

**STRUCTURES FOR PARENTAL INVOLVEMENT  
IN SCHOOLS FOR BLACKS WITH SPECIAL  
REFERENCE TO THE VAAL TRIANGLE**

by

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Dissertation submitted in fulfillment of the requirements for  
the degree

MAGISTER EDUCATIONIS

in

COMPARATIVE EDUCATION

in the

DEPARTMENT OF COMPARATIVE EDUCATION  
AND EDUCATIONAL MANAGEMENT

in the

FACULTY OF EDUCATION

at the

POTCHEFSTROOM UNIVERSITY FOR CHRISTIAN HIGHER EDUCATION

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November, 1989  
Vanderbijlpark

## DEDICATION

This work is dedicated to my late parents, Jack and Sophie and with affection, to my three brothers, Josi, Michael and Solomon, and my only sister, Mamosa.

This book is especially dedicated to my wife Emma, my two sons, Teddy and Gordon and my only daughter Sebolelo.

## ACKNOWLEDGMENTS

This dissertation has been completed as a result of the assistance of several people.

Firstly I wish to express my sincere appreciation to my promoter, Prof. H.J. Steyn. His continual and courageous motivation always worked as a stimulus during my studies. He has supervised my work and without his valuable guidance this research could not have been completed..

I am sincerely grateful to Mrs Y. de Bruyn for her ability to type this manuscript so skilfully and most efficiently.

I further wish to thank Mrs. N. Louw from the Department of Statistics for her willingness to render assistance whenever it was required.

I also thank Mrs. L. Duvenage, for having read and edited this manuscript with unquestionable competence.

A "Special" word of appreciation goes to my wife Emma for her loving and moral support. Together with my two sons, Teddy and Gordon, and my daughter Sebolelo, they have been a source of inspiration during difficult times. Their encouragement proved invaluable.

For all the strength and energy, I thank God the Father, Christ our Redeemer, Man our Brother.

## OPSOMMING

In die eerste hoofstuk ontvang die volgende sake aandag:

\* Die probleemstelling.

Die probleemstelling in hierdie navorsing word soos volg geformuleer:

- om vas te stel of ouers en onderwysers in die onderrig van die kind saamwerk.
- om vas te stel of ouers en onderwysers die beskikbare strukture wat vir oerbetrokkenheid geskep is, benut.
- om vas te stel of ouers 'n effektiewe bydrae kan maak tot 'n positiewe leer deur die kind.

\* Die doelwitte van die navorsing.

Die doel van hierdie studie is:

- om die strukture in die onderwysstelsel vir ouerdeelname in die onderrig van die kind te bepaal.
- om die probleme te identifiseer wat verhinder dat betekenisvolle ouerdeelname in die onderrig van die kind kan plaasvind.
- om voorstelle te maak om die probleme wat geïdentifiseer is, op te los.

\* Navorsingsmetodes.

Die volgende metodes is gebruik:

Literatuurstudie, vraelyste, ontleding van response, interpretasie van data en wetenskaplike beskrywing van bevindings.

\* Omlýning van die studieveld.

Hierdie studie is beperk tot Swart oerbetrokkenheid in die Departement Onderwys en Opleiding.

In die tweede hoofstuk word die teoretiese strukture van oerbetrokkenheid in die onderrig van die kind bespreek. Die vier strukturele moment van die onderwysstelsel word behandel as deel van die teoretiese struktuur van die onderwysstelsel. Hierdie strukturele moment van die onderwyssisteesluit die volgende in:

- Die religieuse strukturele moment.

Die religieuse grondmotief van die gemeenskap is fundamenteel in 'n nasionale onderwysstelsel. Alle onderwysstelsels wat normatief funksioneer, is op die religieuse grondmotief gebaseer.

- Die temporeel-strukturele moment.

Die temporeel-strukturele moment behels die 15 modale aspekte van die werklikheid wat die struktuur en inhoud van die onderwysstelsel beïnvloed.

- Die modaal-strukturele moment.

Hierdie strukturele moment behels die 15 modale aspekte van die werklikheid wat die struktuur en inhoud van die onderwysstelsel beïnvloed.

- Die Individueel-strukturele moment.

Die individueel-strukturele moment verwys na die feit dat alles in die kosmos, so ook die onderwysstelsel, 'n eie identiteit as 'n stelsel het.

Verskeie ander verbandhoudende aspekte is in die hoofstuk bespreek. ,

'n Historiese perspektief van Swart onderwys word in Hoofstuk 3 gegee. Die primêre doel met die naspur van die ontwikkeling van Swart onderwys is om die mate van betekenisvolle oerbetrokkenheid in die onderrig van die kind te bepaal. In die verloop van die bespreking van die historiese ontwikkeling blyk dit duidelik dat die stelsel van Swart onderwys ontwikkel het vanuit die sendingonderwys, die onderwys van die provinsiale administrasies en die Bantoe Onderwysera. Die struktuur van die Swart Onderwysstelsel, met die klem op die probleme en oplossings vir Swart oerbetrokkenheid in die onderrig van die kind, word verduidelik.

In hoofstuk 4 word die navorsingsondersoek bespreek. Die resultaat van die responses word krities ontleed en objektief beoordeel. Daar word deurlopend na die gestelde hipoteses en die teoretiese beginsels van die strukture van oerbetrokkenheid verwys.

Hoofstuk 5 handel oor die bevindings, gevolgtrekkings en aanbevelings. Dit impliseer dat alle relevante aspekte wat in die hoofstukke behandel is, opgesom word en dat aanbevelings hieroor gemaak word.

## ABSTRACT

In the opening chapter the following issues are addressed:

\* Problem of the research.

The problem in this research is:

- to determine whether parents and teachers work together in the education of the child.
- to determine whether parents and teachers utilise the available structures created for parental involvement.
- to establish whether parents can contribute effectively towards the positive learning of the child.

\* Aims of the research.

The purpose of this study is:

- to determine the structures in the educational system for parent participation in the education of the child.
- to identify problems which hinder meaningful Black parental involvement in the education of the child.
- to propose possible solutions in order to remedy problems which have been identified.

\* Method of research

The following methods have been employed:

- Literature study, questionnaires, analysis of responses, interpretation of data, evaluation of data and scientific writing of findings.

\* Demarcation of the field of research

This study is confined to Black parental involvement in the Department of Education and Training.

In the second chapter the theoretical structures of parental involvement in the education of the child are discussed. The four structural moments of the educational system are looked into under the theoretical structure of the education system. The following are those structural moments of the educational system:

- The religious structural moment.

The religious ground motif of the community is fundamental in all national systems of education. All systems of education which function normally are based upon the religious ground motif.

- The temporal structural moment.

The temporal structural moment refers to the fact that educational systems are time-bound.

- The modal structural moment.

This structural moment refers to the 15 modal aspects of reality which influence the structure and content of the educational system.

- The individual structural moment.

The individual structural moment refers to the fact that everything in the cosmos, just like the educational system, has its identity as the system of education.



Various other relevant aspects have been discussed in this chapter.

A historical perspective of Black education is made in chapter 3. The primary aim of tracing the development of Black education is to discover whether there was any meaningful Black parental involvement in the education of the child. In the course of discussion of this historical development it became evident that the system of Black education developed from the missionary education, the education of the provincial administration and the Bantu Education era. The structures of Black education system is explained with emphasis on the problems and solutions of Black parental involvement in the education of the child.

In chapter 4 the research investigation is made. The results of the responses are critically analysed and objective evaluation are made. Constant reference is made to the hypothesis postulated and the theoretical principles of the structures of parental involvement.

Chapter 5 deals with the conclusions, findings and recommendations. This implies that all relevant issues raised in all chapters are summarised and recommendations are also made.

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## CHAPTER 1

### INTRODUCTION

#### 1.1 INTRODUCTION

The education of the child requires the co-operation of teachers and parents. When parents and teachers work together as partners the child learns successfully (Stone, 1984:4-6). There are usually problems of an organizational nature when parents have to contribute towards the effective education of their children.

The education of Blacks in the R.S.A. is characterised by several problems. Parent involvement in the education of the child has featured prominently as one of the main problems experienced by the Department of Education and Training (DET, 1981:3a & HSRC, 1981:80-81). The structures within which parents operate to contribute towards the success of the learning of the child are important. Consequently it is the role which a parent should play within the given educational structures of the educational system that has given rise to the need of this study.

#### 1.2 STATEMENT OF THE PROBLEM

Kroth et al. (1983:29) ascribe the non-involvement of parents in educational matters to ignorance on the part of parents and teachers. It is therefore necessary that teachers, parents as well all those who are connected with education be aware of the structures that should be exploited by parents for the benefit of the education of the child.

The educational system makes provision for parents to participate in the child's education through constituted bodies such as School Committees, Governing Councils and Parent Teacher Associations (Kirsten, 1985:34). These specially created structures of parent bodies designed to represent children's parents, do not always achieve their objectives, mainly as a result of lack of knowledge of what their limitations, functions

and responsibilities are. The result is that parent bodies fail to achieve their objectives which in turn affect the learning of the child negatively (Postma, 1986:11-2).

The statement of the problem in this research is therefore to establish what contributions parents can make through the given structures of the educational system with the view to improving the conditions under which a child learns.

### 1.3 AIMS OF THE RESEARCH

The aim of this research is to determine and establish the structures which are available for parents to participate meaningfully in the education of their children.

This study further intends to identify the prevailing problems which hinder effective parental involvement in the education of the child. The aims of this study can thus be summarised as follows:

- \* To determine the principles on which parental participation in the educational system are based.
- \* To determine the available structures in the educational system which are created for parents to participate in the education of the child.
- \* To identify and analyse problems which hamper meaningful Black parental involvement in the education of the child.
- \* To propose possible solutions in order to remedy and eliminate problems which have been identified.

#### 1.4 HYPOTHESIS

In order to achieve the aims of the research, the research is determined by the following hypotheses, namely:

- \* Hypothesis 1: Parent involvement is based upon certain basic universal principles which are acknowledged by parents as well as teachers.
- \* Hypothesis 2: The current organisational structures of an educational system with regard to parental involvement in Black education present numerous problems which necessitate attention from researchers.
- \* Hypothesis 3: Solutions, aiming to eliminate problems which hinder purposeful Black parent involvement in the education of the child, can be proposed.

#### 1.5 METHOD OF RESEARCH

In order to make a scientific study and reach the aims stated in paragraph 1.3, use is made of the following research methodology.

##### 1.5.1 Literature study

A variety of primary and secondary sources were consulted. The facts are analysed and critically evaluated to suit the research.

The following published, primary and secondary sources are referred to, namely;

- \* books;
- \* articles and newspapers;

- \* reports and official documents of different education departments.

#### 1.5.2 Questionnaires

Principals of schools and school committee chairmen were selected as the target group of this investigation. Structured questionnaires were handed out to respondents for completion.

The purpose of the questionnaires is twofold:

- \* To determine how closely the information obtained from literature study correlated with the views of the respondents with regard to the problems of parental involvement in the education of the child; and
- \* To determine how the respondents felt about the possible solutions proposed to eliminate problems of parental involvement.

#### 1.5.3 Interpretation of data

The data obtained from the sources referred to in 1.4.1 and 1.4.2 was carefully selected, arranged and interpreted to form a logical whole.

#### 1.5.4 Evaluation of data

After the selection and interpretation of the data, an objective evaluation of the material is made in order to enable the researcher to make recommendations most objectively.

## 1.6 DEMARCATION OF THE FIELD OF RESEARCH

The field of study covers the identification, analysis and description of the various structures available in parental involvement in the education of the child. The educational system makes provision for the study of various educational structures and it is the structures for parental involvement in Black education which receive special attention in this investigation. Of particular importance are the structures created to give parents a say in the functioning and the running of schools through parent bodies such as school committees, which will receive closer scrutiny.

