

**THE INVOLVEMENT OF PARENTS IN SCHOOL  
GOVERNANCE IN PUBLIC SECONDARY SCHOOLS IN  
SIBASA CIRCUIT**

BY

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## DECLARATION

I declare that the mini-dissertation hereby submitted to the University of Limpopo, for the degree of Master of Public Administration has not previously been submitted by me for a degree at this or any other university; that it is my work in design and in execution, and that all materials contained herein has been duly acknowledged.

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**Ramuntshi N. (Ms)**

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**Date**

## DEDICATION

This work is dedicated to my beloved parents **Mrs Ahuna Nyawasedza Anna Munyai** and the late **Mr Ntavhanyeni Zachariah Munyai** for their motivation, encouragement, and support throughout my studies.

My fiancé **Tshilidzi Samuel Nembilwi**, thank you for the lovely support throughout my studies. You were there for me all the way. **I thank you.**

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- To my kids **Thinawanga, Ndamulelo and Phumudzo**, you were there for me all this time;
- Special thanks go to my daughter **Ms Nnakiseni Melba Mukhese** who assisted me willingly during the data collection proces;

## **ABSTRACT**

The study investigated the involvement of parents in school governance in Sibasa Circuit. Among others the study found that parents experience various challenges with their role in this regard. School Governing Bodies struggle to maintain a full complement of the parent's component. However, there are various ways and means that can be used in order to improve the situation.

The study used both qualitative and quantitative approaches in both data collection and analysis. The result from the study indicates that lack of capacity is a challenge to parents in contributing positively towards the involvement of school governance.

The findings of this study have shown that there is a major concern that parents need to be given the opportunity to make inputs in the school. The study shows that the level of capacity and lack of ownership by parents is still a challenge; however the interest to change the status is still available by the parents.

The recommendations suggest the following:

- Parents should first be made familiar with the South African Schools Act of 84 of 1996. If parents could be educated on this Act, they would know the duties of governing bodies and what is expected from them.
- The training should be conducted among all chairpersons, secretaries and treasurers in order for them to be taught how to conduct their duties;
- Effective consultation should be introduced in schools in order to encourage parents to be involved in school governance.
- Establishment of parental association can improve the involvement of parents in school governance. Parental association must educate parent members about the importance of communication. They must know that they have to communicate with other parents who are not members of the school governing body, because their duty is to represent their interests. This will help to foster parent involvement in school.
- Lastly, the National Department of Education needs to review Section 27 of South African Schools Act 84 of 1996 to include remuneration of school governing body members. This section is the one that states that no remuneration must be given to

people for governing body duties. Remuneration can help to motivate parents to participate fully in governing body duties.

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# **CHAPTER ONE**

## **BACKGROUND AND ORIENTATION OF THE STUDY**

### **1.1. INTRODUCTION**

School governance as regards the governing body's functions, means determining the policy and rules by which the school is to be organized and controlled. It includes ensuring that such rules and policies are carried out effectively in terms of the law and budget of the school. It is clear that the role of parents in the school governance can lead to the huge improvement in the school climate and learners' achievements (Oosthuizen, Botha, Bray, Marais, Ments, Van Der Westhuizen and Van Schalkwyk, 1994: 2002). According to the researcher's observation as an educator since 1989 at various schools, parents' responsibilities in school governance seem not to be clearly defined and demonstrated. The researcher's experience is that parents are seen in educational tours, signing cheques and in the appointment of teachers.

It is undisputable that a lack of interest in the education of the children by parents has been influenced by the apartheid education system that encouraged subtractive education in African communities (Dekker, 1995:44). In addition, the apartheid system of education created the situation wherein there was no clear definition of the role of parents in the school governance (Dekker, 1995:44).

For education in the school to be effective, parental involvement is very essential. The school and the teacher are merely the secondary educators of the child's education. Improving parent involvement in the school governance is one of the most challenging tasks facing principals and educators. What emerges is that parent involvement is an important aspect of education, it does not happen by itself, principals and teachers are responsible for bringing it about (Dekker, 1995:155). Therefore, schools through educators, heads of department and

principals should initiate programmes that are aimed at showing parents the importance and benefits of being involved in the school governance. It is a proven fact that all parents want their children to do well at school, but they do not always know the best way to achieve this (Epstein, 1995:38). One way in which children can be helped to realize their potential at school is by involving parents in the school governance.

## **1.2. STATEMENT OF THE PROBLEM**

The South African Schools Act (Act 84 of 1996) mandates the establishment of School Governing Bodies (SGB) comprising parents, educators and non-educators members of staff. In terms of South African Schools Act, School Governing Bodies are given great responsibilities with regard to school governance. In all cases, the parents' component is bigger in the School Governing Bodies. Since parents form the majority of SGBs they have been placed in a powerful position and are able to influence the school budget, language policy, discipline and the appointment and promotion of teaching and administrative staff. If a school is properly governed, such a school will be effective. A school is viewed as effective when there is congruence between its objectives and its achievements (Moshana, 2004:5).

Despite the position and status accorded to parents in terms of School Governance, parents are not aware of their duties with regard to school governance. Parents' involvement in their children's schooling is associated with attitudes that are more positive to do the work (Kruger, 2002:48). According to Kruger (2002:48), parents are also obliged to ensure that their children attend school for as long as the child is required by law to do so.

When elections of parents takes place, they do not consider skills, the level of education and experience which elected members possess; but only depend on

the general basic training which is given after election on their roles as members of the School Governing Bodies.

The findings and recommendations in this study will assist in solving some of the problems associated with parent's involvement in school governance.

### **1.3 AIM OF THE STUDY**

The main aim of the study is to investigate the involvement of parents in school governance in public secondary schools in Sibasa Circuit.

### **1.4 SPECIFIC OBJECTIVES**

The specific objectives of this study are the following:

- To determine the value of parent involvement in school governance in public secondary schools.
- To check the main obstacles encountered by parents' involvement in public secondary schools.
- To find out strategies that can be employed to encourage parent's involvement in school governance in public secondary school.

### **1.5. RESEARCH QUESTIONS**

In this study, the following are considered as research questions:

- What is the value of parent involvement in school governance in public secondary schools in Sibasa Circuit?
- What are the main obstacles encountered with parent involvement in school governance in public secondary schools in Sibasa Circuit?

- What strategies can be employed to encourage parent involvement in school governance in public secondary schools in Sibasa Circuit?

## **1.6. SIGNIFICANCE OF THE STUDY**

It is very important to conduct this study since it will benefit several parties with regard to the following:

- This study will serve as a mirror of how parents support/participate in the activities of their children's education.
- The study will also display information which will assist parents in understanding more on how they should support their children in schools
- This study will also assist the Department of Education in understanding the problems encountered by parents in the involvement of school governance.

## **1.7. DELIMITATION**

The study will only focus on the involvement of parents in the school governance of secondary schools in Sibasa Circuit of Education.

## **1.8. LIMITATIONS**

There are many elements that might hinder the progress and the development of this study. Some of the targeted respondents might be reluctant to participate in this study due to the sensitivity of the information required. Financial constraints might hamper the development of this study since there will be a need for money for stationery, typing costs, binding, proof-reading, transport and analyzing the document.

## **1.9. RATIONALE FOR THE STUDY**

The study will investigate the involvement of parents in school governance in public secondary schools in Sibasa Circuit.

The study will be used to investigate new innovations in a specific teaching context (Schulman, 1998:14). Even though the involvement of parents in school governance in public secondary school in Sibasa Circuit is not considered “new” or “innovative” in first world countries, it is surely new and innovative for this particular study.

## **1.10. DEFINITION OF CONCEPTS**

### **1.10.1.School**

According to South African Schools Act, (Act 84 of 1996) school means a public school or an independent school which enrolls learners in one or more grades between grade zero and grade twelve. It is a place where teaching takes place.

### **1.10.2.School Governance**

According to South African Schools Act, (Act 84 of 1996) governance is all about managing the school in accordance with the acts, policies and procedures that manage all the schools.

### **1.10.3.School Governing Body**

Potgieter (1997:23) defines School Governing Body as a statutory body of people who are elected to govern a school. This means that a school governing body is set up by an Act of parliament, in particular the Schools Act. The school governors, who are the people serving on a governing body, represent the school community and the governance of every public school is vested in its governing body (Potgieter, 1997:23).



#### **1.10.4.Parent involvement**

The government anticipates that parents will play an increasing part in the life of the school (Bush & West-Burnham, 1994:371). Parental involvement can be defined as the active and significant involvement of the parent in all aspects, non-curricular as well as curricular of the child's formal education (Brandt, 1989:27).

#### **1.10.5.Parent**

A parent is anyone who has children in his or her care and who therefore should take interest in their education (Lemmer & Van Wyk, 1999:2). The concept, parent, embraces those with legal or quasi-legal custodianship, whether biological, adoption or foster parents of the child. According to South African Schools Act, (Act 84 of 1996) a parent means the parent or guardian of a learner. That person being called a parent can be legally entitled to custody of a learner.

#### **1.10.6.Educator**

According to South African Schools Act, (Act 84 of 1996) an educator is a person whose profession is education; teacher. Anyone who contributes towards the achievement of the objective of the school. The educator implements all the policies of the school.

#### **1.10.7.Principal**

According to South African Schools Act, (Act, 1996) principal means an educator appointed or acting as the head of a school. Principal is the manager of a college or school. The principal provides strategic leadership in the school and make sure that educators realise the objective of the school or college.

## **1.11. PRELIMINARY LITERATURE REVIEW**

### **1.11.1. Parents' involvement in school curriculum and planning**

Parental involvement, according to the Epstein (1996:75) requires parents to “restructure” their participation in the education process. Parents need to have an equal voice in the policy-making of the school. In fact, when the parents become partners in decision-making it could help in meeting the aspirations and needs of their children in particular, and the community in general. The Constitution of the Republic of South Africa (1996:11) provides an opportunity for parents to have a real say in major decisions about schooling and chose school subjects.

Once the role of parents becomes clearly defined, the school can be changed into community learning centers and this can help to address the problem of non-participation of parents in education. To do things differently, practices that have always appeared sensible should be challenged, and this is hard to do. To change schools into community learning centers will imply changing the education system to accommodate the participation of parents in their children's education. For example, parents could be brought in as volunteers, or teaching assistants for school-related activities.

