%

From table 4.1.13 it has been proved that 100 percent of the respondents agreed that a good school needs a team spirit, discipline, good academic performance and cleanliness.

4.1.14 CREATING A GOOD SCHOOL

	NUMBER	PERCENTAGE
(a) By involving the parents in the development. of the school	-	-
(b) By involving learners in the development of the school	-	-
© By involving educators in the development of the school	-	-
(d) By involving all the stakeholders	60	100%

100 % of the respondents agreed that a good school could only be created by the involvement of all the stakeholders because they all have a role to play in education.

4.1.15 PARENTS AND LEARNERS IN SETTING UP LEARNING STAGES AT SCHOOL

	NUMBER	PERCENTAGE
YES	48	80 %
NO	8	13,3 %
SOMETIMES	4	6,7%
TOTAL	60	100 %

The highest percentage of 80% of the respondents agreed that learners and parents should be involved in setting up learning stages at school. They also have a stake in education. 6,7 % of the respondents also agreed that sometimes parents and learners are to be involved as stakeholders. 13% of the respondents disagreed in involving learners and parents. They felt that they should be treated separately.

4.1.16 SCHOOL CURRICULUM INFLUENCING THE DEVELOPMENT OF THE SCHOOL.

	NUMBER	PERCENTAGE
YES	58	96,7
NO	2	3,3
SOMETIMES	-	-
TOTAL	60	100 %

The highest percentage of the respondents was 96,7% those respondents gave a positive answer that the school curriculum is the backbone of the institution, which determines what happens at school. 3,3 % of the respondents disagreed that school curriculum does not influence the development of the school.

4.1.17 DETRIMENTAL EFFECTS ON SCHOOL DEVELOPMENT BY THE LACK OF CO-OPERATION BETWEEN MEMBERS OF A PARTNERSHIP

	NUMBER	PERCENTAGE
YES	58	96,7
NO	-	-
SOMETIMES	2	3,3
TOTAL	60	100 %

96,7 percent of the respondents agreed that the lack of co-operation between members of a partnership can have a detrimental effect on school development. 3,3 % of the respondents also agreed that sometimes it can have a detrimental effect on school development but not always.

4.1.18 SCHOOL DEVELOPMENT BEING ENHANCED BY GOOD GOVERNANCE

	NUMBER	PERCENTAGE
YES	60	100%
NO	-	-
SOMETIMES	-	-
TOTAL	60	100%

The above table showed that 100 % of the respondents were positive that good governance in respect of the school could enhance the school development.

4.1.19 LEARNERS BEING ENCOURAGED TO TAKE AN ACTIVE ROLE IN IMPROVING THE PHYSICAL IMAGE OR DEVELOPMENT OF THEIR SCHOOL

	NUMBER	PERCENTAGE
YES	56	93,3 %
NO	-	-
SOMETIMES	4	6,7%
NEVER	-	-
ALWAYS	-	-
TOTAL	60	100%

The highest percentage of the respondents, which is 93,3 %, agreed that learners should be encouraged to take an active role in improving the physical image or the development of the school. 6,7% of the respondents agreed that sometimes learners should take part in improving the good image of the school because that would make them develop a sense of belongingness to their school.

4.1.20 THE SCHOOL MOTTO AND THE CREST OF THE SCHOOL AS PLAYING A ROLE IN THE DEVELOPMENT OF A SCHOOL.

	NUMBER	PERCENTAGE
YES	60	100%
NO	-	-
SOMETIMES	-	-
ALWAYS	-	-
NEVER	-	-
TOTAL	60	100%

100% of the respondents were of the view that the school motto or values of a school are the most favorable moments (crest) of its progress, and that there have an input in the development of a school.

4.1.21 CODE OF CONDUCT FOR LEARNERS HAVING IMPACT ON THE COMMUNITY

	NUMBER	PERCENTAGE
YES	54	90%
NO	2	3,3%
ALWAYS	4	6,7%
SOMETIMES	-	-
NEVER	-	-
TOTAL	60	100%

The highest percentage of 90% of the respondents expressed the view that the codes of conduct for the learners have an impact on the community. This is because learners reveal the image of their school by showing good discipline, respect and their good behavior towards the community. 6,7% of the respondents agreed that the code of conduct for learners has an impact on the community. However 3,3 % disagreed on this point.