This research is confined to structures of parental involvement in the education of Black schools within the DET, with special reference to the Vaal Triangle schools.

### 1.6.1 Chapter composition

- \* Chapter one deals with the orientation of the research;
- \* Chapter two gives an overview of the theoretical principles underlying structures of parental involvement in the education of the child.
- \* Chapter three gives a detailed analysis of the present structures of parental involvement in Black education reflecting upon identified problems which hinder the process of effective parental participation.
- \* Chapter four investigates the various structural levels as well as different parent operationalisations which can be utilised to effect parental involvement in the education of the child.
- \* Chapter five is composed of the summary, conclusions and recommendations.

## 1.7 DESCRIPTION OF TERMS

### \* Parent

According to (Van der Westhuizen, 1978:212-213) the concept "parent" refers to an adult person who shows and guides a child. Barnard and Vos (1980:88-90) however, state that a mature person can be regarded as a parent. "Parent" can also refer to a legal guardian of a child (Barnard, 1978:75-76). According to De Villiers (1988:146-147) "parent" can also refer to a biological father or mother who may decide to teach his child.

In the context of this research, however, the concept "parent" means any responsible adult who is either elected or nominated to represent the interests of the child in the field of education. A parent in this regard therefore is an adult whose aims are mainly to guide and assist the child in his learning endeavours.

### \* Child

The term "child" refers to a non-adult. "Non-adult" implies one who is not yet adult but who is en route to adulthood. Mature adulthood is usually what a child strives for (Gunter, 1965:48). A child by the very nature of not being an adult yet, depends upon the assistance and guidance of one who is already an adult to reach responsible adulthood. According to Landman (1974:24-25) a child is one who depends upon an adult to exploit his inborn potentialities until he reaches a stage where he can gradually start to make his own responsible decisions confidently.

A child in the context of this research however, will mean a non-adult who relies upon both the parent and the teacher to develop his learning skills and potentialities to the full.

## \* Parental involvement

"Parental involvement" is when parents participate in the affairs of the education of their children. Parental involvement therefore refers to the role which parents of children play for the purpose of improving learning conditions of the child (De Villiers, 1988:149). This implies that parents have a right and an opportunity to make an input and suggestions in the affairs of education. Parent involvement is particularly intended to create a conducive climate in which a child derives pleasure from learning (Buys, 1986:9).

Parental involvement means that parents, as partners, participate with teachers in the interests of the education of the child. Parent involvement implies co-operation between parents and teachers. True parental involvement means partnership between parents and teachers with the sole purpose of assisting the child in his educational endeavours (Postma, 1986:125).

Parent involvement in this research should be understood to mean the intentional efforts which are made by the parent in order to assist his growing child.

## \* Education

The concept "education" has been defined by various writers, and there is little agreement amongst those who are involved in education as to what precisely "education" is. Straugham and Wilson (1983:16-17) suggest that it is easier to define education if its aims are clear. In the centre of the aim of education lies the child. Generally speaking the aim of education can be regarded as to help the child to adapt to continual influences to which he is subjected by the various physical, biological and social environments in which he lives (Straugham and Wilson, 1983:17). Thompson (1980:80)

states that the main aim of education is to cater for the physical, mental, moral and spiritual developments of the child. Power (1982:226) describes education as a life long process. He maintains that education begins at birth and continues throughout life.

In the context of this research, however, education should be understood to mean that continual process of assisting the total developmental stages of a child. A child is not mature and therefore through education, he should be guided during his phases of development. Education in this regard refers to both informal and formal learning of the child.

## 1.8 SUMMARY

This chapter is an introduction to the research study. The purpose of this chapter is to outline the purpose of the research and to state the problem of the research.

The aims of the research are stated. The hypothesis, to which constant reference will be made is postulated. The method of the research is explained and the demarcation of the field of study is indicated.

The composition of various chapters and the definition of terms are treated in this chapter. The next chapter will deal with the structural principles underlying parental involvement in the education of the child.



## CHAPTER 2

### THEORETICAL PRINCIPLES AND STRUCTURES FOR PARENT INVOLVEMENT IN THE CHILD'S EDUCATION

#### 2.1 INTRODUCTION

The study of education has attracted many researchers for several years. Different aspects in the field of education have been studied by various researchers. The place of the parent in "education" has not escaped the attention of educationalists.

The central theme of any education system is the "child". This research intends to investigate the role of the parent in the education of the child. The responsibilities of the parent in the education of the child and how these responsibilities can be accomplished, will be studied in this chapter.

The "education system" in its entirety, for example, its structural moments and the educationally interested groups will constitute important aspects of this chapter. The identical structure of the education systems, including its various components will also be studied in order to illustrate the tasks of the parent in the education system.

The different structures which should exist in the education systems to facilitate parent involvement, will be analysed in order to understand the principles which underlie parent involvement in the child's education. The general problems which confront a parent in his involvement in the child's education will be identified with the subsequent possible general solutions proposed for the purpose of improving structures of parent participation in the education of the child, so that a child can learn more successfully. This chapter thus forms the important theoretical basis upon which all other subsequent chapters of this research will be based and continuously tested against.

## 2.2 REASONS FOR PARENTAL INVOLVEMENT IN THE CHILD'S EDUCATION

### 2.2.1 Introductory remarks

A parent as a primary educator must be involved in the education of the child. There are various reasons why a parent should become involved in the education of the child and these reasons will be discussed in this section. The tasks as well as the responsibilities of the parent in the education of his child will also be mentioned.

### 2.2.2 Parents as primary educators

The parent is the primary educator of the child because the child, who is born without any knowledge that is necessary for normal growth, depends upon the parent for guidance. The parent thus provides in all the needs of the child. The child who is a non-adult depends upon the parent who is an adult to grow and develop towards responsible adulthood (Van Schalkwyk, 1981:92; Educamus, 1986:37). As primary educators, parents cannot always provide for all the educational needs of the child. Consequently, school education assists the parent in this regard, but the parent remains responsible to make sure that schools offer the child education according to his expectations, and school education should comply with the parent's requirements.

### 2.2.3 Parental love for the child

Parents receive a child as gift from God. Parents, full of love for the child, care for the child and become involved in the education of the child. Parental love for the child can be observed from parents who provide the necessary facilities and support for the child to learn. Parental support for the education of the child is usually demonstrated by parents who

select and choose the best school for their children. A parent who loves his child also shows keen interest in the child's education and therefore becomes concerned that his child receives the best possible education (Van Schalkwyk, 1986:104).

#### 2.2.4 Parental care for the child's physical development

The child is not an adult and is therefore not able to care well for his physical and other biological needs. A child does not know what is good enough for his body and it becomes the parent task to ensure that the child eats healthy and balanced food. A parent should create a healthy body with a healthy mind in the child, which will in turn, make it possible for the child to learn successfully (Educamus, 1981b:2-3).

#### 2.2.5 Language development

It is the duty of the mother first and later other members of the family, to acquaint the child with the home language. Language forms the medium through which a child conceptualises (Coetzee, 1986:51). Parents should therefore see to it that a child masters his home language well before he attempts school learning. Postma (1986:167) maintains that the principle of mother-tongue should be retained in school in order to make the child's learning easy, and parents should be involved in the child's education to ensure that this principle is adhered to by schools.

#### 2.2.6 Parent baptismal promise

The baptising of children is an important Christian practice for many parents. Christian parents owe it as one of the fulfillments of the upbringing of children. Christian parents usually arrange for the baptismal of the child at which they vow

and promise to help the child to grow according to the wishes of God the Almighty. Parents promise on baptismal day, that they will guide the child to recognise, accept and learn all about the teaching of the Holy Spirit, as written in the Scriptures (Van der Walt et al., 1978:94). The obvious implication and deduction from this theory is that parents become actively involved in the education of the child.

### 2.2.7 Parents' religious background

Parents are believers of something. Christian parents believe in God the Creator (Postma, 1986:4). In educating their children, Christian parents bring up their children according to the wishes of God. Christian parents expose their children to the knowledge of God by formal prayers, church going and other Christian activities at home. It becomes the parents' responsibility to become involved in the child's education both at home and at school to ensure that the child is kept away from sin and evil which is spread by bad influences (Schoeman, 1979:101-102).

According to Coetzee (1973:65) it is the adult parent's task to nurture and channel the religion of the child because the child is not able to internalise the Christian doctrines without assistance of the parent.

Truely religious parents' involvement is by example. Parent involvement in the child's religious education should not be by word of mouth only. Children copy easily from parents and therefore, the daily life of the Christian parent should display godliness (Postma, 1986:104).

### 2.2.8 The child's cultural heritage

Parents belonging to different cultural groups have different cultural backgrounds. At school, children are exposed and influenced by teachers and other children who cherish different cultural and ethnic norms.

It is therefore the parent's responsibility to be involved in the child's education to ensure that the child does not learn values and norms which are in contrast to family norms. Parent involvement in the child's education reinforces the cultural values and beliefs that the child has already acquired from home (Van der Walt & Dekker, 1978:94).

According to van Schalkwyk (1981:217-218) each person's cultural life is anchored upon a specific belief. A person's culture is a product of his world and life view. Parent involvement in the child's education enriches the child's culture which forms one of the child's basic foundations for learning.

### 2.2.9 The child's feeling of security

A child needs to experience a feeling of security from parents if he is to adjust immediately to the learning situation. Unless a parent is involved in the child's education, the child will probably lack the security and confidence for successful learning at school (Sanborn, 1979:15-19 & Van Schalkwyk, 1978:179).

A child who feels secure from home, is readily prepared to explore the unknown world beyond the family boundaries. According to Kappelman et al. (1977:238-239) a parent who becomes involved in the child's education creates a climate that is conducive for the child to venture into the world of unknown. Providing the child with security does not happen haphazardly; parents should offer the child security in a systematic manner to avoid spoiling the child.

### 2.2.10 Parental discipline

Parents introduce some form of discipline to their children from infancy. From a tender age, a child already knows what he is permitted to do, and what he is forbidden to do. When parents reprimand children at home, some amount of discipline is being introduced. Parents as primary educators apply disciplinary measures to the child which directly or indirectly prepare the child for responsible adulthood (Postma, 1986:8).

According to Van der Walt (1983:25) parents should become involved in the child's education because it is the parent's task to convey to children family rules and discipline; children should know the general acceptable behaviour and conduct for their families. Parental discipline enables the child to control emotional outbursts at home and at school; and such children adapt themselves quicker to school discipline.

If parents at home, in their administering of discipline are at times bound to inflict corporal punishment, this should be accompanied by love and care that the child should sense and experience; so that the child can appreciate and not dislike parental discipline. For example, thrashing, when administered, should never be carried beyond the point at which good might be expected from it (Brubacher, 1966:197).

### 2.2.11 Parents' confidence and trust

Parents should afford children with an element of confidence and trust from an early age. Parents should avoid negative remarks to the child and should rather build on the positive aspects of the child (Educamus, 1988:26-27). A child who grows with the knowledge that he has the ability to succeed and that his parents have confidence in him, usually performs well at school and avoids failure in all spheres.

### 2.2.12 Parents' time with the child

Fathers and mothers should make time available to spend with their children. Even if both parents work and come home late and tired, the child needs warmth and loving care from parents. Time should be provided for children to talk generally with their parents. Parents who provide time for their children give their children the idea that they are important members of the family (Breitenbach, 1985:13-14). Such children, subsequently avoid disappointing their parents in their educational activities.

### 2.2.13 Concluding remarks

From the discussion of the reasons for parental involvement in the child's education, it has become evident that the parent is the natural educator of his child. The parent is the first person that the child comes into contact with after birth. It is therefore the parent's responsibility to assist the child to adapt to his environment and this can be accomplished through active parental involvement in the child's activities, including his education.

A parent has a special function in the education of the child and there is nobody who can substitute the tasks of the parent in the learning of the child; parent participation strengthens the teacher's efforts; without regular and constant support from the parent, the teacher might find it difficult to assist the child successfully in his learning endeavours.