Parents were excluded from decision-making processes in the school and their traditional roles in education revolved around the establishment and construction of schools as such, many decisions were taken by schools without parental input and that affected their children's participation in school. The children had to make life choices through hit and miss methods (Osipow, 1983:73). Education in South Africa is undergoing change. The ideal is that many young people will enter the world having obtained social knowledge through meaningful integration. The aim of this change is to empower young South Africans to be competitive and competent. Fereire's critical theory (Shore and Fereire, 1987:19) states that education is what people do and not what is done by them. The emphasis is on

the active involvement of all members of the community, including learners, teachers and parents.

When parents are provided with enough information about their children's achievements they can make informed decisions and can take part in discussions about school related issues (Epstein, 1996:43). In this way, parents and all the stakeholders will undersign decision-making as a process of partnership of shared views and actions towards shared goals, not just a power struggle between conflicting parties (Epstein, 1996:42).

### **1.11.2.Responsibilities of parents in schools**

In terms of the common law principles, a parent has the most important duty to educate the child. According to John and Verduin (1995:145), this duty implies that a parent has to provide guidance in respect of various areas of life in order to prepare a child physically, mentally, spiritually, morally and culturally for adult life. It further entitles the parent to mould the child's character and to teach him/her acceptable habits, to make reasonable decisions regarding the child's education and to take disciplinary measures against a child in order to ensure that the child is obedient (Van Schalkwyk & Oosthuizen, 1995:145).

The South African Legislation also determines the parent's duty. Section 8(1) of the South African Schools Act stipulates that parents have to be involved in the adoption and the implementation of the code of conduct. By involving themselves, they will be encouraging good behavior and promoting self-discipline (Potgieter, 1997:59). Section 6(1) of the guidelines also states that the parents have the ultimate responsibility for the learners' behavior, have to support the school by ensuring that the learners observe all the school rules and regulations, and accept responsibility for any misbehavior on their part. The need for parents to be members of the school management body is essential for the sake of their children and school governance.

### **1.11.3.The need for parents to be members of the school's management body**

Together with the school principal, the School Governing Body forms the highest level of authority in the affairs of the school (Wilzem, Van Dyk and Coetzer, 2002:57). The South African Schools Act of 1996 gives governing bodies considerable responsibilities with regard to school governance. Furthermore, the

South African Schools Act 84 of 1996 and policy Handout for Educators clearly states that parents should make up the majority of the members of the management body of a school. The other members are educators at the school, members of staff who are not educators and learners at the school who are in the eighth grade or above.

The researcher consulted literature as primary and secondary sources, dissertations and theses, journals, newspapers and newsletters in order to acquire knowledge and information relevant to the topic under study.

## **1.12. OUTLINE OF RESEARCH REPORT**

The exposition of the study will adhere to the following structure:

### **1.12.1. Chapter One: Background and Orientation of the Study**

This chapter will contain the introduction, statement of the problem, research questions, research design and methodology, operational definitions, qualitative research, research population, sampling procedure, sample size, research methods, ethical consideration, data analysis and interpretation, delimitations of the study, significance of the study and exposition of the study.

### **1.12.2. Chapter Two: Literature Review**

This is one of the important chapter which literature information pertaining to parents' involvement in the school governing body is presented. This chapter seeks to highlight theoretical perspectives that provide an explanation of parent involvement in the school governing body.

### **1.12.3. Chapter Three: Research Design and Methodology**

This chapter will provide details with regard to the methodology that is used to investigate the challenges confronting school governing bodies. The researcher explains the population, sampling procedure, data collection and analysis methods and reasons for choosing those methods.

### **1.12.4. Chapter Four: Data Presentation, Analysis and Interpretation**

Data presentation, its analysis together with its interpretation will be fully outlined in this chapter.

### **1.12.5. Chapter Five: Findings, Conclusion and Recommendations**

This chapter will comprise of major findings with regard to the major issues which this research is intending to investigate. This chapter will outline the list of recommendations in relation to key issues that the research will be investigating. Reasons for arriving at a particular decision will also be outlined in this chapter.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1. INTRODUCTION**

In this chapter, literature information pertaining to parents' involvement in the school governing body is presented. The purpose of the study is to explore the importance of parent involvement in the school governing body. This chapter seeks to highlight theoretical perspectives that provide an explanation of parent involvement in the school governing body. The research on parent involvement in the education of young adolescents addresses parents' activities in support of learning at home, in school, and in the community. Epstein, a leading researcher in the field of parent involvement, identified and studied multiple measures of parent involvement in the middle grades (Epstein,1995:38). As a result of this research, Epstein and her colleagues developed a framework of six types of involvement with associated activities, challenges and expected results. The question that needs to be addressed is to define what parental involvement is all about.

#### **2.2. LEGISLATIVE FRAMEWORK**

It is important to indicate that after the first democratic elections were held in South Africa on 27 April 1994, many reforms were effected. Education was left out and the new legislation was passed. This includes Acts and policies. One such legislation, the South African Schools Act (Act 84 of 1996), gives governing bodies great responsibilities with regard to school governance.

Significantly duties are given to school governing bodies as a whole, not the members as individuals. Thody (1992:4-5) points out that parents must engage in the education enterprise. This enterprise as explained by Thody is what is mentioned in the South African Schools Act (Act 84 of 1996).

The formulation of South African Schools Act (Act 84 of 1996) developed in compliance with the Constitution of the Republic of South Africa of 1996 as amended which clearly indicates that everyone has the right to a basic education, including adult basic education; and to further education, which the state, through reasonable measures, must make progressively available and accessible.

According to the South African Schools Act (Act 84 of 1996), the formulation of school governing bodies is supported by this Act. It is the one that explains the duties, functions and responsibilities of these governing bodies.

Higher Education Amendment Act 23 of 2001 has been developed with a view to regulate higher education; to provide for the establishment, composition and functions of a Council on Higher Education; to provide for the appointment and functions of an independent assessor; to provide for the registration of private higher education institutions; to provide for quality assurance and quality promotion in higher education; to provide for transitional arrangements and the repeal of certain laws; and to provide for matters connected therewith.

The most important Act, which brought about the current school governing bodies, is the South African Schools Act (Act 84 of 1996) which provides a uniform system for the organization, governance and funding of schools; to amend and repeal certain laws relating to schools; and to provide for matters connected therewith. All other policies and regulations that are issued by the Department of Education use this Act as their basis.

Higher Education Act 101 of 1997 which has been assented to on 26 November 1997 and commenced on 19 December 1997 has been developed with a view to regulate higher education; to provide for the establishment, composition and functions of a Council on Higher Education; to provide for the establishment, governance and funding of public higher education institutions; to provide for the

appointment and functions of an independent assessor; to provide for the registration of private higher education institutions; to provide for quality assurance and quality promotion in higher education; to provide for transitional arrangements and the repeal of certain laws; and to provide for matters connected therewith.

### **2.3. SCHOOL GOVERNING BODIES AND SCHOOL GOVERNANCE**

Parents of learners are represented in the school governing body by elected parents, learners, teachers, and principal of the school as an ex-officio member. Baker (1990:19) states that members of school governing bodies are also known as governors. He further states that governors are supposed to act as a crucial link between schools and the Department of Education.

School governing bodies play a decisive role in the governance of schools. Section 16(1) of the South African Schools Act (No. 84 of 1996) mandates this role to them. Governance can be viewed to mean the exercise of directing influence over something. The World Book dictionary (2003:921) defines “to govern” as synonymous with “to rule, control, and to manage”. “To manage” is to work with resources to achieve objectives of the organization by planning, organizing, leading, and controlling (Megginson, Mosley, and Pietri 1992:G1). Glatter (2002:227) agrees with the above definitions of governance as he defines them as the means by which an ensemble of activities are controlled or directed, such that they deliver acceptable outcomes according to established sound standards.

This involvement of parents in school governance starts from parents’ contributions at meetings and spreads to their contribution in executing the resolutions of the meetings. When school governing bodies are doing their task



of governing, they have to promote the best interests of the school and strive to ensure school development through the provision of quality education.

#### **2.4. WHAT IS PARENT INVOLVEMENT?**

Parent involvement is defined as having an awareness of and being involved in schoolwork; understanding of the interaction between parenting skills and learner success in schooling; and a commitment to consistent communication with educators about student progress (Epstein, 2005; National Middle School Association, 2003).

Epstein's (2001:23) research offers a comprehensive parent involvement and is perhaps the most frequently cited in this area of scholarship. Epstein's typology suggests effective parent involvement focusing on:

- Parenting skills to assist parents with understanding their children's learning needs, and helping teachers understand family needs;
- Communication that allows for two-way, open communication between the school and home;
- Volunteering that recognizes parents' talents and contributions both in and for the school;
- Learning strategies that engage the family with their children's school work;
- Decision-making that includes parents as key stakeholders in making decisions that will impact on learner learning; and
- Collaborating with the community to create mutual benefit by sharing resources and contributing to both school and community goals.

There are many concrete strategies for involving parents in schools discussed in the literature. However, it is imperative for schools to gauge their contexts in order to meet the needs of those strategies. Research conducted by Epstein (1995:55) discovered the following:

- Parent involvement can have an impact on student learning throughout all grades. Although involvement in high school tends to decrease, learners' study habits, behavior, and attitude toward school can be influenced by parents' interest even in the final year of school.
- "Meaningful parental involvement" is a term that requires dialogue among teachers and parents. The definition of partnership is equally unclear.
- Culture, socio-economic background, and family characteristics influence the degree of parental involvement, and ultimately the impact it has on student achievement. Minority cultures, lower income families, and single-parent households are less involved in their children's school compared to white, middle-class families. The latter group's involvement tends to have the greatest impact on student achievement (Epstein, 1995:55).
- Parental involvement at home seems to have a more significant impact on children than parental involvement in school activities.
- Helping with homework is a common strategy schools employ to engage parents. Schools must be cognisant of parents' need for guidance and assistance in order to be effectively involved in this regard.
- Principles of mutual respect and trust are foundational to establishing effective partnership programmes.

Schools that successfully involve parents in school governing body:

- create a welcoming environment
- use frequent and various communication methods
- involve parents in decisions that affect their child
- makes an attempt to learn about parents' strengths, skills, talents, and experiences
- provide strategies and resources for parents to support their children's learning
- initiates the process of building relationships with parents
- have leaders that believe in parents as partners in their children's learning.