4.1.22 SOCIAL EVENTS WHICH BRING INTERACTION AMONG LEARNERS, EDUCATORS AND THE PUBLIC.

	NUMBER	PERCENTAGE
YES	60	100%
NO	-	-
SOMETIMES	-	-
ALWAYS	-	-
NEVER	-	-
TOTAL	60	100%

100% of the respondents agreed that school events bring considerable interaction among learners, educators and the community. This is when the parents or the community surrounding the school get involved in the activities done at

school. By so doing they develop a sense of belongingness to the school within their community.

4.1.23 INTERACTION AS A FACTOR THAT ENHANCES DEVELOPMENT

	NUMBER	PERCENTAGE
YES	60	100%
NO	-	-
SOMETIMES	-	-
ALWAYS	-	-
NEVER	-	-
TOTAL	60	100%

Table 4.1.23 shows that 100% of the respondents agreed that school events bring interaction among learners, educators and the public. This interaction plays an important role in enhancing the development of the school.

4.1.24 LEARNERS ASSISTING IN MAKING THE SCHOOL ECONOMICALLY VIABLE AND THEREBY CONSOLIDATING DEVELOPMENT

	NUMBER	PERCENTAGE
YES	58	96,7 %
NO	2	3,3 %
TOTAL	60	100%

The majority of the respondents which is 96,7% agreed that learners can assist in making the school economically viable by engaging themselves in activities like fundraising and 3,3 % of the respondents disagreed.

4.1.25 LEARNERS ENTERING INTO PARTNERSHIP WITH THE EDUCATORS

	NUMBER	PERCENTAGE
YES	56	93,3 %
NO	1	1,7 %
SOMETIMES	2	3,3 %
ALWAYS	1	1,7 %
NEVER	-	-
TOTAL	60	100%

The majority of the respondents, which is 93,3%, responded in the affirmative and said those learners should enter into partnership with educators. This partnership promotes a sense of understanding for all the stakeholders. 3,3 % however agreed that sometimes learners could enter into partnership with educators and 1,7% of the respondents were positive that learners and educators should always work together in order to promote the culture of teaching and learning.

1,7 % however disagreed and stated that learners should not enter into partnership with educators.

4.1.26 EDUCATORS ENTERING INTO PARTNERSHIP WITH THE PARENTS/ COMMUNITY

	NUMBER	PERCENTAGE
YES	58	96,7%
NO	-	-
SOMETIMES	2	3,3%
ALWAYS	-	-
NEVER	-	-
TOTAL	60	100%

The highest percentage of the respondents which is 96,7,% agreed that educators should enter into partnership with the

parents because without the support of the parents there would be no development .

3,3 % agreed that sometimes partnership with the community is very important because the community develops a sense of belonging to the school.

4.1.27 A SCHOOL ENTERING INTO PARTNERSHIP WITH THE BUSINESS SECTOR

	NUMBER	PERCENTAGE
YES	58	69,7%
NO	-	-
SOMETIMES	2	3,3%
ALWAYS	-	-
NEVER	-	-
TOTAL	60	100%

96,7% of the respondents agreed that the school should enter into partnership with business sectors because they can make the school economically viable or marketable.

4.1.28 BUSINESS SECTOR HAVING AN IMPACT TOWARDS THE DEVELOPMENT OF THE SCHOOL

	NUMBER	PERCENTAGE
YES	59	98,3%
NO	-	-
SOMETIMES	1	1,7%
ALWAYS	-	-
NEVER	-	-
TOTAL	60	100%

The majority of the respondents 98,3 % expressed the view that the business sector has an impact towards the development of the school and 1,7 % agreed that business sector can have an impact in the development of the school by assisting schools with donations.

4.1.29 EDUCATORS HAVING A SPECIAL AND A VERY IMPORTANT ROLE OR FUNCTION TO PERFORM FOR THEIR SCHOOL AND THE PUBLIC

	NUMBER	PERCENTAGE
YES	58	96,7%
NO	-	-
SOMETIMES	2	3,3%
ALWAYS	-	-
TOTAL	60	100%

The majority of the respondents, which is 96,7 %, stated that educators have a special and a very important function to perform for their school and the public. 3,3 % of the respondents agreed that sometimes educators should deliver good service for their clients who are the learners and the public.