## 2.3 THE EDUCATIONAL SYSTEM

### 2.3.1 Introduction

In order to understand the place and the role of the parent in the child's education clearly, it is necessary to obtain an overview of the educational system. The full explanation of what the education system is, including the study and expositions of various educationists of what the educational system entails, will be discussed.

In this section a study of the following structural moments will be made viz, the religious structural moment; the temporal structural moment; the modal structural moment and the individual structural moment. This section will be concluded by the discussion of the identical structures and the education system in relation with other societal structures.

### 2.3.2 Definition of the education system

Different researchers hold different view points and opinions on the concept "educational system". A few approaches of some of the writers on education will be mentioned briefly in order to have a broad understanding of what the education system is.

According to Stone (1981:130) the education system is interrelated with other structures of a given society. These structures combine with educational institutions so that by their co-ordination they bring about the accelerated development of the child in a specific sphere, in compliance with the culture and natural demands of time and place.

Buy's (1986:13) argues that the educational system includes the co-ordination of the functions of other social structures with the purpose of assisting the child to develop towards mature adulthood. According to this definition, the education system



operates effectively as a result of the provision of control and co-ordination of all other societal structures by the state.

The education system can be perceived as a framework within which formal school education takes place. In this respect, the educational system relates to the provision of educational acts and laws as well as educational planning which and when all taken together, make it possible for formal education to take place within the school situation (Van Schalkwyk, 1981:79-212).

Educational system can also be defined in terms of modern and civilised terms. Parents as primary educators are no longer able to perform the educational tasks by themselves. Educational systems came into existence as a result of the working together of the various community structures like the state, the family, the church and commerce. Each of these structures directly or indirectly contributes towards the education of the child. A well planned and organised educational field is created and provided by educational laws and acts within which every community structure that has to do with education, is structured. The educational system makes provision within which every individual child should be educated; taking into cognisance his individual potentials, ability and cultural background (Barnard, 1981:29-40).

Steyn (1988:3) defines the educational system more or less similar to Barnard. According to Steyn's definition, the education system can be regarded as the logistical framework created for effective education, within which the educational needs of a particular community are met. The diversity of the community needs and requirements can be provided for in the educational system consisting of the following components viz, education system policy, the educational system administration, the school system and the supportive services.

These are a few view points on the definition of the "education system" as defined by various educationists.

For the use of this study, the educational system is the scope created by the state within which all educational activities operate. All these activities are intended to assist the child to develop and exploit his potentialities. The legislations, acts and laws enable other community structures to be coordinated so that the educational system can achieve its objectives. The education system therefore cannot be easily understood in exclusion of other societal structures which interact with one another for the purpose of supporting the growing child.

### 2.3.3 The structural moments of the educational system

#### 2.3.3.1 Introductory remarks

The education system is perceived in terms of reality. The education system has its own unique nature depending upon the background of the community in which it operates. Each education system has its own values which are typical of its nature and time (Buys, 1986:14).

According to Christian principles, education system is viewed as part of the whole creation of God of which there are four structural moments viz: the religious, temporal, modal and the individual structural moments (Van Schalkwyk, 1981:215).

These four structural moments of the education system will briefly be referred to, but for the purpose of this research the individual structural moment will be discussed in more detail.

### 2.3.3.2 The religious structural moment

A person's perception of reality is to a large extent determined by the values and norms of the community in which he finds himself. These values and norms form the life and world view of a person and these values become the driving force of a society (Malao, 1985:40).

The religious ground motif of a community determines the educational system that should be offered. There is therefore, a close relationship between the religious ground motif and the education system of a particular community (Barnard, 1984:172 & Buys, 1986:15).

### 2.3.3.3 The temporal structural moment

The education system is related to time, i.e. the education system cannot be divorced from time because the education system is derived from a cultural heritage of a particular generation and century of a specific period of time (Buys, 1986:15 & Barnard, 1981:39).

According to Postma (1986:90) God created time with cosmos and therefore the whole creation is dependent upon time. Time is dynamic, continuous and the education system is subjected to time.

### 2.3.3.4 The modal structural moment

The education system operates as part of actuality in fifteen modes of existence. The modal existence of man determines the structure and content of the educational system. Each mode has its own peculiar characteristic which typifies and qualifies it because all social institutions differ in their nature and their functions. These different modalities follow one another from a

less complicated to a more complex nature (Buys, 1986:16). In the actual practice of educational activities, however, it is difficult to separate these modalities in their functional processes because they are closely linked and intertwined with one another to form one functional unit (Barnard, 1984:176-177). The different modalities can be grouped into the six natural and the nine cultural aspects. The natural aspects are: number, space, movement, physical, biological and psychological. The cultural aspects are: the logical, cultural-historical, linguistic, social, economical, aesthetic, ethical, juristical and pistical (Buys, 1986:16).

#### 2.3.3.5 The individual structural moment

Everything in the cosmos has its own individuality and identity. The individual structural moment has its structural laws which make it different from all other social institutions (Postma, 1986:292).

As part of the total reality, and projecting the individual structural moment, every social institution has its structural laws which make it different from all other social institutions (Postma, 1986:90).

The aim of the education system is to create a scope for the child to receive an optimal learning. The child receives the best possible teaching depending upon the conditions provided for by the education system (Postma, 1986:18).

The teaching of the child is more confined to an intellectual development whereas "education" intends to develop the whole person in its totality. The best educational system facilitates the child's learning and assists the child to develop towards responsible adulthood (Van Loggerenberg, 1983:27).

\* The educational system as a cultural product

The educational system is a product of the culture of a community; it means that every educational system is derived from culture and according to Barnard (1981:43), there is no education system without culture, and there is no culture without an educational system. Cultural formations include the steady evolution of the universal structure. All educational systems have universal structure and each system has its unique character as a result of the cultural religious motif (Buys, 1986:19).

Rupert (1974:7) holds the view that an educational system as a cultural product has a relation with the three cultural principles namely, historical continuity, differentiation and intergration.

\* The identical structure of the education system

The identical structure of the education system is designed to create the avenue through which the child's potential can be fully exploited. The identical structure of the education system thus shows itself in four main components, namely, the education system policy, the educational system administration, the school system and the education supportive service (Steyn, 1988:4-5), (see paragraph 2.5).

\* The relationship between the education system and other educationally interested structures

The education system has a relationship with other societal structures which either directly or indirectly have interest in the education of the child. These relationships interplay with one another in the education system to promote the learning of the child (Stone, 1974:188-189).

According to Malao (1985:8) these various societal and educationally interested groups are for example the state, the church, the family, the school, commerce and industry. These relationships are intertwined with one another in the educational culture thereby forming an integral part of a country's culture, and an educational system is further inseparable from the family and other societal relationships (see paragraph 2.4).

#### 2.3.4 Concluding remarks

The educational system should be fully studied if the principles on parent involvement are to be understood because the education system forms an important aspect of a community's culture. If a person needs to appreciate the values and norms of a community, a broad knowledge of the basis upon which the education system is founded, is indispensable.

The structural moments of the educational system are to be perceived and interpreted against the background of the society's ground motif. Both the identical structures and the education relationships which aim to improve the conditions of the child's learning, have a strong bearing on the community's outlook and beliefs.

### 2.4 RELATIONSHIP BETWEEN THE EDUCATIONAL SYSTEM AND OTHER EDUCATIONALLY-INTERESTED STRUCTURES

#### 2.4.1 Introduction

The education system has a relationship with other social structures which have an interest in education. The education system therefore, needs the presence of these educationally interested structures in order to achieve its aims of providing the educational requirements of the child. This section will

therefore treat and discuss some important structures, which are in one way or another interested in the education of the child.

#### 2.4.2 The educationally interested structures

##### 2.4.2.1 Introductory remarks

The educationally interested structures are structures which are interested in education but are not qualified to undertake the specialised and professional education of the child, such as, inter alia, the family, the state, the church, commerce and industry (Malao, 1985:75). The discussion of these structures is important in order to understand how they are related to parental involvement in the education of the child.

##### 2.4.2.2 The family

For the purpose and the aims of this research, the family is one of the most important structures of the educationally interested structures, because the parent remains the natural and primary educator of the child; the parent is also a biological mother and father of the child (Stone, 1974:88).

The parent, being the primary educator must always be responsible and involved in the education of his child. It is the parent's responsibility to see to it that the child is educated in accordance with the philosophy and religious ground motif of the family and the community. Parents also remain responsible to ensure that their children acquire the specialised type of knowledge which is offered by schools (Malao, 1985:76).

The type of knowledge which parents wish their children to acquire, has become so specialised and complex that it has given rise to the need of specially trained and professional teachers

to handle it (Brady, 1977:41-42). Even if children receive specialised knowledge from teachers at school, the role and involvement of the parent remains a pre-requisite if teachers are to succeed in teaching the children (Stone, 1974:88; see also paragraph 2.2). Brubacher (1966:350) trying to emphasise family education mentions that it would be valuable if centres could be built where parents are informed of the importance of family influence on the education of the child.

#### 2.4.2.3 The state

The state has a historical power-function and is qualified by justice. The state's main function is to harmonize, intergrate, supervise and finance education in the interests of all the educationally interested groups (Van Schalkwyk, 1981:93).

The state's responsibility is also to protect the interests of all those who are involved in education and above all, the state should cater for the needs of every child. The state fulfills its obligations because it is the only body whose authority is binding in providing educational facilities (Van Schalkwyk, 1978:94).

#### 2.4.2.4 The church

The church as one of the educationally interested structures can be divided into the visible and invisible church. The invisible church is the belief and the religious inspiration which binds believers together, especially Christian believers into being "one" in Christ (Van der Walt, 1977:215-216).

The visible church is the social institution, which is usually organised through various officials who often come together to perform their religious ceremonies. The church as an institution, operates beyond its boundries by influencing the



religious convictions of other social structures such as the family, the school, the state and the community life as a whole (Van Schalkwyk, 1981:98-104).

The church as an educationally interested community structure, makes provision for parental involvement in education through its members who may, amongst others, serve as school committee members. The church is interested in education because through education, its members are able to read and understand the Bible and other church materials which can deepen and strengthen their religious knowledge (Barnard, 1984:197 & Malao, 1985:76).

#### 2.4.2.5 Commerce and industry

There is a relationship between commerce-industry and education. In every community, needs arise, such as the need for food, clothing, housing and transport. In order to meet these needs education is required. Social structures are interdependent and interplay with one another. Commerce and industry require trained manpower to provide services and goods to the community (Van Schalkwyk, 1981:105 & Buys, 1986:26).

These requirements for trained manpower, in turn means that people must go through the stages of the educational development to be trained. To show interest and to become involved in education, commerce and industry can offer bursaries to students who may like to follow a field of study relevant to their business. If commerce and industry support the education system financially, more trained manpower can be produced and this will enable commerce to make more profit. The community can also benefit from the various services which are rendered by commerce and industry (Van Schalkwyk, 1988:155).

#### 2.4.2.6 Concluding remarks

From the discussion of the relationship between the educational system and other educationally interested structures, it has become evident that there are various educationally interested structures which interplay in education for the purpose of the child's education. If the parent is to become effectively involved in the education of the child, he should understand the interrelationships of these structures and how his involvement can operate in harmony with these structures. Having discussed the educationally interested structures, it becomes relevant to focus the attention on the identical structure of the education system.

### 2.5 THE IDENTICAL STRUCTURE

#### 2.5.1 Introduction

The identical structure has four main components; namely the education system policy, the education system administration, the school system and the supportive services. These four components of the identical structure will be discussed individually, their relevance and their functions in the education of the child will be pointed out. Parent involvement in the education of the child should recognise this identical structure because through the identical structure, with all its components, the necessary structures are provided for parental involvement in the child's education.