Professional development for teachers about promoting effective parental involvement in children's education is not only helpful, but necessary. It cannot be assumed that teachers are comfortable working with parents, know how to promote effective parental involvement, and possess the skills to interact with parents in ways that are mutually beneficial. Teachers should play an important role to encourage a sound or good relationship between schools and parents.

In conclusion, when schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more. Furthermore, parent involvement over the past decade, goes on to find that, regardless of family income or background, "learners with involved parents are more likely to":

- Earn higher grades and test scores, and enroll in higher-level programmes;
- Be promoted, pass their classes, and earn credits;
- Attend school regularly;
- Have better social skills, show improved behavior, and adapt well to school; and
- Graduate and go on to post secondary education" (Shumow, 1998:34).

If parents have a central role in influencing their children's progress in school, research has shown, schools in turn have an important part to play in determining levels of parent involvement (Epstein, 2001:54). Working to include parents is particularly important as learners grow older, and in schools with high concentrations of poor and minority learners.

The government anticipates that parents will play an increasing part in the life of the school (Bush & West-Burnham, 1994:371). Parental involvement can be defined as the active and significance involvement of the parent in all aspects non-curricular as well as curricular of the child's formal education (Brandt, 1989:27). It is the active and willing participation of parents in a wide range of school-based and home-based activities. It extends from supporting and

upholding the school ethos to supervising children's homework at home. Parent involvement implies cooperation, sharing and support (Squelch and Lemmer, 1994:93).

Furthermore, parent involvement helps parents discover their strength, potentialities and talents and to use them for the benefit of themselves, the family and the school. Parent involvement can take the form of co-operation, participation (which leads to) and participation (Dekker, 1995:155). In this study, parental involvement means the assistance offered by the parents in supporting their children's education.

Furthermore, many researchers and academics stated that parents' involvement in their children's schooling is associated with higher academic achievement, better attendance, attitudes that are more positive and behavior and greater willingness to do the work (Kruger, 2002:48), prove it. In addition, parents are also obliged to ensure that their children attend school for as long as the child is required by law to do so (Kruger, 2002:48). Therefore in the next paragraph, the researcher will unpack parents' involvement in school governance.

## 2.5. STRUCTURE OF SCHOOL GOVERNING BODIES IN SIBASA CIRCUIT

**Figure 1: STRUCTURE OF SCHOOL GOVERNING BODIES IN SIBASA CIRCUIT**

No.	Schools	Principals	Educators	Non-Educators	Learners	Parents	Total
1.	William Themeli	1	2	1	2	7	13
2.	Phaswana	1	3	1	3	9	17
3.	Mbilwi	1	3	1	3	9	17
4.	Denga Tshivhase	1	2	-	2	7	12
5.	Denganya	1	2	1	2	7	13
6.	Dzwaboni	1	2	1	2	7	13
7.	Mphaphuli	1	3	1	3	9	17
8.	Ralson Tshinanne	1	3	1	2	9	16
9.	Nthetsheleseni	1	2	-	2	6	11
10.	Raluswielo	1	3	1	3	9	17
<b>Total</b>		<b>10</b>	<b>25</b>	<b>08</b>	<b>24</b>	<b>79</b>	<b>146</b>

**Figure 1: Structure of School Governing Bodies in Sibasa Circuit (SGB) Data (2012:1-10)**

The above figures show numbers of School Governing Bodies Committee Members per different school. These numbers differ according to the number of learners in that particular school. The South African Schools Act (Act 84 of 1996) gives guidelines on the establishment of School Governing Bodies in schools.

Ten public secondary schools in Sibasa Circuit have meetings that are scheduled monthly, quarterly and annually. The monthly meetings are being held discussing the budget of the school. There are challenges that are being faced by the department with regard to the governance of public schools in the circuit, namely: Parents have challenges of coming to meetings drunk and absenting themselves from the meetings. The other challenge with none involvement in school governance by parents is poor management of time by educators. The other case which impact negatively on the involvement of school governance is illiteracy.

Principals are also contributing to the non-involvement of parents in school governance because they like to control the budget of the school, absent themselves from school governing body meetings and do not want to be transparent with issues of school governance. Parents are also affected by the behavior of learners because learners do not have confidentiality on issues discussed in school governing bodies meetings.

Public Secondary Schools in Sibasa Circuit do not have schools for learners with special educational needs; hence the table for school governing bodies in normal schools only has been used. School governing bodies consist of parents, educators, non-educators staff, learners and the principal. The number of students per school affects the total number of school governing body members, especially the parent component. The information available indicates that if the school has less than 160 learners, the parent component will be four members and school governing body will have seven members. Non-educator members are those people who are employed in a school, but do not do the teaching. Some of these people are clerks and those who do school maintenance, but they have to be permanently employed in that school. Most schools do not have non-educator members and this component will not be represented in such schools.

A school that has less than 160 learners will normally have seven school governing body members, but if it does not have non-educator staff, they will have six school governing body members. If the principal, educator component, non-educator staff component, and learner components are added they will always be less than the parent component. This has been deliberately done to make parents influential and dominant.

## **2.6. PARENTS' INVOLVEMENT IN SCHOOL GOVERNANCE**

In South African Schools Act (Act 84 of 1996) and Policy Handbook for Educators, the involvement of parents in education of their children is endorsed. This means that parents have the right and the responsibility to be involved in the education of their children (Landsberg, Dendnam & Nel, 1999:36). Education for all includes the possibility that parents have a greater say in the education of their children. The South African Schools Act (Act 84 of 1996) clearly states that parents can decide for themselves which school they wish their children to attend.

Furthermore, parents know their child better and are able to inform the educators about their child's learning problems. They can give advice about individual behavior; they can contribute to the design and implementation of joint learning strategies; they can help with homework such as learning exercises and other activities (Landsberg, et al., 1999:36). Therefore, it is important for the researcher to explain what parental involvement entails.

Parent involvement is the active and willing participation of parents in a wide range of school-based and home-based activities that may be educational (Squelch and Lemmer, 1994:93). Furthermore, it extends from supporting and upholding the school ethos to supervising children's homework. Dekker (1995:155) states that parental involvement helps parents discover their

strengths, potentialities and talents and to use them for the benefit of themselves, the family and the school.

Furthermore, the researcher is of the opinion that parent involvement, active and supportive participation of parents as partners and access of the teacher in the primary aspects or formal and informal education of their own child will improve the education of learners. Lastly, parent involvement can be defined as the active and significant involvement of the parent in all aspects, non-curricular as well as curricular of the child's formal education (Kruger & Schalkwyk, 1997: 148).

Researchers and academics have documented many advantages of close communication and collaboration between families and teachers. For example, parents' involvement in their children's schooling is associated with higher academic achievement, better attendance, more positive attitudes and behavior, and greater willingness to do homework. Two of the policy principles of the National Policy for General Education Affairs Act 76 of 1984 provide for parent involvement. Parents are also obliged to ensure that their children attend school for as long as the child is required by law to do so (Kruger, 2002:48).

Even though parents are included in the school governance, sometimes they manifest negative attitudes towards their responsibility. Some of the parents are migrant labourers and cannot actively be involved in their children's education. In particular, some of the parents are illiterate and cannot value their involvement in their children's education. The researcher's observation is that parents who are working do not have time and shift all the responsibilities to their children's grandmothers, uncles, siblings, neighbours who know less about education. Furthermore, parents sometimes do not wish to and cannot become involved in the school governance, while teachers regard parental involvement as a necessity.



The researcher's experience is that some parents do not seem to care about the fact that their children need their support in the school activities. Furthermore, they are also reluctant to be involved in the school governance. For the school governance, they place their responsibility for learning support squarely on the shoulders of the principals, heads of department and educators. It seems as if they have an inadequate experience of the functioning of the schools, which has left them with a low priority for education. The principals, heads of department, educators and other stakeholders should play a significant role in equipping the parents to realize their role in school governance.

## **2.7. PARENTS' INVOLVEMENT IN SCHOOL CURRICULUM AND PLANNING**

Parental involvement, according to the Epstein (1996:75) entails for parents to restructure participation in the education process. They need to have an equal voice in the policy making of the school. In fact, when the parents become partners in decision-making it could help in meeting the aspirations and needs of their children in particular, and the community in general. RSA (1996:11) provides an opportunity for parents to have a real say in major decisions about schooling and chose school subjects.

Once the role of parents become clearly defined, the school can be changed into community learning centers and this can help to address the problem of non-participation of parents in education. To change we have to challenge the practices that have always appeared sensible, and this is hard to do. To change schools into community learning centers will imply changing the education system to accommodate the participation of parents in their children's education. For example, parents could be brought in as volunteers, or teaching assistants for school-related activities.

Before the establishing of School Governing Bodies in the schools, parents were excluded from decision making processes in the school and their traditional roles in education revolved around the establishment and construction of schools as such, many decisions were taken by schools without parental input and that affected their children's participation in school. The children had to make life choices through hit and miss methods (Osipow, 1983:73). Education in South Africa is undergoing change. The ideal is that many young people will enter the world having obtained social knowledge through meaningful integration.

The aim of this change is to empower young South Africans to be competitive and competent. Freire's critical theory (Shore and Fereire, 1987:19) states that education is what people do and not what is done by them. The emphasis is on the active involvement of all members of the community, including learners, teachers and parents.

When parents are provided with enough information about their children's achievements they can make informed decisions and can take part in discussions about school related issues (Epstein, 1996:43). In this way, parents and all the stakeholders will undersign decision-making as a process of partnership of shared views and actions towards shared goals, not just a power struggle between conflicting parties (Epstein, 1996:42).

## **2.8. RESPONSIBILITIES OF PARENTS IN THE SCHOOL GOVERNANCE**

In terms of the common law principles, a parent has the most important duty to educate the child. According to John and Verduin (1995:145), this duty implies that a parent has to provide guidance in respect of various areas of life in order to prepare a child physically, mentally, spiritually, morally and culturally for adult life. It further entitles the parent to mould the child's character and to teach them acceptable habits, to make reasonable decisions regarding the child's education

and to take disciplinary measures against a child in order to ensure that the child is obedient (Van Schalkwyk & Oosthuizen, 1995:145).