4.1.30 THE ROLE OF SCHOOL FUNCTIONS IN BRING THE SCHOOL CLOSER TO THE OUTSIDE WORLD

	NUMBER	PERCENTAGE
YES	55	91,7%
NO	-	-
SOMETIMES	5	8,3%
ALWAYS	-	-
NEVER	-	-
TOTAL	60	100 %

91,7% of the respondents agreed that school functions bring the school closer to the outside world and 8,3% of the respondents expressed the view that sometimes school functions bring the school closer to the outside world.

4.1.31 EDUCATORS MARKETING THE SCHOOL IN TERMS OF DEVELOPMENT

	NUMBER	PERCENTAGE
YES	60	100%
NO	-	-
SOMETIMES	-	-
ALWAYS	-	
NEVER	-	-
TOTAL	60	100%

100% of the respondents agreed that educators could market their school by developing it in such a way that it attracts the outside world.

4.1.32 A GOOD SCHOOL BEING JUDGED BY ITS ACADEMIC PERFORMANCE, STANDARDS OF THE LEARNERS, DISCIPLINE, TONE AND CLEANLINESS

	NUMBER	PERCENTAGE
YES	58	96,7 %
NO	-	-
SOMETIMES	-	-
ALWAYS	2	3,3 %
NEVER	-	-
TOTAL	60	100 %

The majority of the respondents agreed that good schools could be judged by their academic performance, standards of learners, discipline, tone and cleanliness. 3,3 % of the respondents agreed that sometimes schools are judged on what is said above.

4.1.33 PARTNERSHIP IN THE DEVELOPMENT AS AN IMPORTANT FACTOR.

	NUMBER	PERCENTAGE
YES	58	96,7 %
NO	-	-
SOMETIMES	2	3,3 %
ALWAYS	-	-
NEVER	-	-
TOTAL	60	100 %

96,7 % of the respondents agreed that partnership in the development of the school is very important. 3,3 % of the respondents also agreed that sometimes it is of great importance that the notion of partnership is developed and established for the development of a school.

4.1.34 PARENTS BEING INVOLVED IN SETTING UP LEARNING SPACES AT SCHOOL

	NUMBER	PERCENTAGE
YES	58	96,7%
NO	-	-
SOMETIMES	2	3,3%
ALWAYS	-	-
NEVER	-	-
TOTAL	60	100%

The majority of the respondents which comprised 96,7 % were of the view that parents should be involved in setting up learning spaces at school and 3,3 % also agreed that sometimes parents should be involved.

4.1.35 ABSENCE OF PHYSICAL AMENITIES, EDUCATORS AND SUPPORT STAFF HAVING A NEGATIVE EFFECT ON THE DEVELOPMENT OF THE SCHOOL

	NUMBER	PERCENTAGE
YES	60	100%
NO	-	-
SOMETIMES	-	-
ALWAYS	-	-
NEVER	-	-
TOTAL	60	100 %

100% of the respondents agreed that the absence of physical amenities, educators and the support staff have a negative effect on the development of the school.

4.1.36 POOR MANAGEMENT AFFECTING THE DEVELOPMENT OF THE SCHOOL

	NUMBER	PERCENTAGE
YES	59	98,3 %
NO	-	-
SOMETIMES	1	1,7 %
ALWAYS	-	-
NEVER	-	-
TOTAL	60	100 %

The majority of the respondents who comprised is 98,3 % were of the view that poor management does affect the development of the school and 1,7 % agreed that poor management can sometimes affect the development of the school.

4.1.37 THE NECESSITY OF PARENTS IN BECOMING PART OF THE SCHOOL

	NUMBER	PERCENTAGE
YES	59	98,3%
NO	-	-
SOMETIMES	1	1,7%
ALWAYS	-	-
NEVER	-	-
TOTAL	60	100%

The highest percentage of the respondents which is 98,3 % expressed the view that parents as a community should be involved in decision-making of what the school is doing in their community. This would make a sense of belonging to the school. 1,7 % of the respondents agreed that sometimes it is necessary for the community to become part of the school.

4.1.38 PARENTS AND COMMUNITY IN MARKETING THE SCHOOL

	NUMBER	PERCENTAGE
YES	58	96,7%
NO	-	-
SOMETIMES	2	3,3%
ALWAYS	-	-
NEVER	-	-
TOTAL	60	100%

The majority of the respondents who comprised 96,7% agreed that parents and the community should market their school by involving themselves in the school decision making, school curriculum and school activities. 3,3 % of the respondents were of the view that sometimes parents and the community could play an important part in the marketing of the school within their area.