#### 2.5.2 The education system policy

The education system policy is understood in broad concepts as the procedures and decisions about the manner in which the educational needs of a community are provided for. In the Republic of South Africa education policy can be represented in

the following different ways, namely; the legislation, governmental notices and the departmental notices. In promulgating the education policies, the following stages can be differentiated, namely, research, consultations, decision making and policy formulation. Through the education policy the implementation of parent involvement in the child's education is actualised (Steyn & Steyn, 1988:5).

### 2.5.3 The education system administration

The component education system administration refers to the organisational structures within which the personnel and its functionaries are organised in the education system. The education system administration determines to a large extent the education policy and further ensures that the education policies are properly implemented in the practical educational situation (Steyn & Steyn, 1988:5).

In the execution of their responsibilities, the personnel make use of certain identified administrative operations. The organisational structure refers to the commonly known structures of control in the educational system. However, in structures such as for example, education departments and regional authorities, it is usually referred to as macro, meso and micro educational levels. Individual parents and parent groups should be represented on the different levels in order to provide the possibilities of influencing the education of their children (Steyn & Steyn, 1988:6).

### 2.5.4 The school system

The pattern into which the educational institutions of all educational levels are arranged is known as the school system structure. The purpose of the arrangement of the educational institutions on the educational level is to satisfy the

diversity of the educational requirements of the community and also to enable the learners to enter into various learning opportunities. The number of types of schools in a school system, is proportionally related to the level of advancement that the community has reached. It means that, for an example, in a community that is relatively less educationally developed, the need for technical and advanced institutions of learning, will obviously be less. The total of educational institutions is also proportional to the population growth; i.e. in a densely populated community, there will be a need for more educational institutions; the obvious implication in such a case is that there will be a need for more finances and a greater need for the supply of teachers (Steyn & Steyn, 1988:6).

#### 2.5.5 The supportive services

The supportive services are services which are provided in the education system for the purpose of creating more effective instructional learning situations. These services are usually directed to either the instructional activities of lectures or the learning events of students (Steyn & Steyn, 1988:6).

In order that the supportive services can render the instructional activities more effectively, there are a number of services that are made available, for an example the school tour services and the medical services (Steyn & Steyn, 1988:7).

#### 2.5.6 Concluding remarks

The identical structure forms the basis and corner stone of any educational system. Because the identical structure is the framework within which all educational needs of a given community are provided for execution, parental involvement cannot be fully understood in exclusion of this structure.

If parental involvement is to be effective and assist in the development of the child, it is important that the identical structure be broadly outlined, otherwise the process of parent involvement will lose its purpose and as a result fail to achieve the intended objectives.

## 2.6 STRUCTURES FOR PARENTAL INVOLVEMENT

### 2.6.1 Introduction

In the discussion for the reasons of parent involvement in the education of the child (refer to paragraph 2.2.1), it was pointed out that according to the theoretical principles parents should become involved in the child's education.

The next section will be devoted to the study of the various structures which offer parents, as individuals and as groups, an opportunity to operate in educational matters.

### 2.6.2 Structures for operationalisation of parents as individuals

#### 2.6.2.1 Introductory remarks

Parents as individuals, just like parent groups, have a responsibility to fulfil in the education of the child. The main aim of parents as individuals in the education of the child, is to assist the development of the child as a totality. For the sake of this research, however, focus will be laid on the influence a parent has on the educational development of the child. This section will examine the involvement of an individual parent in the education of the child at home and at school.

### 2.6.2.2 An involvement of parents as individuals at home

An involvement of parents as individuals in the education of the child does not necessarily mean that the parent should always go to school where the child attends. An individual parent whilst at home can nevertheless contribute and participate in the education of the child. The following are some examples of how an individual parent can be involved in the education of the child at home:

#### \* General discussion of school matters

An individual parent has the opportunity of becoming involved in the education of the child at home by mere discussion of school matters with the child. It gives the child motivation to see and hear his parent discussing his school work in general. This is an opportunity which individual parents should utilise in order to become involved in the education of the child (Van Niekerk, 1978:8-9).

#### \* Checking of home work

Individual parents can participate in the education of the child by checking the home work of the child. If a parent can regularly check the child's home work exercise books in order to see that at least work is done, this can contribute towards the success of the child's learning at school. This type of parental involvement should not be mistaken for a parent doing the corrections of home work of the child (Kroth & Scholl, 1978:31-32).

#### \* Creating study time

Individual parents can be involved in the education of the child by making sure that the child at home has special time reserved for study. A parent who does not make any efforts to ensure that his child is not disturbed while he is studying cannot be

regarded as fully involved in the education of his child. Venter (1979:40), stressing the mental development of the child, implies that it is important for the child to get used to studying quietly. A growing child needs to read and study quietly because it is beneficial for the child in his change in emotional and social life.

\* Acquaintance with the child's subjects

Individual parents can become involved in the education of the child by gradually becoming acquainted with the child's subjects at school. Parents should not necessarily master the detailed contents of the subject, but the mere knowledge of the subjects which are taken by the child could prove as sufficient parental participation in the education of the child, because the child is usually encouraged to know that his parents know what he does at school. According to Kroth et al. (1978:26) parents should learn about what is going on in the school and appreciate what teachers are doing.

\* Studying school reports

Parents as individuals at home can become involved in the education of the child by studying the child's school reports. Parents should make it a habit to look into the quarterly and final year reports and their findings should be discussed with the child concerned. This type of parental involvement can work as an inspiration to the child.

\* Provision of school clothes

It is the responsibility of every individual parent to make sure that his child has the necessary school clothes as they are required by the school (Educamus, 1988:26). This form of parental participation does not mean that parents should buy new and expensive clothes. Simple and clean clothes will make the child proud of his parental support in his education. Potgieter

(1974:28) showing that it is the parent responsibility to cater for the child's requirement states that it is the adult who should decide on behalf of the child what is good and appropriate for him.

#### 2.6.2.3 An involvement of parents as individuals at school

Parents as individuals can be involved in the education of the child at school. Parents as individuals have the responsibility of visiting schools for the purpose of making the learning of the child easier. At school parents can participate in the education of the child in many different ways.

The following are some of the main activities which can be performed by parents at school in order to become involved in the education of the child.

##### \* Meeting with teachers

Parents can visit schools as individuals and share various ideas with teachers about school matters. Children usually become motivated when they see their parents visiting schools and discussing what goes on at schools with their teachers. Parents can meet with the teachers for the purpose of planning methods and strategies of encouraging children to attain success in their educational efforts (Garbers et al., 1976:222-230).

##### \* Co-operation with teachers

Involvement of parents as individuals can take place at school especially when parents show support of what teachers do at school. Parents as individuals can only support the efforts of teachers by co-operating with teachers rather than opposing the teachers' attempts (Lightfoot, 1978:9-10).



It is a positive influence for children when parents appreciate the endeavors of teachers in order to assist the child in his educational learning. According to Garbers et al., (1976:223) the co-operation of parents and teachers has a positive effect on the child especially when they avoid laying emphasis on the negative aspects of one another. Such co-operation makes children respect their parents as well as their teachers.

#### \* Parents financial support

Parents as individuals can become involved in the education of the child by supporting the school projects financially. There are various projects and programs which aim to raise funds for the schools. Parents as individuals are usually expected to contribute to these funds by sending some money to school (Van Schalkwyk, 1988:180).

This type of involvement benefits the child in the long run and his learning becomes simplified and above all, the child enjoys learning under such healthy and happy conditions.

#### \* Beautifying of school premises

Parents as individuals can become involved at schools by participating when school premises and surroundings are being beautified. The child develops pride and love in his school when he sees that his parents take part in the maintenance of school premises. Parents can avail themselves especially on weekends to perform any small jobs at school which, however, result in giving children moral support which they require for their learning. According to the editorial of *Educamus*, September, (1988:3) the active involvement of parents and the community in the school as a whole is one of the essential ingredients of the successful schooling of the child. The implication is that a parent should become involved in all spheres of the school including the caring of school premises.

#### 2.6.2.4 Concluding remarks

Parents as individuals, just like parents as groups have an opportunity to become involved in the education of the child. Although there are not structures which are specifically designed for parents to contribute as individuals in the education of the child, individual parents can nevertheless participate in educational matters. Involvement of parents as individuals is usually confined to the local level where parents can communicate with teachers as individuals in order to support the child's education. The contact between the parent and the teacher can also form another important educational involvement of a parent in the child's education.

#### 2.6.3 Structures for operationalisation of parent groups

##### 2.6.3.1 Introductory remarks

Parent groups just like individual parents, utilise structures which give them a role to play in the education of the child. The involvement of parents as groups is mainly directed towards improving the functioning of schools. These structures of parent bodies have various ways through which they can determine the tone, spirit and climate of a school. The following are but a few identified aims which parent groups can achieve through their involvement. Parent organisations operate in school affairs for the purpose of influencing the running of schools: parent organisations can also operate in order to influence the general activities of the school. Parent groups further operate in schools for the improvement of the physical conditions of the schools.

### 2.6.3.2 Involvement of parent groups in the educative activities of schools

Parent groups have a responsibility to become involved in the education of the children through active, though not descriptive, participation in the educative affairs of schools. This point was indicated earlier (see paragraph 2.2.1) in the discussion of the reasons of parent involvement. It is nevertheless necessary in this regard to point out clearly the functions which parent groups have to fulfil, in the functioning of schools. The involvement of parent groups in the educative affairs of schools, to a large extent influences the tone and the spirit of a school. The following are examples of specific interests of parent groups in the functioning of schools:

#### \* Appointment and dismissal of school teachers

Parent bodies should influence the spirit and the orientation of the school by taking active participation in the appointment and dismissal of teachers. Only teachers who share the same common values and life view with the parent bodies concerned should be appointed to ensure that the values that are cherished by parents are maintained at schools (Coetzee, 1986:85).

#### \* The teaching of Religious Instruction

It is the right of parent groups to guard against people or groups of people who make use of the morning devotions at school to influence and persuade pupils to join a specific church denomination other than the one chosen by the parents of the child (Educamus, 1988:12-13; Coetzee, 1986:46).

Parent committees should also be on the look out for teachers who teach religions other than those approved of by the parents. This idea is contained in Landman (1982:6-7)

when he correctly writes about "norm image" of the child as being influenced by the religious content of a school.

\* The general behaviour of teachers

Parent organisations should create the tone of the school by constantly meeting with teachers, discussing and addressing them on common topics. Regular meetings between parent organisations and the teachers, gradually influence the behaviour of the teachers because teachers who inter-change ideas with parents regularly, ultimately get to know which norms and values hold dear for the community that they serve (Van der Stoep and Van der Stoep, 1973:123-124).

\* The personal appearance of teachers

It is a good practice when parent organisations address teachers at the beginning of the year so that in the process teachers get to know what form of dress is generally accepted by the community as a whole. Van der Merwe (1983:40) points out that the influence of the teacher determines the success or failure of any enterprise. It is therefore implied too that the dress of the teacher can have an influence on the development of the child towards being a respectable citizen.

It is therefore recommended that teachers should try to be presentable and exemplary both at school and in the community (Duminy, 1977:8; Educamus, 1988:4).

\* The school discipline

Parent bodies should determine the spirit and atmosphere of the school by becoming involved in the maintenance of discipline of pupils at school. Where teachers encounter serious deviant behaviour of school children, parent bodies should immediately be brought into the picture. Prompt

intervention by parent organisation and teachers, can prevent bad behaviour before it spreads to other children at school. The saying that "prevention is better than cure" holds even here (Beard, 1981:136). Wilson (1977:35) states that discipline starts at home, which implies that parents should be involved in the maintenance of the children's discipline.

#### 2.6.3.3 Involvement of parent groups in the general activities of schools

Parent organisations should be involved operationally in the general activities of schools and as such act as a driving force for the activities of the school. At a school where statutory and non-statutory bodies are actively involved in its general activities, children generally find it an easy task to cope with their educational learning (Postma, 1986:206). A few methods of involvement of parent bodies in the general activities of the school will now be discussed.