The South African Legislation also determines the parent's duty. Section 8(1) of the South African Schools Act stipulates that parents have to be involved in the adoption and the implementation of the code of conduct. By involving themselves, the parents are encouraging good behavior and promote self-discipline (Potgieter, 1997:59). Section 6(1) of the guidelines also states that the parents have the ultimate responsibility for the learners' behaviour, have to support the school by ensuring that the learners observe all the school rules and regulations, and accept responsibility for any misbehaviour on their part. The need for parents to be members of the school management body is essential for the sake of their children and school governance.

### **2.8.1. The need for parents to be members of the school's management body**

Together with the school principal, the School Governing Body forms the highest level of authority in the affairs of the school (Wilzem, Van Dyk and Coetzee, 2002:57). The South African Schools Act of 1996 gives governing bodies considerable responsibilities with regard to school governance. Furthermore, the South African Schools Act (Act 84 of 1996) and policy Handout for Educators clearly states that parents should make up the majority of the members of the management body of a school. The other members are educators at the school, members of staff who are not educators and learners at the school who are in the eighth grade or above. The most important responsibilities of the governing body are, amongst other things, the following:

- Control of all school matters in close collaboration with the school principal.
- Determine admission policies, the length of the school day and the language policy of the school-providing it in accordance with national and provincial policies.
- Drafting a Code of Conduct for learners after consulting with all stakeholders.
- Suspending learners for an agreed period.
- Drafting a mission statement for the school in collaboration with all the stakeholders.
- Appointing educators and administrative staff in a temporary or permanent capacity.
- Managing the physical facilities of the school within the limits of its authority.
- Deciding on the availability of the school premises for the conducting of educational programmes other than that of the school.
- Determines the school policy (Whether or not it will be an inclusive school, the type of learning support it will offer learners.
- To have a say in financial affairs of the school.
- Determines the learning support it will offer learners.
- Makes recommendations about the appointments of teachers and administrative personnel (Wilzem, et al., 2002:59).

In addition, management bodies may apply for functions such as the maintenance and improvement of the school property, determining the curriculum and subject choices (in the context of further education) and the purchasing of books. Members of the management body are democratically elected by the community, and should reflect the population of the school (Badenhorst, Calitz, Van Schalkwyk, Van Wyk and Kruger, 1987:113). This means that all types of parents should be represented on the management body, including parents of learners who experience barriers of learning and development. These parents therefore have the responsibility of seeing to it that the school provides for learning support to all learners.

### **2.8.2. The need for parents to become involved in the organization of the school**

Although not all parents can serve on the management body of the school, most parents can become involved in the execution of the tasks of the management body. These include tasks such as fund-raising, the organization of a feeding scheme (possibility including the cultivation of a vegetable garden by unemployed parents), building maintenance, and sports coaching and so on (Landsberg, Dendnam and Nel, 1999:38).

### **2.8.3. The need for parents to be members of the school-based support team**

Parents will be members of the school-based support team only if their children are involved. The parents should be present not simply to listen to their child's problem, but to provide their own information about their child's problems based on their observations at home.

In other words, they are involved in the assessment of their child's problems and abilities. Furthermore, parents can continue to reinforce the learning-support offered to the learner at the school and at home (Wilzem, et al., 2002:45). Parents should keep regular contact with the learning support teacher in order to coordinate the learning support. This does not mean that parents take over the task of the teacher, but they facilitate the teacher's task. Individual learners actually make better progress if they know that their parents are interested.

### **2.8.4. The need for parents to become involved in the classroom**

Parents could become involved in the classroom by assisting the teacher to make the learning-support aids and instruments which are used in the course of

learning-support, such as small blocks or seeds which learners use in order to learn to count, or bookshelves and lock-up cupboards in which to store books. Parents can make curtains to be used to regulate incoming light (for learners who are sensitive to light) and sounds (for learners whose attention is easily distracted). They could donate books and magazines to the classroom to the classroom to create opportunities for all learners to be exposed to books (Barnerd, 1994:255).

Parents could accompany teachers on outings to make it more possible to give learning support to learners who need it (e.g. to focus the attention of hyperactive learners on the outing). They could act as class assistants by occupying some groups in the class while the teacher provides learning support to learners with learning difficulties. For example, the teacher might need uninterrupted time to give extra learning support in mathematics to a selected group of learners who do not understand certain calculations. A case like this requires a good partnership between the parents and the teacher and parents must realize that they are accountable to the teacher and must carry out their instructions.

#### **2.8.5. The need for parents have to teach respect and responsibility**

Respect and responsibility are the key factors in parenting. Respect is an attitude that shapes an effective parenting approach. It enters into every relationship and interaction involved in raising a child (Wagnonseller, 1979:07). Responsibility is also central to being a successful parent. It is accepting the role of guiding children as they reach adulthood. It lies beyond and within each relationship (Wagonseller, 1979:29). Children have to be taught love and respect for responsible behaviour. Respect works two ways. The parents teach their children respect by respecting the children themselves so that the children in return respect them. The children will also learn to respect other people who also demonstrate responsible behaviour. If the parents have done this duty properly

their children are likely to behave well outside the home and in the school. They will respect their schoolmates and educators and there will be minimal disciplinary problems encountered by educators at schools. They will be able to establish a healthy relationship with other people at school (Wagonseller, 1979:30).

#### **2.8.6. Parents have to become role models for their children**

The parents own behaviour has an impact on the formulation of behavioural patterns of a child. (Wagonseller et al, 1999:44) children look at various ways of behaviour from the way their parents behaves in different situation of their learning-support. They observe the way their parents express their anger, joy, respect, affection and stress and imitate such behaviours regardless of whether they are right or wrong. They also look at the value their parents appreciate and respect and will also follow their parents. The parents should be aware of their behaviour and consider whether it is something, they would like to see in their children (Wentel & Mahlangu, 1985:58). The parents who do not model good behaviour are likely to have children who are less likely to behave well at school.

### **2.9. THE SCHOOL MANAGEMENT TEAM'S ROLE IN PROMOTING PARENT INVOLVEMENT IN SCHOOL GOVERNANCE**

The School Management Team should play a significant role in promoting parent involvement in the school governance. Furthermore, the School Management Team is charged with the responsibility of helping the child to realize their ultimate goal of adulthood. It is assumed that parents are usually the best-informed and most knowledgeable people about their children (Landsberg, et al., 1999:36).

To develop the parents' interest in the involvement of school governance, the School Management Team could open a line of communication with them. This line of communication will include restructuring ways of listening to parent's concerns and interest in education could include having individual interviews and joint assessment of the children throughout their school experience. The School Management Team should have discussions with parents on how their children perform academically by organizing drop-in sessions for parents, as well as collating comments and letters from parents, they should also invite them to meetings and give them the opportunity to participate in the intellectual, moral and cultural development of their children. For this reason, schools should carefully plan regular and meaningful content with parents, for example in class and school meetings (Yekwai, 1988:34).

According to Strauss and Corby (1991:45) School Management Team members should make themselves accessible so that parents can communicate with them when necessary. For instance, the school management team may choose to keep regular consulting hours one afternoon per week so that parents can visit them. In the case of parents experiencing transport problems such school conferences may sometimes be held at a venue in the community, which is easily accessible. It is an undisputed fact that teachers tend only to contact parents when there are problems (Strauss and Corby, 1991:46).

Principals seldom let the parents know when their children do well or achieve academically. In this regard African National Congress (1994:32) personal communication can only be more friendly and affective if parents' comments and letters are promptly and considerately responded to.

Accordingly, to Strauss & Corby (1991:12) effective home-school communication has many benefits for students and teachers. Students should be made aware of their own progress in various learning areas. They gain knowledge about actions needed to improve performance and an understanding of school programmes



and policies. Moreover, they become aware of their vital role of courier between schools and home. Parents need to gain an understanding of school programmes and policies. This could assist them to monitor the children's progress and to respond quickly to problems. Finally, teachers need to be able to understand family views and to elicit help with the children's progress (Strauss & Corbin, 1991:24).

## **2.10. THE ROLE OF PARENTS IN SCHOOL GOVERNANCE**

Bray and Coetzee (2001:247) state that nowadays, parents are regarded as equal partners in education. It is widely acknowledged that successful education depends on their cooperation and involvement. Parents thus have an important role to play in their children's education. In light of this, they also have certain rights regarding their children's education. The Ministry of Education has strongly endorsed parental rights in their children's education stating that:

In addition, parents have the inalienable right to choose the form of education that is best for their children, particularly in the early years of schooling, whether provided by the state or not, subject to reasonable safeguards that the law (Department of Education, 1995:21) may require. The governing body, which includes parents (the representatives of the parent community) educators, administrative staff in the case of secondary schools learners as well, is responsible for the governance of the school (Section 16 of South African Schools Act). This means that parents have the role in matters such as:

### **2.10.1. The role of parents in promoting discipline to learners**

Parents, personally or through their representatives or the school governing body, have the right to consultation when the decisions or policies are formulated and implemented at school. They are no longer consumers of school activities but have a collective responsibility for their child's learning (Strauss and Corby, 1991:67). They have to be consulted when a school governing body forms a

school policy on the discipline of their children and on the code of conduct for the learners (Section 8(1) of the schools acts, 1996). This implies that parents are fully involved in promoting the discipline and the safety of the learners at school. They have the opportunity to deal with crime, delinquency and drug abuse that might be occurring at school. Rich (1982:151) argues that the parents, if they are not careful enough, they will fail to exercise adequate control or supervision over the child and knowledge that injury to other children or the school was possible as an outcome of the child's behavior. If the parents participate in various school activities, the educators will be able to discuss with them the child who has a persistent behavior problem. Great co-operation and understanding between the parents may help minimize some of the discipline problems (Rich, 1982:152).

#### **2.10.2. The role of parents in school management and governance**

Parents can make a meaningful contribution to school activities, which fall outside the expertise of the educator but in which the parent is an expert as a result of his particular professional background and/or field of interest (Oosthuizen et al., 1997:168). Parents are involved in the school management and governance which is the main focus of this study through the School Governing Body. In addition, parents should be recognized as partners in education, and promote a harmonious relationship with them. As a means of involving them the school should keep parents adequately and timeously informed about the well being and progress of the learner.