4.1.39 PARENTS ASSISTING THE SCHOOL TO ACHIEVE ITS OBJECTIVE TO EDUCATE LEARNERS

	NUMBER	PERCENTAGE
YES	60	100%
NO	-	-
SOMETIMES	-	-
ALWAYS	-	-
NEVER	-	-
TOTAL	60	100%

100% of the respondents agreed that parents should assist the school in achieving its objective to educate learners.

4.1.40 A SCHOOL PLAYING AN IMPORTANT ROLE TO LURE POTENTIAL DONORS.

	NUMBER	PERCENTAGE
YES	60	100%
NO		
SOMETIMES		
ALWAYS		
NEVER		
TOTAL	60	100%

100% of the respondents agreed that the school could play an important role to lure potential donors by keeping good academic record, discipline and a good tone.

4.1.41 STAKEHOLDERS HAVING A COMMON VISION TO ENHANCE DEVELOPMENT

	NUMBER	PERCENTAGE
YES	59	98,3 %
NO	-	-
SOMETIMES	1	1,7 %
ALWAYS	-	-
NEVER	-	-
TOTAL	60	100%

The majority of the respondents who comprised 98,7% agreed that the stakeholders of the school i.e. parents, learners and educators should have a common vision for enhancing the development of the school and 1,7 % agreed that sometimes stakeholders should have a common vision to enhance the school development.

**4.1.42 THE SCHOOL DEVELOPMENT IN PROMOTING A
SENSE OF BELONGING TO THE SCHOOL FOR ALL
STAKEHOLDERS**

	NUMBER	PERCENTAGE
YES	60	100 %
NO	-	-
SOMETIMES	-	-
ALWAYS	-	-
NEVER	-	-
TOTAL	60	100%

100% of the respondents agreed that school development through partnership in education with parents can promote a sense of belonging to the school for all the stakeholders. The community, learners and educators have this sense of the school being part of them and therefore part of their community.

4.1.43 CREATING A GOOD SCHOOL

	NUMBER	PERCENTAGE
(i) By developing all the stakeholders	-	-
(ii) By organising workshops for educators	-	-
(iii) By involving educators in decision making	-	-
(iv) By work-shopping all the stakeholders	2	3,3 %
(v) All of the above	58	96,7
TOTAL	60	100%

The highest percentage, which is 96,7% of the respondents, were of the view that developing all the stakeholders could create a good school. This can be done through workshops for educators, parents and learners. 3,3 % agreed that a good school can be created by the work shopping all the stakeholders and through these workshops all the stakeholders could develop a sense of belongingness to the school.

CONCLUSION AND RECOMMENDATIONS

- A summary of the study, pertinent findings and recommendations are presented in chapter five.
- In chapter six strategies which could be used to increase the level of parental involvement (partnership) in schools are outlined.

CHAPTER FIVE

RECOMMENDATIONS, IMPLICATIONS OF THE FINDINGS OF THE STUDY AND CONCLUSION.

This chapter gives a brief overview of the study with emphasis on selected major findings, conclusion, and implications of these findings and recommendations that could be employed towards developing partnership between parents and learners in the educational system.

School development through partnership in education aims at improving the quality of learning and teaching in schools. This partnership in education involves educators, parents and learners in reaching the goals of the school to improve the quality of teaching and learning. During this process the vision and the mission statement of the school is taken into consideration.

Partnership in education empowers schools to take responsibility for their own development.

Through this partnership, vandalism in schools can be eliminated because communities would develop a sense of belonging and accept the school as theirs.

Since school development is an ongoing process, it is very important that everyone understands the process and becomes willing to support it. The process of school development reflects the values and the beliefs of the school.

Partnership in education promotes and inculcates a good team spirit amongst the stakeholders to develop the sense of ownership for the school.

SCHOOL FUNCTIONS

Educators together with parents can promote partnership in education by organizing a number of social academic functions such as a speech prize-giving day and concerts where in most cases, the participants would be learners.

These activities if properly organized would bring about the bond among three pillars, i.e. educators, parents and learners. This would develop the love for education and as such the school would be indirectly or directly lifted in terms of recognition. Recognition is such an attribute for development.

Some learners would go to school just to be part of those activities. During this process the vision and the mission statement of the school is taken into consideration.