##### \* Raising of funds

Parent organisations should become involved in the general activities of the school by assisting teachers in the raising and controlling of funds. Kirstein (1985:14) states that the collection and control of funds is one of the main responsibilities of the parent bodies. Parent organisations in the involvement of raising of funds make it possible for the school to acquire additional equipment to be used for the improvement of the child's learning at school (DET, 1987:30; Kirstein, 1985:36).

##### \* Drawing up of the sports programme

Parent bodies should be involved operationally in the general activities of school by taking part in issues such

as the drafting of the sports itinerary which is usually done at the end of the year for the following year. Parent bodies usually become willing and interested to attend and support such sporting activities of which they are part and parcel. Stevens (1978:119) states that parents should create opportunity for children to play enough and this is made possible by parents supporting school sporting activities. The child's education is not complete without any form of sporting activities which requires parental commitment.

\* Organising for prize giving days

Parent organisations as institutionalised bodies could participate in schools by assisting teachers with the organising and running of prize giving days. It is usually the responsibility of the teaching staff to know exactly which children deserve the prizes, parent bodies could, however, support these occasions financially and morally. Children become happy when they see their parents on prize giving days and the presence of parents at school enhances children's general morale (Rusk & Scotland, 1981:11).

\* Drawing up of relevant curriculum

Whenever it is possible, parent groups can come together with teachers with the view of drafting a curriculum that could be considered to be relevant to a particular community. Van Vuuren (1976:86) points out that it is on a macro educational level where parent groups generally contribute educationally in the development of a curriculum that is more appropriate for a community.

It is therefore the responsibility of the parent organisations to make recommendations to the concerned educational authorities with regard to requirements and the needs of a particular curriculum that could be suitable for

a particular community (Van Wyk & Van der Walt, 1979:9). It is therefore implied that a curriculum that is suitable for one community may not necessarily be acceptable to another community. It is usually the responsibility of parent bodies to decide upon the type of curriculum to be used in schools.

#### 2.6.3.4 Involvement of parent groups in the physical conditions of schools

It is a commonly accepted principle that parent organisations, amongst other responsibilities they have, should also become concerned with the physical conditions of schools (Educamus, 1988:3). Schutte (1985:145) emphasises that where parent organisations display a positive attitude towards the improvement of school buildings and physical assets, the learning of the child is positively influenced. The co-operation of parent organisations and the teachers in the improvement of the school buildings is necessary if the child is to benefit educationally. The following are a few methods through which parent organisations can be involved operationally in the improvement of the school buildings and physical assets.

##### \* Care of the gardens

Parent organisations can become involved in the care and maintenance of the school gardens. Parent bodies can arrange for the layout of gardens, watering and cutting the lawns, planting and caring for the flowers in and around the school premises.

##### \* Painting of school buildings

Parent groups can organise for the renovations of school buildings which need either cleaning in the form of washing or painting. Parent committees should organise individual

parents who can volunteer to come to school either on school holidays or weekends to paint school walls, doors, windows and any part of the school that may require attention (Barnard, 1979:152). It means that parents who are experts in painting can either volunteer or be requested to do some painting of their children's classrooms, offices or any part of the school.

#### Attending to school fence and gates

Parent organisations can become involved in the improvement of physical conditions of schools by taking the initiative in repairing and replacing worn out parts of the school fence.

Attending to the school fences and repairs of the old and broken gates is one of the responsibilities of parent groups. In this regard, the co-operation of parent bodies with the teaching personnel, is indispensable (Barnard, 1979:152).

#### \* Construction of sports stadia

In some cases the government allocates sites for sports fields. However, the beautifying and continual care and maintenance of these sports stadiums and sports fields remain the sole responsibilities of parent organisations who in turn, organise children's parents to care for these fields, or hire people who can be paid for their special expertise on the care of sporting fields. The sporting activities are so important for the development of the child that Cole (1950:486) writes and states that parents take pleasure in watching the games of their children.



#### 2.6.3.5 Concluding remarks

Structures for parent involvement in the education of the children should enable parents as groups to contribute to the effective functioning of schools. Structures of parents as groups should be specifically designed in order to give parents a say in the running and general activities of schools and also to make valuable recommendations to the highest policy making body. Parent groups can therefore be an important liaison between individual parents and the authorities of the department.

#### 2.6.4 Levels of parent involvement

##### 2.6.4.1 Introduction

There are three main educational levels through which parents could become involved in the education of the child. These levels should provide structures through which parent groups can make regular recommendations and suggestions and by so doing assist the child to grow towards responsible adulthood. These levels will be discussed in accordance with the structures of parents as individuals and parents as groups.

##### 2.6.4.2 Parent involvement in the micro educational level

Micro educational level is one of the levels which provide for the structure of individual parents to become involved in the child's education. This level refers to the direct personal contact between individual parents, children and teachers. This level should create a valuable communication structure between individual parents and teachers at which the educational progress and problems of the child can be discussed openly and freely (Steyn, 1988:7).

#### 2.6.4.3 Parent involvement in the Meso-educational level

Meso educational level is the level at which parents can come together to elect a few parents who form parent bodies to represent their interests. These parent groups can be statutory or non-statutory bodies. The commonly known structures of parent groups such as school committee members; school board members and parent teacher association members operate on this educational level (Barnard, 1984:7). These elected parent bodies operate mainly on the mandate of the majority of parents and by so doing contribute towards the smooth running of schools.

#### 2.6.4.4 Parent involvement in the macro educational level

This structure is created to give parents an opportunity to elect their representatives who can operate at the highest educational level. For Black schools this level is usually represented by the structures of parent bodies such as the Advisory Council to the Minister which conveys the educational wishes and aspirations of Black parents to the government via the Minister from time to time (Barnard, 1984:7). This level is specially created to give parents an opportunity to make an input into the affairs of their education.

#### 2.6.4.5 Conclusion

The structures of parent involvement in the education of the child, as individuals as well as groups, should be fully implemented if the problems of parent involvement are to be eliminated. Parents as individuals have a responsibility to give their children moral support so that their children can perform and achieve well at school. Parents should not withdraw their involvement as soon as their children go to school; both

parents and teachers should supplement each other in providing for the educational needs of the child.

Parent groups on the other hand operate in the structures of educational levels where they become involved in the functioning of schools on a local level as well as on the highest policy making level. Parent groups usually operate on the mandate they receive from individual parents whom they represent in the educational affairs of the child.

## 2.7 PROBLEMS OF PARENT INVOLVEMENT AND SOLUTIONS

### 2.7.1 Introduction

During the discussions of the theoretical principles and the structures of parental involvement it became clear that there are responsibilities which parents should fully execute if parental involvement in the child's education is to assist the child's developmental progress.

When a parent fulfills his responsibilities in the child's education, he should do so by becoming involved in the three educational levels, namely, the micro, meso and macro level as they were already indicated earlier. The three educational levels provide structures for parents to become effectively involved in the education of the child. Various parent groups that participate in the child's education should always bear in mind the four components of the identical structure of the educational system which is created by the state.

When parents become involved in the education of the child, taking into consideration parent's responsibilities, different educational levels and the components of the identical structure of the educational system, a number of problems arise, as they are discovered by various researchers. These problems are important for this study because they hinder effective and

purposeful parental involvement and they should therefore be identified so that possible solutions can be proposed.

## 2.7.2 Specific problems of parental involvement

### 2.7.2.1 Introductory remarks

Problems will be studied and analysed as they appear in the following categories of parent involvement:

- \* problems from involvement of parent as individual;
- \* problems from involvement of parents as groups; and
- \* problems emanating from the point of teachers.

### 2.7.2.2 Problems from involvement of parents as individuals

R The following are the main problems which occur as a result of involvement of parents as individuals which have also been experienced by the researchers such as, Van Loggerenberg (1983:103) Kroth et al. (1978:2-3) and Postma (1986:206-213):

- \* \* Parents are usually ignorant of what their responsibilities are.
- \* Parents are at times academically not well educated to be able to make an input in school matters.
- \* Parents hold on to the tradition that school matters exclusively belong to teachers.
- \* Parents do not take the initiatives to establish contact between themselves and their children's teachers.
- \* Some parents suffer either from an inferiority complex in the presence of teachers who have higher socio economic

status or from a superiority complex when they as parents have higher education and a better socio economic background than the teachers.

- \* Parents do not get encouragement from teachers to be involved in the child's education.
- \* In large schools individual parents easily evade involvement in the child's education because their absence is not easily recognised.
- \* Some parents do not find time available to devote to involvement in the education of their children.

#### 2.7.2.3 Problems from involvement of parents as groups

The following problems can be identified in the involvement of parents as groups, see also (Buys, 1986:163-164; Postma, 1986:212-213):

- \* Parent groups usually hand over (abdicate) their responsibilities and tasks to the teaching staff.
- \* Parent groups lack academic insight into school activities.
- \* Parent groups lack the necessary experience to become effectively involved in school matters.
- \* Parent groups are not trained to contribute meaningfully to educational matters.
- \* Many parent groups fear the consequences of their involvement, and thus prefer to be uninvolved.

- \* Some parent groups hesitate to make criticisms to teachers because they think they can be regarded as intruders in school affairs.
- \* Some parent groups fail to make objectives which they should achieve during their involvement.
- \* Poor conditions of school buildings discourage parental involvement in school activities.
- \* Some parent groups fear political intimidation if they become involved in school matters.
- \* Parent groups at times prefer to be uninvolved because they allege that even if they become involved they do not receive any recognition or feedback from the educational authorities.
- \* Parent groups do not have ready means of transport between their homes and schools.

#### 2.7.2.4 Problems of parental involvement as experienced by teachers

The following problems come about as a result of the way teachers perceive parental participation in education as discovered by researchers such as Postma (1986:214-215) and Blackstone (1979:81-98):

- \* Teachers believe that parents are just not interested in being involved in the child's education.
- \* Teachers allege that most parents are too illiterate or semi-literate to be effectively involved in educational matters.

- \* Teachers feel that most parents cannot be involved as a result of transport problems.
- \* Teachers feel that effective parent involvement will threaten their professional rights and freedom.

### 2.7.3 Conclusion

Parental involvement in the education of the child is characterised by various problems. Most of the problems which hinder purposeful and effective parental involvement can be eliminated if they are well-identified. This section however just made a brief summary of problems concerning parental involvement; a detailed analysis of these problems in the practical situation of education for Blacks will be made in chapter 3.

### 2.7.4 Solutions to problems of parent involvement

#### 2.7.4.1 Introduction

After the problems of parent involvement have been identified, their solutions should be proposed. Seeing that the causes of problems of parent involvement are twofold i.e. those which bear their origin from the teaching personnel and those which occur as a result of parents, solutions will also be treated according to these structures. Solutions related to teacher's problems will be discussed firstly followed by the discussion of solutions ascribed to parent problems.

#### 2.7.4.2 Solutions from the teachers view point

According to educationists such as Van Loggerenberg (1983:103-104); Dettman (1980:158) and Postma (1986:232-233) and by

analyzing the practical experience in Black education the following suggestions are regarded as some of the main possible solutions to the problems of parental involvement. If these solutions could be brought to the attention of the teaching staff, parental involvement in the education of the child would greatly improve.

\* Training of teachers

It is recommended that universities and teacher training colleges introduce parental involvement as a subject or part of a subject. This will give student teachers an opportunity to know and appreciate the importance of parental involvement in the child's education.

Teachers should receive either formal or informal training on parental involvement in educational issues. The department of education should organise courses where teachers can receive training or coaching on how to involve parents effectively in the education of their children.

\* Senior appointment

Senior appointment of teachers such as principalship and deputy principalship of schools should also be based upon the conditions that the said official has displayed some form of skill and knowledge of parental involvement in the education of the child.