Furthermore, the school's act states that parents must form the majority of members on the governing body. Therefore, there must be one more parent on the governing body than the combined total of the other members with voting rights. This emphasizes the "partnership" between the school community (e.g. parents) and the education authorities in the governance of the school (Bray and Coetzee, 2001:57).

### **2.10.3. The role of parents in co-curricular activities**

Parents are involved in the administration of the school through the School Governing Body. Although parents do not have any official say over the way in which it is taught, they are at liberty to discuss curricular matters with the educator and principal and, if necessary, make representation to the governing body on matters which concern them (Bray and Coetzee, 2001:250). Parents are also involved in extra- curricular activities such as traditional dancing. They can also teach the young ones how to perform traditional dance. Some of the parents are also involved in the training of co-curricular activities like boxing, karate in the school.

### **2.11. CHALLENGES EXPERIENCED IN INVOLVING PARENTS IN SCHOOL GOVERNANCE**

Parents' involvements in the school's affairs are not without hindrances or obstacles. The following problems are often experienced:

- **Time:** Not all parents have enough time on their hands to become involved. So many excuses are used to dodge their responsibilities in the school.
- **Victimization:** Many parents fear that teachers will discriminate against their children if they visit the school in connection with a grievance or complaint.
- **Bias:** Parents often have a negative attitude towards parents' evening meetings (because these events are often associated with negative behaviour such as unsatisfactory scholastic achievement).
- **Attitude and climate:** As a result of the fact that parents and teachers do not know each other equally well, negative feelings or attitudes may arise.
- **Too little contact:** Teachers should not only contact parents when there are problems, but should make use of other opportunities as well, for example to contact parents and congratulate them on their child's good behaviour or achievements (Van Schalkwyk & Oosthuizen, 1995:56-57).

Moreover, parents do not want to get involved, know how to get involved and what is expected of them, do not have time to get involved and find it difficult to get involved, in rural as well as urban areas. Convincingly, teachers regard themselves as superior and think that they know better. Teachers do not want to work with parents, know how to involve parents and how to utilize them, are negative towards parents and regard them as troublesome and do not see a role and function for parents in teaching industry (Badenhorst, et al., 1987:110).

## **2.12. STRATEGIES OF INVOLVING PARENTS IN THE SCHOOL GOVERNANCE**

The unique circumstances of each school determine how parent involvement should be planned and managed in that school. There is, therefore, no single ideal parent involvement programme to serve as a model for all schools. However, in this study the researcher is proposing programmes that can be adopted according to school's individual circumstances and needs, such programmes are as follows:

### **2.12.1. Van Schalkwyk's eighteen-point plan**

Van Schalkwyk (1993:120-142) proposes an eighteen point plan for active parent involvement in formal education in South Africa. According to him, this plan may be seen as the ideal that can be developed in scope and depth gradually over a few years. The plan involves the following:

- The creation of a favourable school climate
- Teacher training
- The establishment of parents' association
- Parent recruitment
- Parent training
- A written commitment from the parents

- Curricular involvement on the part of parents
- Non-curricular involvement on the part of parents
- Parent involvement in school management affairs
- The drafting of an annual programme
- General parents meetings
- Interest group meetings
- Open days and opportunities for contact
- Written reports on the child
- Consultation
- Ad hoc home visits
- Written communication with the parents
- The setting up of a parents' reception room

#### **2.12.2. Williams and Chavkin's programme**

Research on successful parent involvement in other countries revealed the following seven elements which are vital for a programme of parent involvement (Williams and Chavkin, 1989:18-20):

**A written policy:** This specifies the areas for parent involvement and spells out the powers and duties of parents.

**Administrative support:** This means that resources (such as a meeting venue and duplicating facilities), funds and people should be made available to carry out parent involvement programmes.

**Training:** This means the continuous instruction of parents and teachers in elements of parent involvement.

**Partnership approach:** If parents and teachers adopt this kind of approach in curricular, management and non-curricular matters, they develop an attitude of ownership towards the school and take pride in it.

**Two-way communication:** This means regular communication between parents and school. To this end schools can, for example, devise their own channels of communication such as a newspaper, visits or telephone calls.

**Liaison:** This means liaison with other schools that are running parent involvement programmes.

**Evaluation:** This means the continuous evaluation of the school's parent involvement programme or individual aspects of it (Kruger, 2002:54-55).

### **2.12.3. Alastair Macbeth's twelve point programme**

Macbeth (1989:194-196) proposes a minimum programme for parent involvement which involves the following twelve points:

- There should be a plan for welcoming parents and making them feel part of the school.
- Written reports or a profile on each child should be sent to parents at least twice a year.
- Consultations should be held with parents of learners at least twice a year.
- Class parents meetings should be held once a term. At these meetings the teacher should inform the class parents on the syllabus to be covered during the next term and how parents can support their children in this regard.
- A parents association should be established.
- A management body should be established. Among the tasks of this body would be to impress upon parents and teachers their responsibilities and obligations, motivate and support them.
- Publications should be drawn up in cooperation with parents.
- Parents should have a say in all official reports on their children.
- Teaching should be done in accordance with the wishes of parents.
- A system for home visits should be introduced.
- Teaching should be characterized by service rendering and partnership.

- Teachers should honor their responsibilities towards the parents and the education authority.

All of the above-mentioned programmes overlap therefore if applied with commitment and dedication; it can create an environment wherein parents can be actively involved in the school governance.

### **2.13. CONCLUSION**

In this chapter, the study presented information pertaining to parents' involvement in school governance. A definition of parent involvement was presented. It was discovered in this chapter that parents in school governance played very important role in the development and progress of the school.

Contributions of parent members are informed by other parents in their areas. This means that if parent structures work properly in their area, their influence can be transferred to the parent component of the school governing body. This means that the parent component can be a link and transfer the interests of area members to the school since they are also members of that area.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY AND DESIGN**

#### **3.1. INTRODUCTION**

The focus of this chapter will be to outline and describe the research methods and techniques that will be used to collect data. The findings will assist in realizing the challenges encountered by parents and strategies to be employed in school governance.

#### **3.2. RESEARCH METHODOLOGY**

This section proposes the research methodology that will be followed in conducting the research. Imenda and Muyangwa (2000:89) state that research methodology describes the way the study is going to be carried out. In this study the researcher used quantitative research method for data collection where questionnaires were completed by the respondents and qualitative method by visiting Sibasa Secondary Schools. During the visits, the researcher conducted face to face open-ended interviews in order to understand the reality

#### **3.3. RESEARCH DESIGN**

Mouton (2001:49) refers to research design as the type of study to be undertaken in order to provide acceptable answers to the research problem or question. Research design involves a set of decisions regarding what topic is to be studied, among what population, with what research methods and for what purposes (Babbie, 2002:106). There are two approaches to a research, namely qualitative and quantitative. In this research, both approaches will be adopted in data collection and data analysis.



The researcher used qualitative research design by visiting Secondary Schools in the Sibasa Circuit. The researcher conducted interviews in order to understand the challenges facing SGB's members and strategies to be employed to improve the status of the challenges.

Quantitative research design was also used for data collection where questionnaires were completed by the respondents. The researcher has chosen these two types of methods because it is cheap and does not take too much time, easy to analyze and to interpret the results.

### **3.3.1. QUALITATIVE RESEARCH DESIGN**

Imenda and Muyangwa (2000:89) state that research methodology describes the way the study is going to be carried out. The type of methods used in a research method, are determined to a larger extent by the type of research. In this study the qualitative research methodology will be adopted.

According to White (2002:82), qualitative research requires logical reasoning and it makes a considerable use of inductive reasoning of organizing the data into categories and identifying patterns (relationship) among the categories. It makes many specific observations and then draws inferences about larger and more general phenomena. After identifying a theme in their data using inductive process, qualitative researchers move into a more deductive mode to verify or modify it with additional data (Leedy & Ormrod, 2001:150).

McMillan & Schumacher (1997:500-503) also indicate that qualitative data analysis is often in the form of written language. MacMillan further indicates that reading the data sentence is done with a view to identify the story line. The sentences or paragraphs, which support the story line, are then underlined and the central themes that support the central theme are identified, as well as categorized and subcategorized. Direct quotations from the raw data are used to

support the story line. The report of the results is represented in a descriptive or narrative form. The data is saturated when repetitive themes occur, (McMillan & Schumacher, 1993: 420).

In this study, the researcher will carefully read interviews questions and the answers will then be analyzed using qualitative methods. The researcher will then interpret and presents the results.

There are various methods used in the qualitative approach. These methods indicate the case study, the ethnographical study, the phenomenological study, grounded theory and content analysis (Vermeulen, 1998:13). In this study, case study will be used.

The research will follow a qualitative research for various reasons: Firstly, data will be collected by words (qualitative) in order to obtain a complete picture of the attacks on foreign nationals. In addition, most of the descriptions and interpretations in this study will be portrayed with words rather than numbers, although numerical data may be used to elaborate the findings identified in the study (McMillan & Schumacher, 1993:373). Secondly, data will be obtained in a natural setting. The researcher will develop an instrument that will enable them to interact with the selected individuals in their natural settings.

Thirdly, the researcher views qualitative methods as important because they are the form of social inquiry that focuses on the way people interpret and experience events and the world in which they live. According to McMillan and Schumacher (1993:373), a number of different approaches exist within the wider framework of qualitative research, but most of these have the same aim: to understand the social reality of individuals, groups and cultures. So, the researcher will use qualitative approaches to explore the feelings, perspective and experiences of foreign nationals on their attacks (Holloway, 1997: 1).

Finally, the researcher chooses to use qualitative research because it investigates a small, distinct group such as the participants in their area. This means that data analysis will focus on the one phenomenon which the researcher seeks to understand in depth regardless of the number of sites, participants or documents for a study (Leedy & Ormrod, 2001:148).

### **3.3.2. QUANTITATIVE RESEARCH DESIGN**

In quantitative research your aim is to determine the relationship between one thing (an independent variable) and another (a dependent or outcome variable) in a population. Quantitative research designs are either descriptive (subjects usually measured once) or experimental (subjects measured before and after a treatment). A descriptive study establishes only associations between variables. An experiment establishes causality.

For an accurate estimate of the relationship between variables, a descriptive study usually needs a sample of hundreds or even thousands of subjects; an experiment, especially a crossover, may need only tens of subjects. The estimate of the relationship is less likely to be biased if you have a high participation rate in a sample selected randomly from a population. In experiments, bias is also less likely if subjects are randomly assigned to treatments, and if subjects and researchers are blind to the identity of the treatments.