School activities like scouts, cultural activities, sports can promote healthy relationships among the stakeholders. This involvement of all stakeholders can eliminate vandalism in schools. Activities like fund-raising done by parents, educators and learners can assist in making the school economically viable and create a strong bond between the parents, educators and learners and the respective community at large.

HOW PARTNERSHIP COULD BE MADE FUNCTIONAL

Educators should cater for learners' education and their general welfare. To promote this partnership, educators would need to take the leadership role in learner counseling, guidance, discipline and the general welfare of the learners.

Educators would always need to be free to discuss learners' progress with parents. They would need to consider and utilize learners experience. For this partnership to be successful, all the stakeholders including the learners would be involved in the decision making in school matters. Educators would thus be seen as good role models.

Sometimes educators would be required to sacrifice their time in order to promote good partnership with the stakeholders. Educators need personal empowerment and effective teaching skills so that they can be in a position to help themselves and their learners.

They also need to be exposed to more cognitive and co-operative learning teaching styles.

PARENTS

Parents have a very crucial role to play in education because education is not only acquired at school. Parents play an integral part in moulding and educating a child. Formal and informal education should work hand in hand.

In the old days parents were discouraged from being involved in the school activities but now they are involved through the School Governing Bodies, which represent parents. Parents should play a leading role in the education of their children. They need to participate in decision-making in schools.

There should be strong parental support at school. Research has shown that successful quality improvement

is most likely to be achieved when an individual school takes responsibility for its own quality standards.

LEARNERS

Learners as stakeholders must be actively involved in education. Learners need to be empowered to understand the concept of discipline.

They should be made aware that the aim of discipline is to reinforce the accepted behavior and as a corrective measure rather than as a punitive measure. Learners should own the school as stakeholders. Learners should be involved in the drawing up of the school policy, which includes the code of conduct for learners and educators.

The stakeholders should align with the goals of the organisation and should take initiative. They should pursue goals despite obstacles and setbacks.

CONCLUSION

Partnership in education should be promoted through parental involvement. Parents are stakeholders.

Therefore they should have a lead in the education of their children. In that way they would develop a sense of being part of the schools within their respective communities.

Governing bodies should establish co-operation between the parent community and the school. This is in order to promote and establish a suitable culture of teaching and learning. Parents, educators and learners should be encouraged to participate in school activities.

All stakeholders should be involved in decision making, problem solving and disciplinary problems. In order to promote good partnership in education parents should be involved in the maintenance of the school buildings, facilities, and resources and in the management of the funds and fund raisings.

Partnership in education with parental involvement promotes a healthy relationship between schools and the communities.

RECOMMENDATIONS

The recommendation drawn from this study include the following:

- (i) The school needs to develop a school-community development plan in consultation with parents.
- (ii) This would be between the Department of Education officials, educators, learners administrators, services personnel and other staff.
- (iii) This consultation would ensure that parents are involved when the Department of Education is developing its challenging content and learner performance standards.

It is further recommended that the effective consultation would:

- (iv) Be broad based, reaching to all parents in the school, including those who are illiterate.
- (v) Be outgoing throughout the process of development and implementation.
- (vi) Cover all core elements of the Department of education plan the setting of challenging curriculum and performance standards, assessment, effective teaching management, finance and resources.

Furthermore the program process would need to be divided into the following phases:

- Pre-Planning Phase
- Sociological Inventory
- Educators, parents and learners vision and needs.
- Formation of the Development Committee.

PLANNING PHASE

- Vision, Mission, Objectives of the school
- SWOT Analysis
- Priorities
- Action Plan

IMPLEMENTATION PHASE

- Monitoring and evaluation

LEARNING ABOUT THE COMMUNITY MEMBERS.

In order for parents and community members to participate effectively in school affairs, the school needs to understand the community in which its school is located.

Collecting the information would enable the school to understand its community and this would help in making it possible to plan a two-way school community involvement programme. The collection of this community information

is referred to a sociological inventory referred to on the preceding page 81.

The information gathered would further need to be comprehensive enough to help understand particular needs.

It is also important that the information collected be brought to bear on planning the school – community relations program which would focus on the following characteristics:

- Population characteristics
- Local customs and traditions
- Local economic conditions
- Political structure
- Local leadership.

One of the central assumptions in this study was that parents lack confidence to serve on the public bodies. They feel that the school manager and educators should manage the school without their participation because

they are paid. The findings of study have largely confirmed this view based on parental lack of knowledge in school matters for development.