\* Formation of Committees

Teachers can take the lead in forming small class committees. At the meetings of such committees, teachers can make parents feel at ease and some projects can be planned by joint decisions of teachers and parents.



\* Signing of children's books

As a way of solving the problem of lack of parental involvement in schools, teachers can arrange that parents sign the pupils' home work books. This method can in one way or another, create the interest in parents for school matters. Parents should also be requested to account for home work not done and to give reasons for pupils who do not complete their work at home.

\* Proper communication

Teachers should learn to communicate with parents more frequently and during these discussions, topics such as children's progress; parental responsibility; positive attitudes of teachers and parents, can be discussed generally.

\* Negative aspects of teachers

All the negative aspects which are prevailing in parental involvement should be brought to the notice of teachers. This will make it possible for a teacher to continually evaluate himself when he is busy with activities related to parental involvement.

#### 2.7.4.3 Solutions from the parents' viewpoint

Some problems causing lack of parental involvement are directly connected with parents themselves. In analysing the recommendations of researchers such as Postma (1986:236-237) and Buys (1986:168-172) the following could be possible solutions:

\* Experience required

If parent groups can be elected on the basis of experience gained in the field of parental involvement, many problems

can be alleviated. Parents should not be voted on the committees of parent groups without any proof that they are aware of what is entailed in being a committee member and the responsibilities attached to that portfolio.

#### \* Training

If most problems of parental involvement are to be eradicated, training of committee members prior to election or induction after election is a matter of necessity.

Even after training, regular courses conducted for such members are indispensable if parent bodies are to be more effective in carrying out their duties of improving the education of the child. Parents should continuously be coached so that they can understand that they are partners in education and accept that they are primary educators of their children. This feeling of responsibility on the part of parents cannot just come automatically without any effort from all those who are concerned with education; viz, teachers, school inspectors and any other senior official of the department.

#### \* Clear objectives

It is recommended that parent groups should have clear objectives to be achieved as soon as they are elected to represent parents. These objectives should be broken down into long term objectives and short term objectives which should be achieved during their term of office. Such objectives can possibly stimulate greater parental involvement in the education of the child.

#### \* Evaluation

Evaluation of the work performed by parent groups in the improvement of their schools can have positive effects on

parental involvement. Evaluation of such work done by parent organisations can be done annually or at the end of their term of office in order to assess the progress done.

#### \* Self confidence

Most parent groups involved in schools are not very much academically educated; and this results in an inferiority complex which ultimately culminates in a lack of self confidence. Teachers and the departmental officials should try to create confidence in these parent groups by continuously giving them positive feedback on the work they perform.

#### 2.7.4.4 Concluding remarks

Solutions to problems of parent involvement in the child's education forms an important intergral part of this research. When the solutions have been defined and analysed both parents and teachers should accept them; because it is the implementation of the suggested solutions which will ultimately contribute towards effective parental involvement. The success of the child's learning at school depends largely upon the co-operation of parents and teachers. The solutions with special reference to Black education will be discussed in detail in chapter 4.

### 2.8 CHAPTER SUMMARY

In this chapter the theories of parental involvement in the education of the child were clearly described. The parent as primary educator in the education of the child was illustrated. The responsibilities of the parent, which he should fulfil in the education of the child were pointed out and the reasons why

a parent should be involved in the education of the child were extended.

The educational system, its definition and all its components were defined and fully discussed. The educational system and its structural moments were demonstrated so that the role of a parent in the education of the child could be placed in its proper perspective.

The identical structure of the education system and the educationally interested groups in education were analysed so that it could be clear what the functions and duties of each educationally interested group are. The manner in which educationally interested groups interrelate with one another for the benefit of the education of the child was fully discussed so that the parent and his involvement could fit harmoniously into these structures.

The operationalisations of parental involvement in the education of the child are also treated in this chapter. The various methods in which parents should become involved in the education of the child are illustrated. It further becomes clear that parents should become involved in the education of the child as individuals and as groups. Parents as individuals usually confine their involvement to the micro educational level. This structure makes provision for parents to contribute to the effective learning of the child.

Parents as groups should become involved in the management and control of schools. The involvement of parent groups should always be aimed at improving the education of the child. In a situation where parent groups are quite actively involved in the education of the child, the child accomplishes the majority of his educational objectives.

Parent groups operate in the structures of meso and macro educational levels. On the meso educational level parent groups

become involved in the local affairs of schools and on the macro educational level, parent groups influence the policies which are formulated at the highest level for the purpose of smooth running of schools.

Lastly, this chapter summarises the general problems which are experienced by parents in their involvement in the education of the child. Possible solutions to the problems of parent involvement are also proposed in order to eliminate problems so that purposeful parent involvement in the education of the child can be effected. The next chapter will focus on the structures of Black parental involvement in the education of the child.

## CHAPTER 3

### PARENTAL INVOLVEMENT IN BLACK SCHOOLS

#### 3.1 INTRODUCTION

After the discussion of the theories of parental involvement in the education of the child, the study of parental involvement in Black education in South Africa becomes necessary.

The education of the Blacks in South Africa, like all other education systems, is fast developing. The development of any education system is characterised by problems. Black education in the Republic of South Africa is characterised by various problems such as boycott of classes by pupils; unrest and the destruction of school property by pupils and lack of qualified teachers. Of particular importance in this study is the problem of Black parental involvement in the child's education.

This chapter, will make a brief study of the history of Black education covering the period until 1910 in which missionary societies played a significant role in the education of Blacks. The period until 1953 will touch on Black education under provincial control.

Black parent involvement in education during the Bantu Education era, will be an important aspect of this chapter. The implications which Bantu Education had on parental involvement will be pointed out. Subsequently, the structures of parent involvement in the child's education as the case applies presently in Black schools, will be spelled out and the views of the National Education Crisis Committee (NECC) on Black parental involvement will also be referred to. Lastly, this chapter will summarise the problem areas of the structures of Black parent involvement in the education of the child.

### 3.2 PARENT INVOLVEMENT PRIOR TO 1953

#### 3.2.1 Introduction

The study of education of Blacks in Southern Africa before 1953 can be divided into two main periods. The first period until 1910 can be regarded as the period most dominated by the education initiated by the missionary societies.

The second period, the period until 1953 is the time when Black education was under the control of provincial administration. These two periods will be discussed separately tracing the place of the Black parent and his role in the education of the child.

#### 3.2.2 Parent involvement in Black education until 1910

##### 3.2.2.1 Introduction

The history of education of Blacks in Southern Africa until 1910 is mainly linked to the activities of the various missionary societies. Malao (1983:21) declares that the education of Blacks existed as part of the missionary action of the various missionary societies. The education of the Blacks was under complete control of the missionary societies (McKerron, 1954:154).

The following missionary societies played a significant role in the education of Blacks and a brief reference will be made to each of them.

##### 3.2.2.2 The London Missionary Society

Lekhela (1972:6-7) states that as early as 1813 this missionary society had made attempts to found stable mission stations within the Black communities in the Cape.

The London Missionary Society (LMS) founded a mission station in 1817. In 1831 a church and a school were built among the Black people (Malao, 1983:23).

### 3.2.2.3 The Wesleyan Missionary Society

Thomas Hudson and James ArchBell were the main leaders of the Wesleyan Missionary Society (WMS). The WMS established a school at Platberg and at Thaba Nchu. The WMS conducted mission work in the various provinces of the Union (Malao, 1983:24). The WMS pioneered mission work in the Black territories across the Keiriver, now known as Transkei. In the course of time a chain of stations and schools were established. At these institutions Black youths were trained as teachers and evangelists (Behr and MacMillan, 1966:325).

### 3.2.2.4 The Dutch Reformed Church

The Dutch Reformed Church (DRC) was also known as the South African Missionary Society because its Christian educational activities covered the greater part of Southern Africa. The main purpose of this missionary society was to evangelise the South African Blacks. The DRC made efforts to build educational as well as religious institutions at which Black children were taught (Behr and MacMillan, 1966:322).

According to Kgware (1969:352) the DRC established Stofberggedenkskool in the Orange Free State for the purpose of training Black teachers, evangelists and ministers.

### 3.2.2.5 The Moravian Missionary Society

The Moravian Missionary Society (MMS) whilst educating and christianising the Blacks concentrated on persuading the Blacks



to forego their nomadic way of life. The MMS emphasised disciplined life among Black people and expected them to conform to the Western standard of habits (Behr and MacMillan, 1966:315).

### 3.2.2.6 The Berlin Missionary Society

The first educational attempts of the Berlin Missionary Society (BMS) involving Blacks was started in 1834. The BMS's influence was so strong that by 1836 it had broken off the purposeless pursuit of the nomadic life of the Blacks in the Orange Free (Malao, 1983:25).

### 3.2.2.7 The Rhenish Missionary Society

According to Behr and MacMillan (1966:322-326) the Rhenish Missionary Society (RMS) the Glasgow Missionary Society (GMS) and the Anglican Missionary Society (AMS) also made efforts to christianise the Black South Africans.

### 3.2.2.8 Evaluation of parent involvement during Missionary Education

While acknowledging the fact that the missionaries pioneered a Western type of education among Blacks in South Africa, this education was full of shortcomings and failures with regard to parental involvement. According to Florin (1965:33) Christianity played a forceful role in changing the tribal traditions of the Blacks. Christianity being the main aim of education, it did not make any provision for Black parental involvement in the education of the child. The next section will study the role played by the different provincial administrations in Black education.

### 3.2.3 Parental involvement in Black Education since 1910 until 1953

#### 3.2.3.1 Introductory remarks

In 1910 the Union of South Africa was formed and by this time the control and the administration of Black education in South Africa was transferred from the missionaries to the provincial administration. Just as in the missionary education, the Union control of education did not offer Black parents much opportunity to play a significant role in the education of their children; nevertheless, the situation was better than during the missionary societies.

According to Behr (1978:162) the South African Act (1909) transferred the control of all matters affecting finance and education, from the missionaries to the provincial administration. The Minister of Native Affairs was delegated with the responsibility of controlled Black education in the various provinces of the Union. Black parental involvement did not feature as will be evidenced by the discussions of the following provincial administrations.

#### 3.2.3.2 Education of the Blacks in the Cape

Black education in the Cape was state aided-mission type of education which established itself as a pattern of education until 1950. According to Peels (1970:133) most Black parents were indifferent to the claims of education.

Education in the Cape, however, progressed so rapidly that by the year 1920 the Cape Provincial Administration had assumed the entire responsibility for the salaries of Black teachers. By this time Black parents were allowed to serve on councils in advisory capacities (Malherbe, 1958:460). Local Black governing bodies were appointed in order to control the finances.

Curricula were also adapted to suit the needs of the Black people (Pells, 1970:137).

According to Bot (1936:28) many managers of schools in the Cape were Black ministers who contributed towards the administration and control of Black schools.

### 3.2.3.3 Education of the Blacks in Orange Free State

Black education in the Orange Free State (OFS) experienced several difficulties. After the appointment of H.F.G. Kuschke, in 1924 as organiser of Black Education of the OFS, positive changes towards education by Black communities and addressed them, showing them the advantage and privileges which awaited their children if they were to receive education (Loram, 1917:65).

The OFS administration established an industrial school for Black girls at Moroka which later became one of the most important and well-known educational institutions in the OFS province. Provincial administration relied heavily upon the support and recommendations of the church ministers whose views were invited in cases of misconduct from school children. The final decisions were however made by the main controlling body of the provincial administration (Loram, 1917:65).

### 3.2.3.4 Education of the Blacks in Transvaal

It was only in 1910 when Transvaal became a constituted colony of the Union of South Africa that the government gave its attention to the ordinance which made provision for the education of Coloured, (a term which included Blacks) by then (Behr, 1978:161). By this ordinance, all avenues were to be explored with the aim of christianising Blacks in Transvaal and according to Behr (1978:161) the success of Black education was

measured in terms of the number of children who attended school. Transvaal provincial government allowed the missionaries to continue with their missionary endeavours provided their instruction was controlled by means of a system of inspection.