In all studies, subject characteristics can affect the relationship you are investigating. Limit their effect either by using a less heterogeneous sample of subjects or preferably by measuring the characteristics and including them in the analysis. In an experiment, try to measure variables that might explain the mechanism of the treatment. In an unblinded experiment, such variables can help define the magnitude of any placebo effect.

The researcher chose this method to get the reality about the SGB members. The researcher gets enough time to interact with the respondents and have opportunity to ask follow-up questions after given response of question asked.

### **3.4. RATIONALE FOR RESEARCH DESIGN**

In order to sustain qualitative design or approach, a case study was conducted. Therefore, a case study is primarily used as research method to conduct this study. Denscombe (1998:30) describes a case study as a spotlight on one instance.” Creswell (1994:12) describes a case study as a method in which the researcher explores a single entity or phenomenon which is bound by using time and activity and collects detailed information by using a variety of collection procedures during a sustained period of time. Orum, Feagin and Sjoberg (1991:1) describe a case study as an ‘in- depth, multifaceted investigation using qualitative research methods, of a single phenomenon”. Yin (1989:23) describes this very specific focus as an attempt to “illuminate a decision or set of decisions, why they were taken, how they were implemented and with what results”.

### **3.5. STUDY AREA**

The research will be conducted in Sibasa Circuit of Vhembe District in Limpopo Province. Sibasa Circuit in Vhembe District is situated in the far-north of the Limpopo Province. It is in a semi-urban area. Ten Secondary schools are found in this circuit will be the targeted school to be researched about.

### **3.6. RESEARCH POPULATION**

Melville and Goddard (1996:29) maintain that a population is any group that is the subject of research interest. The researcher will choose a group of a number of individuals in whom they have interest. These may be the members of a culture or a setting or phenomena under study. For the purpose of this study, principals, educators and parents in Sibasa Circuit will form part of the population

of this study. The participants are regarded as the information-rich key informants about the investigated issue. In other words, principals, educators and parents in Sibasa Circuit will likely have knowledge and information about their involvement in school governance.

These are people about whom the researcher wants to learn something. In this study, the research population is the parent members of the school governing bodies of ten public secondary schools that were selected. The figure below indicates the total number of educators and learners per school.

**Figure 2: Number of educators and learners for Secondary Schools in Sibasa Circuit**

<b>NO</b>	<b>SECONDARY SCHOOLS</b>	<b>EDUCATORS</b>	<b>LEARNERS</b>
1.	Denga Tshivhase	17	450
2.	Dengenya	23	681
3.	Dzwaboni	18	481
4.	Mbilwi	82	2393
5.	Mphaphuli	49	1350
6.	Nthetsheseleni	25	667
7.	Phaswana	31	935
8.	Ralson Tshinanne	30	964
9.	Raluswielo	24	876
10.	William Themeli	12	342
<b>TOTAL</b>		<b>311</b>	<b>9 139</b>

**Figure 2: Number of educators and learners for secondary schools in Sibasa Circuit Data (2012:1)**

Figure 2 above shows 311 which is the total number of educators and 9 139 for learner's at all ten schools. The total number of the population for the ten schools in this circuit is 9 450.

### **3.7. SAMPLING**

Sampling is defined as the strategy used to select the sample of participants from the whole population. Mathoni (2001:52) defines sampling as the strategy used to select the sample of participants chosen from the whole population to get the information about the larger group. This means that the researcher searches for information-rich key informants, groups, places or events to study. The sample is chosen because it is likely to be knowledgeable and informative about the phenomena under investigation (McMillan & Schumacher, 1993:378).

Sampling can be defined as the selection of a group of individuals from a large population. This selected group must be as representative as possible of the target population. The sampled groups are the following, principals of ten schools, parents, educators, non-educators and learners.

#### **3.7.1. SAMPLING METHOD**

In this study, a simple random and purposive sample was used for selection of a sample population. In simple random sampling, every member of the population has an equal chance of being selected. Purposive sampling gathers data on specific descriptors. A purposive sampling technique was used in selection study participants. This simply means that not all members of the population were studied but only those who were selected by means of purposive sampling were involved. This also simply means that the researcher will select only relevant respondents who have reliable information with regard to ethical behaviour of educators in teaching and learning (Holloway, 1997:142).

The researcher will employ random sampling. In random sampling each item or element of the population has an equal chance of being chosen at each draw. A sample is random if the method for obtaining the sample meets the criterion of randomness (each element having an equal chance at each draw). The actual

composition of the sample itself does not determine whether or not it was a random sample (<http://www.animatedsoftware.com>). A sample is a subject chosen from a population for investigation.

Furthermore, a random sample is one chosen through a method involving an unpredictable component. Random sampling can also refer to taking a number of independent observations from the same probability distribution, without involving any real population.

### **3.7.2. SAMPLING SIZE**

The researcher will employ random sampling procedure where 50 School Governing Body Members (parents), 10 principals and 15 educators in Sibasa Circuit will be given equal chance of being chosen to be in the sample of the study. Furthermore, the principals were selected by virtue of their responsibility. The table below indicates the targeted group with its total number of population and number of respondents who will participate in this process.

<b>TARGET</b>	<b>STUDY POPULATION</b>	<b>STUDY SAMPLE</b>
School Governing Body Members	79	50
Principals	10	10
Educators	25	15
<b>Total</b>	<b>114</b>	<b>75</b>

### **3.8. DATA COLLECTION METHOD (INSTRUMENT)**

In the following section the researcher describes the data collection instrument and the trustworthiness of the inquiry. According to White (2002:82) qualitative researchers operate under the assumption that reality is not easily divided into discrete, measurable variables. Qualitative researchers are often described as being the research instruments because the bulk of their data collection depends on their personal involvement (interviews, observation) in the setting.

The study used both qualitative and quantitative methods in data collection. The study used the questionnaire to enable the researcher to gather valuable data relevant to the topic. The researcher handed in the questionnaires to the respondents and gave them chance to complete them and then collected the questionnaires back.

The study also used interviews whereby open-ended questions were conducted in order to give the participants an opportunity to provide more information. Interview questions were not scheduled but structured in such a way that they allow the interviewer to ask follow-up questions by listening to the answers given.

Questionnaires are one of the most popular methods of conducting scholarly research. They provide a convenient way of gathering information from a target population. Questionnaires are easy to analyze, and most statistical analysis software can easily process them. Questionnaires are familiar to most people (Berdie, Anderson, and Niebuhr, 1986). Nearly everyone has had some experience completing questionnaires and they generally do not cause apprehension. They are less intrusive than telephone or face-to-face surveys. When respondents receive a questionnaire in the mail, they are free to complete it on their own time-table (Walonick, 1993).

Written questionnaires reduce interviewer bias because there is uniform question presentation (Vocino, 1977). Unlike in-person interviewing, there are no verbal or visual clues to influence a respondent to answer in a particular way. Written surveys are not subject to this bias because there is no interviewer. On the other hand, lack of an interviewer limits the researcher's ability to probe responses.

When returned a questionnaire arrives in the mail, it's natural to assume that the respondent is the same person you sent the questionnaire to. Many times business questionnaires get handed to other employees for completion. For a variety of reasons, the respondent may not be who you think it is. A



questionnaire will add value to this study because they will be qualified by interviews.

### **3.9. DATA ANALYSIS METHODS**

In qualitative data analysis, the researcher aims to gain new understandings of the situations and processes being investigated (Creswell 1994:153). Qualitative research requires logical reasoning and it makes considerable use of inductive reasoning, organizing the data into categories and identifying patterns (relationships) among the categories (White 2002:82).

Data will be analyzed for content, using techniques such as open coding and selective coding. Open coding refers to labels that are attached to segments of text, and selective coding refers to categories that are constructed into data themes.

In quantitative research your aim is to determine the relationship between one thing (an independent variable) and another (a dependent or outcome variable) in a population. Quantitative research designs are either descriptive (subjects usually measured once) or experimental (subjects measured before and after a treatment). A descriptive study establishes only associations between variables. An experiment establishes causality.

For an accurate estimate of the relationship between variables, a descriptive study usually needs a sample of hundreds or even thousands of subjects; an experiment, especially a crossover, may need only tens of subjects. The estimate of the relationship is less likely to be biased if you have a high participation rate in a sample selected randomly from a population. In experiments, bias is also less likely if subjects are randomly assigned to treatments, and if subjects and researchers are blind to the identity of the treatments.

In all studies, subject characteristics can affect the relationship you are investigating. Limit their effect either by using a less heterogeneous sample of subjects or preferably by measuring the characteristics and including them in the analysis. In an experiment, try to measure variables that might explain the mechanism of the treatment. In an unblinded experiment, such variables can help define the magnitude of any placebo effect.

The researcher chose this method to get the reality about the School Governing Bodies members. The researcher gets enough time to interact with the respondents and have an opportunity to ask follow-up questions after given responses to questions asked.

In order to analyze Statistical Package for Social Sciences (SPSS) will be used. The most common package used by social scientists currently is Statistical Package for Social Sciences (SPSS) for windows, which has become increasingly user-friendly over the last few years. However, data input can be a long and laborious process, especially for those who are slow on the keyboard, and, if any data is entered incorrectly, it will influence your results.

Large scale surveys conducted by research companies tend to a questionnaire which can be scanned, saving much time and money, but this option might not be open to one. If one is a student, however, one should spend some time getting to know what equipment is available for one to use as one could save oneself a great deal of time and energy by adopting this approach. Data will be presented in the form of graphs and tables.

### **3.10. ETHICAL CONSIDERATION**

In this study the following ethical aspects of research will be followed:

### **3.10.1. Respect for the autonomy of the participant**

The researcher will provide the respondents with sufficient knowledge about the research and the process. The respondents will be allowed to choose whether to participate in the interview or not. The researcher will give the respondents chance to decide the date and time for the interview.

### **3.10.2. Respect for the basic rights of the individuals**

The respondents will be assured of their anonymity if they so wish. The respondents will be informed about the research results after the research process.

### **3.10.3. The aim of the research must be clearly communicated**

The researcher will explain to the respondents the aim of the research that is to investigate the role of parents in school governance in Sibasa Circuit.