Apart from this most of the parents do not understand what their role is. This is because they are not clearly informed on issues regarding the running or administration of schools.

There is an inadequate capacity building on the side of the stakeholders. Since education of the learners is a shared function between the teachers and the stakeholders, this therefore, means that every school always needs represent the public's interests.

Together with the community or including all the stakeholders, schools need to develop a mission statement, which would guide them to reach their goals. During workshops with the School Governing Bodies, education officials, educators and high school learners, the concern of discipline needs equally to be discussed. When

a workshop with the School Governing Bodies (SGBs) including learners, educators and education officials was conducted the issue of discipline was discussed. A related assumption was that discipline lacks in many schools, owing to a number of contribution factors. The following things were identified:

Learners have no direction for their future

- (i) Peer groups, politics, non-attending children (drop outs), easily influence learners.
- (ii) There is also a strong incidence of over-crowding in classes. This result in considerable noise might be difficult for educators to control and enhance result in poor discipline of a class, which could eventually affect a school's discipline.
- (iii) Poor management
- (iv) Poor interpersonal relations between educators and the management. This is also the case between educators and learners as well as among educators themselves.
- (v) Lack of inservice for educators.

- (vi) Curriculum in some instances may not be designed relevant to the needs of the learners.
- (vii) Lack of modern infrasture: e.g. toilets, electricity, telephones and poor roads. These could contribute to poor attendance e.g. road and affect the overall discipline of a school.
- (viii) Inadequate classrooms.
- (ix) Lack of teaching resources.
- (x) Lack of accommodation for the teachers. Teachers in some instances arrive late and leave early at school because of lack of transport.

REALITIES

Parents

- (i) Educators felt that parents are not playing their required role in education.
- (ii) One of the educators even said, 'Usually when one thinks of education what comes into one's mind are schools. One tends to forget that education is not only acquired at school.'

- (iii) The home plays and integral part in moulding and educating a child.

Formal and informal education should work hand in hand. Previously, parents were discouraged from being involved in the activities of the school. The study has thus confirmed this assumption where the study findings have confirmed the assumption that there is lack of relating informal to formal education that learners acquire at school. This is a reality in that many parents are not involved in their children education and therefore lack the opportunity to relate informal education with formal education.

- (iv) Education was seen as prerogative of the school management and educators, even if they were invited during parents meeting they were expected to take instructions from the principal. This has acted as a major barrier, which considerably denies many parents involvement in the affairs of their schools in their respective

communities because these schools are viewed as a domain of the educated only.

- (v) It is therefore recommended that parental participant be borne in mind in the affairs of their community schools.

EDUCATORS NEEDS

Human Resources

Apart from parental involvement it is recommended that educators need personal empowerment and effective teaching skills so that they could be in a position to help themselves and their learners since teachers are the products of role learning.

They also need to be exposed to more cognitive and co-operative learning teaching methods.

Leadership and management skills

The study has assumed that management has tended to rest exclusively with the principals. The result of this is that there has been no consultation for them to be meaningful decisions for the schools. The recommended made here is that management structure, which include principals and SGBs attempt to incorporate all stakeholders i.e. parental involvement for partnership developments in school development.

It is furthermore recommended that there be instructional leadership for teachers, where there is an atmosphere where the principal is viewed a facilitator not an authoritarian. Here the principal would need to devote significant time to organizing teacher development workshops, helping teachers improve new and exciting programmers and working with educators on the implementation of such new programmes. Teamwork should be encouraged.

MATERIAL RESOURCE DEVELOPMENT

- (i) It is furthermore recommended and thus suggested that material resources go hand in hand with human resources development.
- (ii) Educators are interested in lessons where learners experience theory and practice, but this could only come about if the development of resources regard to learning and teaching materials are developed, hence this recommendation.

CONCLUSION

From the foregoing headings and recommendations of the study it would finally be suggested and concluded that for them to be meaningful and comprehensive partnership towards school development, the discussed points need to be taken into consideration.

We would observe, therefore, that effective partnership and overall improvement between communities and their respective schools could only come about if schools demonstrate quality in their aims and objectives, insight into the needs of their learners.

This means that the curricula design, along with set standards and academic achievement also are linked to formal and informal education. This further takes into account the communities culture and life styles.

Improved communication between parents, the private sector and members of staff would greatly enhance partnership in educational development for learners, stakeholders who are parents for the welfare of all.

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