To improve the standard of black education in the colony of Transvaal, a new curriculum was introduced. The main purpose of this new curriculum was to cultivate in the young Black children, habits of cleanliness, obedience, punctuality, tidiness, orderliness, self-dependence, self-restraint, temperance, charity and social training aimed at acquainting Blacks with the laws of the country (Behr, 1978:162).

#### 3.2.3.5 Education of the Blacks in Natal

The state had already begun to make aid available to mission schools as early as 1856, in Natal. By the time Natal became a province of the Union, several mission schools were already operating. In 1884 the council of Education was formed and its responsibility was to control and organise Black education in Natal (Behr, 1978:160). Education in Natal progressed rapidly and among the many educational institutions which catered for Black communities in Natal, there was St. Hilda's English School for Black girls; Marian Hill teachers' training Centre; Ohlange Institute; Amanzimtoti and Inanda Seminaries. According to Coetzee (1963:438-439) the Native revolution of 1906 resulted in the formation of the Native advisory council whose function was to advise the provincial administration on all matters which affected the Blacks of Natal.

#### 3.2.3.6 The financing of Black Provincial Education until 1953

Kgware (1961:11) maintains that the Act of 1945, e.g.; The Native Education Finance Act of 1945, introduced a new era in

financing Black education. The Act provided amongst others that Black parents be involved in the financing of education of their children. Black parents were expected to contribute to the consolidated Revenue Fund through taxes. In order to provide for better and adequate education, the Union Government established a central budget to augment the Provincial Revenue Fund contributed by parents. This legislative measure resulted in real progress in Black education because parents' money was better controlled (Brian, 1970:52).

In order to improve education the Union Advisory Board was established to advise the Minister of Education on all matters pertaining to the finances of Black education in all four provinces (Horwitz, 1964:54-55).

### 3.2.3.7 Evaluation of parent involvement during Provincial Administration

Besides a few local councils and advisory boards through which Black parents could make recommendations to the provincial Administrators, the control of education still remained almost entirely in the hands of white administrators (Behr, 1978:166). Another difficulty which the Provincial Administrators were faced with is that there was no general legislative authority which would centralise Black education as an integral part of all social services under a system in which active participation of Black parents would be secured.

In conclusion, however, despite the difficulties which the Administrators encountered in Black education in the Union of South Africa, important ground work was started in getting Black parents involved in the education of their children.

The next section will deal in detail with Black parental involvement from 1953-1978.

### 3.3 PARENT INVOLVEMENT IN BLACK EDUCATION BETWEEN 1953-1978

#### 3.3.1 Introduction

In 1953 when the Government took control of education from the Provincial Administration, Black education received earnest attention from the Government for the purpose of increasing the number of schools in Black areas. In order to build more schools the co-operation of Black parents was required. What gave parents an opportunity to become directly involved in the education of their children was the introduction of the Bantu Education Act, of 1953, the implications of which will be fully explained. This section of the research will therefore study and analyse the aims of Bantu Education and the implications which Bantu Education Act had with regard to the role played by Black parents in the education of their children.

#### 3.3.2 Bantu Education Act, 1953 (Act no. 47 of 1953) as amended

##### 3.3.2.1 Introductory remarks

According to Ruperti (1977:61) the Bantu Education Act 1953 became one of the most important and controversial documents ever to be produced in South African Black Education. This Act had numerous implications for Black education, including Black parental involvement in the education of the child.

With the advent of the Bantu Education Act, 1953 (Act no. 47 of 1953), the government took over control of all educational services for Blacks from the provincial administration. From the 1st of January 1954 the responsibility of Black education was transferred from the provinces to the newly established Department of Native Affairs which was intended amongst others, to stimulate black parental involvement in the education of the child on a wider scale.

The introduction of Bantu Education, marked a mile-stone in the development of Black education in Southern Africa with the result that education expanded so rapidly that by the 20th October 1958 a separate department of state was created to be responsible for Black education based upon Black cultural background which was supposed to be supported by a great number of Black parents (Horrel, 1968:141-142).

### 3.3.2.2 The aims of Bantu Education

There were several important aims of Bantu Education, but for the purpose of this research, the following provisions of the Act, with regard to Black parental involvement in the child's education, suffices to be mentioned. According to the Legislation and Regulation of the Department of Bantu Education (1953:15) some of the main aims of Bantu Education were:

- \* To provide for the transfer of Black education from the provincial administration to the Union Government.
- \* To provide for management and structures of control of Government and Bantu Community schools by Black parents.
- \* To provide for the transfer of officers employed by the Provinces in connection with Black education to the services of the Union Government.
- \* To provide for financial assistance to Bantu Community Schools and to encourage parental involvement in these schools in the form of school fund contribution.

Among the many educational aims, Bantu Education Act had for Black schools, parental involvement in the education of the child featured prominently. Structures of parental involvement in the education of the child through boards and committees were

provided for by the Bantu Education Act 1953 (Act no. 47 of 1953).

### 3.3.2.3 The results of Bantu Education Act 1953 (Act no. 47 of 1953) with regard to parental involvement

The implementations of the Bantu Education Act resulted in many educational implications. One of the main results of Bantu Education was the manner in which Black parents took active participation in the education of their children. Structures for direct parental involvement in the functioning of schools were formulated in order to enable parents to contribute more effectively towards the functioning of schools (Barnard, 1984:5).

From 1954 to 1958 the responsibilities of Black Education was mainly vested in the Department of Native Affairs which received constant and regular recommendations as well as criticisms from Black parents as regards the erection of schools and the appointment of teachers (Behr, 1978:171). Black parents in the Republic of South Africa had been brought into active participation in school affairs (Horrel, 1968:141-142).

An under Secretary of the Department of Native Affairs was appointed as the official head of Black education and in most cases he did not approve of the recommendations and suggestions made by Black parents concerning the education of their children. The result was that other Black parents became dissatisfied and ultimately became hostile to the policies of the Secretary of the Native Affairs Department (Kgware, 1961:16).

In 1955, Act no. 7 of 1955 was passed which resulted in the policy that Black parents should have a greater share in financing their education. According to this Act, Blacks were to be involved in their children's education by contributing



increasingly towards the cost of expanding their education. In terms of Act no. 7 of 1955, a Black Education Account was created to improve Black educational growth (Malao, 1983:45).

In order to satisfy Black cultural needs and probably also to receive more parental support, mother tongue was introduced as medium of instruction in all Black Lower Primary Schools. Structures of parental involvement in the functioning of these schools were created through the establishment of school boards and school committees (Barnard, 1984:24).

By 1964, the Minister of the Department of Bantu Education had suggested that an Advisory Board of Education be appointed. The responsibilities of this Advisory Board were to make recommendations about the functioning and the running of Black education. The Advisory Board was composed of members from various ethnic groups in the South African Black population and according to Davis (1972:15) one of the main aims of constituting that board was to gain parental support in the education of the Black child. Ruperti (1974:64) says that the Advisory Board consisted of Black parents who represented academics, tribal chiefs and church leaders. All members of the Advisory Board were nominated by the State President and some Black parents did not approve of the presidential nomination.

Van Rensburg (1982:22) states that the implementation of the Bantu Education Act in 1954 resulted in the decentralisation of Black education. The educational services of the central department, became so decentralised that Black parents could make decisions on their children's educational matters at a local level. Decentralisation of control of Black schools meant transferring of powers from the central government to local controlling bodies such as school boards, school committees and governing bodies. In order to facilitate Black parental involvement in the functioning of these Black schools, schools were classified into community schools, state schools, farm schools, mine schools and factory schools (Van Rensburg, 1982:23).

According to the DET Legislation and Regulation (1965:201) the following definitions have been given with regard to decentralisation of control of Black Education:

- \* "Bantu Community School" shall mean any Bantu school established or maintained by any Bantu authority, Native Council, tribe or community or by a regional, local or domestic council, board or other body and approved by the Minister as a Bantu Community School for the purpose of these regulations.
- \* "Committee board" shall mean a body established by the Minister under sub-section (1) of section twelve of the Act to control and manage one or more Bantu community schools, in cases where the Secretary decides that it is not necessary to establish school committees as well as school boards, i.e. committee boards exist only in the absence of school boards and school committees.
- \* "School board" shall mean a body established by the Minister under the provisions of sub-section (1) of section twelve of the Act to control and manage one or more Bantu community schools.
- \* "School Committee" shall mean a body established by the Minister under the provisions, of sub-section (1) of section twelve of the Act to assist a school board in the control and management of a Bantu Community school.

### 3.3.3 Powers, functions and duties of Black parent bodies

#### 3.3.3.1 Introductory remarks

The Bantu Education Act 1953 resulted in the establishment of several main parent bodies which would be involved in the functioning of schools from 1953-1978. The main parent bodies

which were elected by parents in educational matters were, Advisory Boards, School Boards, Committee Boards and School Committees.

The Advisory Board forms a link between parents and the Minister of Education. School Boards control and supervise several schools which fall within one geographical area. The Committee Board operates in cases where there are no School Boards or School Committees. A school committee is a parent body that is designed to assist in the functioning of and the improvement of a specific school.

### 3.3.3.2 Powers, functions and duties of the Advisory Board

According to the Bantu Education Act, 1953, (1965:81) the main functions and duties of the Advisory Board are the following:

- \* The board is established to advise the Minister generally regarding the policy which ought to be applied in connection with Bantu education. The board shall advise the Minister on any matter concerning the education of the Black child referred to the Board for advice or about any matter which the Minister deems fit.
- \* The board shall have as their objective in their involvement, the investigation of the educational system and to assist with the co-operation of the Department, in determining the broad principles of sound education for Blacks as a whole and the co-ordination of the educational policy generally, with a view to adjusting the educational system to the character and needs of Blacks with due regard to the advisability of maintaining the diversity which may be demanded by circumstances.

- \* The board shall endeavour to uphold and promote the prestige of the teaching profession through their involvement in educational matters.
- \* The board may, with the approval of the Minister, co-opt any European or Black person to assist it in its deliberations or at the Minister's request, allow such a person to become involved in the discussions during the meetings of the board; provided that any person thus co-opted or allowed to attend the meetings of the board, shall not be entitled to vote.

### 3.3.3.3 Powers, functions and duties of the School Board

According to Van Rooyen, et al. (1965:172-173) the powers, functions and duties of the School Board shall be:

- \* to maintain and control the functioning of Bantu community schools, subject to the approval of the Minister;
- \* to plan and promote, in collaboration with the school committees concerned and with the Department, the erection of school buildings and any other accessory to a Bantu Community school;
- \* to become involved in the appointment of teachers and School Board secretaries on conditions of service prescribed by the Minister;
- \* to control and account for all money paid to the School Board from whatever source;
- \* to investigate any complaint submitted by any School Committee under its control or by an Inspector of Bantu schools or by any officer of the Department;

- \* to advise the Department on all matters concerning the functioning of schools falling within its control;
- \* to exercise any such power, function or duty as may be entrusted to the School Board by the Minister from time to time.

#### 3.3.3.4 The powers, functions and duties of the Committee Board

Van Rooyen, et al. (1965:170-171) and Steyn (1980:314-315) states the following as the main powers and functions of the Committee Board:

- \* to maintain and control the functioning of Bantu community schools, subject to the approval of the Minister;
- \* to plan and promote, in collaboration with the Department, the erection of school buildings and any other accessory to a Bantu Community school;
- \* to employ teachers on terms of conditions of service prescribed by the Minister;
- \* to establish and control a school fund as laid down by Government Notice no. 251 of 22nd February, 1957; and to consider each year a statement reflecting income and expenditure;
- \* to become involved in the expulsion of pupils from school on grounds of immorality, continual misbehaviour, lack of cleanliness or for any other reason which the Committee-board may consider of sufficient importance to the school;
- \* to become involved in the investigation of any complaint submitted by an Inspector of Bantu schools or by any officer of the Department;

- \* to keep such records and statistics, and to furnish such statements and reports as the Secretary may from time to time require;
- \* to exercise any such power, function or duty as may be entrusted to the Committee-board by the Minister from time to time.