### **3.10.4. The right to non-participation**

In this research, the participants will not be forced to provide information. The researcher will inform the participants that participation would be voluntary. The researcher will inform the participants that they are going to use the interview and observation schedule.

### **3.10.5. Confidentiality**

All information which has been acquired has been kept confidential and has only been used for the purpose of this study. This means that only the researcher has access to the original data.

### **3.10.6.Honesty**

The researcher reported their findings with integrity without fabricating any data to support a certain conclusion.

### **3.10.7.Anonymity**

Since the researcher was using questionnaires, it has been guaranteed that the names of the schools and the parents who answered questions would not be revealed in this study. Even the names of the exact location of these schools would not be revealed.

### **3.10.8.Conducting the research**

The researcher visited the ten schools mentioned above and arranged to meet with the parent component of the school governing bodies at their respective schools. On the day of the appointment, the researcher met participants and explained to them the purpose of this study. The researcher asked for the cooperation of parents in this research. The researcher also explained to parent members their rights and that their responses would be confidential and anonymous as the researcher did during the first visit to the principals and chairpersons of the school governing bodies of all the ten schools.

### **3.10.9.Data collection**

Data was collected from the parent component of ten schools that were in the semi-urban areas of Sibasa Circuit.

### **3.11. CONCLUSION**

In this chapter, the proposal on the research methodology to be followed in conducting the research was presented. The study area, sampling size and method, data collection instrument, sampling procedure and ethical consideration has also been outlined.

## **CHAPTER FOUR DATA ANALYSIS AND INTERPRETATION**

### **4.1 INTRODUCTION**

This chapter presents the analysis and interpretation of data. The presentation was mainly descriptive and supported percentages (%). Appropriate tables were used to illustrate the results. The data was collected through a questionnaire completed by parents, educators and school governing body members. The questionnaire was measuring three important issues such as the value of parents' involvement in school governance, obstacles encountered with parent involvement in school governance and strategies that can be employed to encourage parent involvement in school governance.

### **4.2. ANALYSIS OF QUESTIONNAIRE QUESTIONS**

The instrument was aimed at finding out respondents' views concerning the involvement of parents in school governance. In order to gather information, fifteen questions were administered. All distributed questionnaires have been submitted back.

**Table 1**

#### **Gender**

	Frequency	Percentage
Female	30	40
Male	45	60
Total	75	100

The table above shows that more males were involved in this study than females. This has been confirmed by the number per race as reflected on the table. The table shows 45 respondents will be males (60%) and 30 females (40%). This

generally means there is male domination in the area where the research has been conducted.

**Table 2**

**Parents need to be given an opportunity to make inputs in the school governance**

	Frequency	Percentage
Strongly agree	70	94
Agree	4	5
Not sure	1	1
Disagree	0	0
Total	75	100

Table 2 shows that the majority of respondents which is 99% strongly agree that parents need to be given an opportunity to make inputs in the school governance. Only 1% of the respondents are not sure whether parents need to be given an opportunity to make inputs in the school management or not. In conclusion, it can be cited that the majority of the respondents value the importance of parents' involvement in the school management.

Considering the above percentages, the majority of the respondents were satisfied with the opinion of giving parents an opportunity to make inputs in the school governance.

**Table 3**

**Parents' involvement in school governance can be improved because of consultation**

	Frequency	Percentage
Strongly agree	20	27
Agree	55	73
Not sure	0	0
Disagree	0	0
Total	75	100

Table 3 shows that 100% of the respondents agree that parents' involvement in the school governance can be improved because of consultation. This result, therefore indicates that there is a consensus that consultation is seen as a major tool that can be used to involve parents in the school governance.

**Table 4**

**Parents need to be involved in school-based support team**

	Frequency	Percentage
Strongly agree	40	53
Agree	34	46
Not sure	1	1
Disagree	0	0
Total	75	100

Table 4 clearly depicts that 99% of respondents strongly agree that parents need to be involved in school-based support team. Only 1% of the respondents were not sure whether parents need to be involved in school-based support team or not. The picture shows that the majority of the respondents value the need for parents to be involved in school based-support team.



**Table 5**

**Parent's involvement in school governance can be improved by implementation of parents' training**

	Frequency	Percentage
Strongly agree	14	19
Agree	61	81
Not sure	0	0
Disagree	0	0
Total	75	100

Table 5 revealed that all the respondents (100%) agree that the involvement of parents in school governance can be enhanced through parents training. The results reveal that there is no respondent who is not sure whether parents involvement in school governance can be improved by implementation of parents training or not. In other words, training parents is viewed as the solution to encouraging parents to be involved in school governance.

**Table 6**

**Parents' involvement in school governance can be improved because of a written policy**

	Frequency	Percentage
Strongly agree	73	97
Agree	2	3
Not sure	0	0
Disagree	0	0
Total	75	100

The majority of the respondents (100%) strongly agree that a written policy can assist the parents to be involved in school governance. Therefore, the majority of the respondents concur that a written policy is a powerful tool to involve parents in school governance.

**Table 7**

**Do parents understand the laws which provide the framework for running the school?**

	Frequency	Percentage
Strongly agree	14	19
Agree	18	24
Not sure	42	56
Disagree	1	1
Total	75	100

Table 7 shows that the respondents are divided about parental understanding on the laws for managing the school. The majority of the respondents (56%) are not sure whether parents understand the laws which provide the framework for running the school or not. On the other hand, 43% of the respondents indicated that parents understand the laws which provide the framework for running the school. 1% of the respondents openly commented that parents do not understand the laws which provide the framework for managing the school.

Considering the above percentages, this means that lack of understanding of acts/laws which provide the framework for managing the school is a challenge to the majority of parents.

**Table 8**

**Parents fail to involve themselves in school governance because of attitude**

	Frequency	Percentage
Strongly agree	27	36
Agree	12	16
Not sure	13	17
Disagree	23	31
Total	75	100

Table 8 shows that the majority of the respondents are not sure whether parents fail to involve themselves in school governance because of attitude or not. 31% of the respondents have indicated that there is no relationship between failure by the respondents to be involved in the school governance and the attitude of the parents, therefore they totally disagree that attitude is the cause of all this failure on the parental side. 52% of the respondents have indicated that there is a relationship between failure by the parents to be involved in the school governance and the attitude. The results show that the attitude by parents is a serious challenge that prevents them from involvement in school governance.

**Table 9**

**Parents fail to involve themselves in school governance because of time**

	Frequency	Percentage
Strongly agree	57	76
Agree	9	12
Not Sure	9	12
Disagree	0	0
Total	75	100

Table 9 shows that the majority of respondents which is 88% agree that parents fail to involve themselves in school governance because of time. This shows that time factor is the limitation for parents to be involved in school governance.

**Table 10**

**Parents fail to involve themselves in school governance because of lack of contact by teachers**

	Frequency	Percentage
Strongly agree	4	5
Agree	4	5
Not sure	39	53
Disagree	28	37
Total	75	100

Table 10 shows that the majority of the respondents (53%) are not sure whether parents fail to involve themselves in school governance because of lack of contact by teachers. Whereas 37% totally disagree with the view. 10% of the respondents are certain that parents' failure to be involved in school governance is not because of lack of contact by teachers. It can be concluded that there is no relationship between failure by parents to be involved in school governance and lack of contact by teachers.

**Table 11**

**Teacher training could assist in parents' involvement**

	Frequency	Percentage
Strongly Agree	54	72
Agree	21	28
Not sure	0	0
Disagree	0	0
Total	75	100

Table 11 shows that the 100% of respondents agree that teacher training could assist in the involvement of parents in the school governance which is the majority of respondents. This means that teacher-training can improve the involvement of parents in the school governance.

**Table 12**

**Establishment of parental association can improve the involvement of parents in school governance**

	Frequency	Percentage
Strongly Agree	38	51
Agree	37	49
Not sure	0	0
Disagree	0	0
Total	75	100

Table 12 shows that the majority of the respondents which is 100% agree that establishment of parental association can improve the involvement of parents in school governance. Therefore, parental association is seen as an instrument that can be used to encourage parents to be involved in the school governance.

**Table 13**

**Parents' involvement in school governance can be improved by improving two-way communication**

	Frequency	Percentage
Strongly agree	45	60
Agree	30	40
Not sure	0	0
Disagree	0	0
Total	75	100

Table 13 shows that 100% of the respondents indicate that parents' involvement in school governance can be improved by improving the two-way communication.

**Table 14**

**Parents need to teach learners respect and responsibility**

	Frequency	Percentage
Strongly agree	63	84
Agree	11	15
Not sure	1	1
Disagree	0	0
Total	75	100

Table 14 shows that 99% of the respondents strongly agree that parents need to teach learners respect and responsibility. The above mentioned percentages confirm that parents need to teach learners respect and responsibility.

**Table 15**

**Parents need to be involved in school curriculum and planning**

	Frequency	Percentage
Strongly agree	53	70.7
Agree	3	4
Not sure	11	14.7
Disagree	8	10.6
Total	75	100

Table 15 shows that 74.7% of respondents agree that parents should be involved in school curriculum and planning. 14.7% of the respondents are not sure if there is a need that parents need to be involved in school curriculum and planning. This indicates that even though some of the respondents are not sure if parents need to be involved in school curriculum and planning, the 78.4% respondents still feel that parents need to be involved in school curriculum and planning.

**4.3. ANALYSIS OF OPEN-ENDED QUESTIONS**

Open-ended questions have been developed in order to capture the thoughts of the respondent and also to be able to make some follow-ups on responses furnished. The total number of people that has been targeted to respond to all the developed questions is ten (10).

**4.3.1. The interview conducted reveals the following responses:**

**4.3.1.1. *What is your opinion with regard to parents being given an opportunity to make inputs in the School Governance?***

Nine (09) respondents out of ten supported the idea of giving parents an opportunity to make inputs in the school governance. This assisted the school in getting support from parents. After school governing body members shall have

made inputs, some parents would most likely be influenced positively by their inputs. This will improve the status of the parents' involvement in school governance.

**4.3.1.2. *Do you think consultation with parents can bring about improvements in School Governance?***

The respondents supported the issue of consulting parents in school governance. The respondents further elaborated that non-consultation of parents by teacher's results in parents being undermined by educators and fail to add value to the involvement of school governance. Ten (10) respondents supported the issue that if parents could be consulted, they would own the decisions taken and make sure that all targets were achieved in time.

**4.3.1.3. *Explain benefits if parents were involved in school-based support team***

All ten (10) respondents highlighted the following benefits if parents are involved in school-based support:

- Obtaining ownership of the school, but not by the teachers and principal
- Getting first-hand information in knowing learner's attitude and behavior while being at school
- Contributing in policy-making and procedures

**4.3.1.4. *If members of the school governing body are not trained, what do you think will be the negative impact in the smooth-running of the school governance?***

All ten (10) target parents have responded to the question and emphasized that school governing body members will not deliver services as required due to lack of knowledge and skills. Training can also motivate parents when delivering their



services. This training will improve skills and parents will then be informed of their responsibilities, benefits and things which they will be accountable for when delivering their duties. Non-offering of training of parents will result in schools depriving parents of the benefits they are entitled to. This also will lead to parents not being committed when performing their duties due to lack of information, knowledge and skills. Therefore, accountability will also be a challenge because one cannot lay a charge against a person for things one has not received information or knowledge about.

**4.3.1.5. *Do you think parents' involvement in school governance can be improved because of a written policy?***

All ten respondents supported the written policy which can improve school governance. Parents emphasized that written policy would be of good use because parents are not happy about what educators would instruct them to learn about. Parents think that teachers believe that they are better than them.

**4.3.1.6. *What capacity is still lacking with regard to the understanding of laws by parents in school governance?***

The above question has been directed to ten responded who are managers in the public service and are members of the school governing body. They have indicated that members of school governance do not have any knowledge with regard to the laws or acts that govern schools and support the creation of school governing bodies. They have further indicated that it would be of an advantage if school governing body members could be trained on issues related to understanding of Acts which govern the creation of this boy and responsibilities attached to it.

**4.3.1.7. *Explain benefits of establishment of parental association in improving school governance by the parents?***

Ten respondents supported the establishment of parental association in improving school governance. Respondents have stated that this is the only way in which members will be sharing best practices and become motivated knowing that this commitment is not being practised in their area only but also by others at different schools. A parental association has been recommended by parents citing reason that uniform practices would be implemented by all bodies instead of one school performing different things from others.

**4.4. CONCLUSION**

In this chapter an analysis and interpretation of data has been made. The chapter dealt with the analysis and interpretation of the data collected from the schools and other respondents. Out of 114 respondents, 75 answered the questionnaire. This analysis also shows that there is an important role to be played by parents, and there is room for improvement. Moreover, there are many challenges that face parent components of School Governing Bodies in discharging their responsibilities.

## **CHAPTER FIVE**

### **FINDINGS, RECOMMENDATIONS AND CONCLUSION**

#### **5.1. INTRODUCTION**

In chapter one a background of to the study, motivation, problem statement, aims of the research, research methodology, clarification of concepts, research structure and summary were presented.

In chapter two literature reviews was conducted about the involvement of parents in school governance.

The methodology used in conducting the study was outlined in chapter three. This chapter consists of the design of the investigation, the research approach, the research design, population, sampling procedure, sample, instrument design, data collection procedure, data analysis procedure and ethical considerations.

Chapter four dealt with the analyses of data obtained through a questionnaire with 10 principals, 15 educators and 50 parents.

In this chapter recommendations and the conclusion from the findings that were dealt with in chapter 4 will be presented. The researcher has summarized these findings and made recommendations that relate to them. These recommendations concern the roles of school governing body members, formulating strategies and ensuring that those strategies are being implemented to improve the role of school governing body members in school governance.

## **5.2. MAJOR FINDINGS**

The results of the study can be summarized as follows:

### **5.2.1 FINDINGS PERTAINING TO THE RESPONDENTS**

- The majority of the respondents strongly agree that parents need to be given an opportunity to make inputs in the school.
- Consultation is seen as a major tool that can be used to involve parents in school governance.
- The picture shows that the majority of the respondents value the need for parents to be involved in school based support team.
- The involvement of parents in school governance can be enhanced through parents training.
- In other words, training parents is viewed as the solution for encouraging parents to be involved in school governance.
- Written policy can assist the parents to be involved in school governance.
- It can be concluded that there is no relationship between failure by parents to be involved in school governance and lack of contact by teachers.
- The establishment of parental association can improve the involvement of parents in school governance.
- Parents of the school governing body want to be trained and remunerated.
- Parents do not know the duties of the school governing body.
- Parents do not know that the South African Schools Act (Act 84 of 1996) is the one that allows them to participate in school governance. They do not even know issues that the Act focuses on.
- Attendance of school governing body meetings by the parents is a challenge citing the reason that parents are sometimes engaged in other issues.
- Parents do not have enough knowledge of what is expected from them.

### **5.3. RECOMMENDATIONS**

The researcher recommends the following as a result of research findings:

- In order to improve parental involvement in the governance the Department of Education should organize workshops and seminars to train parents about their importance in the school governance. Immediately after a new school governing body has been elected all parent members should be given intensive training on all aspects that deal with school governance, which should be followed by additional training, which should be done annually.
- When this training is completed, parents should first be made familiar with the South African School Act (Act 84 of 1996). If parents can be educated on this Act, they will know the duties of governing bodies and what is expected from them.
- The training should also include the training of a chairperson in conducting his duties, training of secretaries in conducting their duties and the training of treasurer in conducting his duties.
- Educational programmes, educational workshops and home visit programme should be initiated as a way of motivating the parents to be involved in their education.
- Mechanisms to involve parents in school governance should be found so that parents could discover the best way they can assist their children.
- Effective consultation should be introduced in schools in order to encourage parents to be involved in school governance.

- Workshop for training parents is important for encouraging parents to be involved in school governance.
- A written policy is a powerful tool to involve parents in school governance.
- Establishment of parental association can improve the involvement of parents in school governance. Therefore, parental association is seen as an instrument that can be used to encourage parents to be involved in the school governance.
- Parental association must educate parent members about the importance of communication. They must know that they have to communicate with other parents who are not members of the school governing body, because their duty is to represent their interests. This will help to foster parent involvement in school.
- Principals and governing bodies should plan how many meetings they would have and when they would be held at the beginning of the term. All members of the school governing body should know that schedule. The principal should only issue letters inviting parents to meetings as a form of a reminder or when calling an urgent meeting.
- Lastly, the National Department of Education needs to review Section 27 of South African School Act 84 of 1996 to include remuneration of school governing body members. This section is the one that states that no remuneration should be given to people for school governing body duties. Remuneration can help to motivate parents to participate fully in school governing body duties.

#### **5.4. RECOMMENDATION FOR FURTHER RESEARCH STUDY**

The researcher recommends that further investigation on the aspect should be done.

- Further research studies should be conducted about the relationship between parental involvement in school governance and learners achievement.

#### **5.5. CONCLUSION**

The study was intended to investigate the involvement of parents in school governance in public secondary schools in the Sibasa Circuit. Would play-based on the findings of the study the researcher concluded that in order for parents to be actively involved in school governance, educational programmes, seminars and workshops aimed at encouraging parental involvement in school governance should be conducted in schools in Limpopo Province.

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**ANNEXURES:  
QUESTIONNAIRE & INTERVIEW**

## ANNEXURE 1

### QUESTIONNAIRES

These questionnaires intend to find out your views concerning the involvement of parents in school governance. Please answer all questions. Indicate your response by marking with an **(X)** in the appropriate box for the following questions.

- What is your gender?

Female	Male
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Rate the following questions in the appropriate box as follows:

- **Strongly agree** = 5
- **Agree** = 4
- **Not sure** = 3
- **Disagree** = 2
- **Strongly disagree** = 1

#### VALUE OF PARENTS INVOLVEMENT IN SCHOOL GOVERNANCE

ITEM NO.	QUESTIONS	RATINGS				
		Strongly agree	Agree	Not sure	Disagree	Strongly disagree
1.	Parents need to be given opportunity to make inputs in school management.	5	4	3	2	1
2.	Parent's involvement in school governance can be improved because of consultation.	5	4	3	2	1
3.	Parents need to be involved in school based support team.	5	4	3	2	1
4.	Parent's involvement in school governance can be improved by implementation of parents training.	5	4	3	2	1
5.	Parent's involvement to school governance can be improved because of written policy.	5	4	3	2	1

## OBSTACLES ENCOUNTERED WITH PARENT INVOLVEMENT IN SCHOOL GOVERNANCE

ITEM NO.	QUESTIONS	RATINGS				
		Strongly agree	Agree	Not sure	Disagree	Strongly disagree
6.	Do parents understand the laws which provide the framework for running the school?	5	4	3	2	1
7.	Parents fail to involve themselves in school governance because of attitude.	5	4	3	2	1
8.	Parents fail to involve themselves in school governance because of time?	5	4	3	2	1
9.	Parents fail to involve themselves in school governance because of lack of contact by teachers.	5	4	3	2	1

## STRATEGIES THAT CAN BE EMPLOYED TO ENCOURAGE PARENT INVOLVEMENT IN SCHOOL GOVERNANCE

ITEM NO.	QUESTIONS	RATINGS				
		Strongly agree	Agree	Not sure	Disagree	Strongly disagree
10	Teacher training could assist in parents' involvement.	5	4	3	2	1
11	Establishment of parental association can improve the involvement of parents in school governance.	5	4	3	2	1
12	Parent's involvement in school governance can be improved because of improving two way communication	5	4	3	2	1
13	Parent need to teach learners respect and responsibility.	5	4	3	2	1
14	Parents need to be involved in school curriculum and planning.	5	4	3	2	1

**INTERVIEW SCHEDULE**

Open-ended questions have been developed in order to capture the thoughts of the respondent and also to be able to make some follow-ups on responses furnished. The total number of people that has been targeted to respond to all the developed questions is ten (10).

- 1. What is your opinion with regard to parents being given an opportunity to make inputs in the School Governance?

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- 2. Do you think consultation with parents can bring about improvements in School Governance?

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- 3. Explain benefits if parents were involved in school-based support team.

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4. If members of the school governing body are not trained, what do you think will be the negative impact in the smooth-running of the school governance?

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4. Do you think parents' involvement in school governance can be improved because of a written policy?

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5. What capacity is still lacking with regard to the understanding of laws by parents in school governance?

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7. Explain benefits of establishment of parental association in improving school governance by the parents?

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