#### 3.3.3.5 The powers, functions and duties of the School Committee

According to Van Rooyen, et al. (1965:168-170) the powers, functions and duties of a School Committee shall include the following:

- \* to bring to the notice of the School Board any matter which in the opinion of the School Committee affects the welfare or efficiency of the school. Any member of such a committee shall have access to any school or class under the supervision of that school committee; provided that he does not interfere with the work done therein or with the teacher in the carrying out of his or her professional duties;
- \* to expel any pupil from the school on grounds of immorality, continual misbehaviour, lack of cleanliness or for any other reason which the School Committee may consider of sufficient importance to the school; provided that the parent of any such pupil shall have the right of appeal to the School Board against such expulsion;
- \* to recommend to the School Board that an enquiry be held if the principal or any teacher on the staff, in their opinion:

- does not possess the required qualifications for his post; or
  - is incapable of giving instruction through the prescribed medium; or
  - is incapable of giving efficient tuition on account of any physical or mental defect; *f*
- \* to consider inspection reports and where necessary, to make recommendations to the School Board in connection with any matter mentioned in or arising from the report on the school by the Inspector of Bantu schools;
  - \* to advise the School Board in all matters connected with the appointment of teachers;
  - \* subject to the regulations regarding School Boards and the regulations published under Government Notice no. 251 of 22nd February, 1957, to institute and control school fund;
  - \* to maintain and improve the building, school-grounds and fences and to undertake any repair work without delay. New buildings may be erected by the School Committee after consultation with the Department and the School Board; and
  - \* to carry out such other duties as are delegated to it by the Secretary.

### 3.3.3.6 Evaluation of parental involvement in Black education from 1953-1978

Bantu Education Act 1953 resulted in black parents having a direct involvement in the running of schools. Black parent bodies as constituted by the Department of Bantu Education were entrusted with various powers and functions which made them to be effectively involved especially in the local control of schools. In terms of the aims of Bantu education, these parent

bodies were elected by parents in order to represent their educational aspirations. Black parent bodies utilised their powers and responsibilities to control schools which fell within their jurisdiction (Barron and Howell, 1974:143).

Jefferson (1973:153) stating the success and progress of the involvement of Black parent bodies in the education of the child mentions that by 1970, there were 500 school boards and 6000 school committees serving on Black schools. In these parent bodies, about 50 000 Black members who were elected by parents served to represent their interests in the education of their children.

Despite the success achieved by the introduction and implementation of Bantu Education Act 1953 which resulted in effective Black parental involvement in the education of the child, there were numerous problems which parent bodies were faced with in the execution of their various functions. Some black parents did not welcome the introduction and implementation of the Bantu Education policy. They alleged that Bantu Education was an inferior system of education designed to lower the standard of Black education. On the other hand, other Black parents felt that they had not been consulted when Bantu Education was introduced and they were therefore not readily prepared to co-operate with the Department (Horrel, 1968:140).

In decentralising the control of Black education the Government still appointed white officials in senior positions in the Department of Bantu Education. Black parents opposed the appointment of whites into such posts arguing that the Government was contradicting the most important principle of cultural differences. Some Black parents regarded the appointment of white officials in the Department of Bantu Education as a system which denied them opportunities and consequently parents were left unhappy, disgruntled, disappointed and frustrated; these became detrimental to



purposeful parental involvement in the child's education (Lodge, 1983:117-120).

After discussing Black parental involvement from 1953 until 1978, the next section will study the present structures of parental involvement in the child's education.

### 3.4 THE PRESENT STRUCTURES OF PARENTAL INVOLVEMENT

#### 3.4.1 Introduction

This section will handle the present structures of parental involvement in the functioning of schools, as from 1979 to date. From 1979 the main parent bodies which are involved in the education of the Black child are the School Committees, Governing Councils, the Parent Teacher Associations (PTAs) and the Advisory Council to the minister.

In this section, the School Committee as the main parent body involved in the functioning of schools will be fully discussed. The powers, functions and duties of the School Committee, Governing Council, the PTA and the Advisory Council to the Minister, will be studied and a brief description of what each parent body means will be given. The election and the constitution of these parent bodies will also be analysed. In concluding this section, the shortcomings and the problem of parental involvement by Black parents in the education of the child will be critically evaluated.

#### 3.4.2 School Committees

##### 3.4.2.1 Introductory remarks

The school committee is a structure of parental involvement operating in Bantu Community Schools and was instituted by the

Minister of Education and Training in terms of Section 44 of Education and Training Act 1979. Bantu Community Schools are schools that are staffed by Black teachers only and are controlled by the School Committees. A school committee is a parent body composed of Black parents elected by parents to represent their educational interests. The Education and Training Act, no.90 (1979:7) states that every Black school should have a School Committee that is involved in the functioning and running of its affairs.

The main activities of the School Committee, including its composition, as well as the responsibilities of its chairman will be mentioned in this section.

#### 3.4.2.2 Election of a School Committee

The Department of Education and Training Act, (RSA Act 90 of 1979, article 8) makes provision for 7 parents elected by parents to serve on a school committee. The principal is usually the secretary of the school committee and he is a member without any voting rights (DET, 1979:8).

The electoral officer, who is normally the School Inspector, should inform parents in writing, of a parents' meeting fourteen days before the day of the election. The notice to parents should state the day, date, time, venue and purpose of the meeting. The notices may be distributed by pupils or through post (DET, 1982:8).

#### 3.4.2.3 Powers and functions of the School Committee

According to the Department of Education and Training (RSA Act no. 90 of 1979: 17-20) the following is the summary of the main functions of the School Committee. In fulfilling its functions, the school committee shall:

- \* be involved in the appointment of teachers (the school committee must arrange three names of applicants for a vacant post in order of preference and submit these to the Department for final approval);
- \* take the necessary steps to ensure that the school buildings and surroundings are kept in good conditions;
- \* give approval to anybody who would like to make use of school buildings and surroundings after school hours;
- \* give approval to any tour or school trip organised by the teachers where children will be involved;
- \* be involved in the collection and usage of school funds;
- \* serve as the official mouth piece of parents of children attending a specific school;
- \* perform all other duties which the Department finds to be in the interest of the education of the child.

#### 3.4.2.4 Powers of the chairman of a school committee

The following are some of the main powers of the chairman of the school committee during school committee meetings (DET, 1986:17). The chairman of the school committee shall:

- \* direct discussions according to the agenda;
- \* be involved in the maintenance of order;
- \* see to it that the correct procedures are followed;
- \* decide on points of order that have been raised.

### 3.4.3 Governing Councils

#### 3.4.3.1 Introductory remarks

Governing Councils are parent bodies involved in the functioning of schools which are non-community schools. Such schools are for example Adult Centres for night schools, state schools i.e. schools which have both white and black teachers on the staff. Like the school committees, the Governing Councils have been instituted by the Minister of Education and Training in accordance with Act no. 90 (1979:2).

#### 3.4.3.2 The Constitution of the Governing Councils

The Governing Council of a primary school shall consist of four members. The governing council of a post-primary school, the governing council of the adult centre and the governing council of the teacher training college shall consist of seven members (DET, 1982:2).

The regional director is usually the chairman of the governing council. The inspector, who shall be chosen by the regional director, is a member of the governing council. The principal of the school concerned shall be "ex officio" the secretary of the governing council. Other additional members according to the number required are appointed either by the Circuit Inspector or regional director, but are finally approved by the Director-General (DET, 1982:2).

The governing council's period of office is valid for three years. The executive committee of a governing council shall consist of the chairman and at least two other members. The secretary of the governing council shall be a member who records the minutes (DET, 1982:2).

### 3.4.3.3 Duties and Powers of a Governing Council

The following are some of the main functions of a governing council (DET, 1982:5-6). The governing council shall:

- \* keep a watchful eye on the general welfare of the school;
- \* see to it that the buildings, grounds, fences and other accessories of the school are properly cared for and that any damage or necessary repair work is reported to the Department in writing without delay;
- \* recommend to the Director-General that an inquiry be held by the Director-General if, in the opinion of the governing council, any member of the teaching staff of the school is incapable of performing his duties efficiently or owing to continued ill-health or some physical or mental defect, he has become incapable of teaching properly or has rendered himself guilty of misconduct as defined in section 22 of the Act;
- \* control any school fund in accordance with the regulations regarding the control of money which is raised for or with regard to the school;
- \* put methods into action to obtain the active interest, actual support and involvement of the parents and the community in the interests of the child.
- \* advise the Director-General with regard to any matter in connection with the school as the Director-General may from time to time require.

### 3.4.4 Parent Teacher Associations

#### 3.4.4.1 Introductory remarks

Parent Teacher Association (PTA) is one of the valuable means through which every individual parent can become involved in the functioning of schools. PTA is a body composed of teachers and parents. The school committee in consultation with the teaching staff usually initiates the formation of a PTA. The formation of the PTA is voluntary and only parents who are interested may serve on this body. It is recommended that schools should have PTA's because it is generally accepted that in schools where PTA's are actively involved in the education of the child, learning becomes interesting and pleasant for the child.

#### 3.4.4.2 The aims of the PTA

The aims of the PTA are among others, the following (DET, 1985:48-49; DET, 1986:4-5);

- \* to create contact between parents and teachers;
- \* to encourage parental involvement in the child's learning;
- \* to obtain the co-operation of parents and their involvement in the functioning of schools;
- \* to educate and inform parents about the school's activities;
- \* to support the school financially by fund-raising;
- \* to create a link between home and school;
- \* by participating in the PTA's parents feel that they are contributing to the education and tuition of their children;

- \* to assist the school committee;
- \* to assist teachers in their educational tasks;
- \* to assist parents in the upbringing of their children;
- \* to discuss with the teachers any problems concerning the children's school work.

#### 3.4.4.3 The activities of the PTA

##### 3.4.4.3.1 Introductory remarks

There are various ways in which PTA's can make a contribution towards the functioning of schools. The main activities of the PTA's are, however, to organise school functions and to raise funds for schools (DET, 1985:30-48; DET, 1986:6.) The main activities of the PTA will be discussed briefly.

##### 3.4.4.3.2 School functions

A PTA, in consultation with the school committee, can organise school functions which parents can be encouraged to attend in order to support the school's activities. According to DET, (1985:31-48) the following are some of the examples of the school functions to be organised by the PTA.

- \* parents days;
- \* sports days;
- \* soccer matches;
- \* netball matches;
- \* class picnics;
- \* parents evenings;
- \* prize-giving ceremonies;
- \* inauguration of buildings.

### 3.4.4.3.3 Fund raisings projects

The PTA is an official, non statutory supportive organ subordinate to the school committee. Its activities whilst raising funds, should not encroach upon the territory of the school committee i.e. the school committee has its own functions such as appointment of teachers which may not be performed by a PTA. The following are some of the methods through which the PTA can involve parents in raising funds for the school (DET, 1986:6). PTA's can involve parents by:

- \* running raffles;
- \* organising school bazaars;
- \* arranging for cake sales;
- \* organising school concerts;
- \* organising educational tours for parents and children.

### 3.4.5 Concluding remarks

By introducing the school committee the DET created channels through which Black parents could make recommendations in supervisory capacity to schools. The duties of school committees and PTA's resulted in a variety of Black parental involvement in the education of the child. Although Black parents could not interfere with the teacher's professional work, requests for investigation in this regard could be made. The majority of Black parents, however, were not always able to discover irregularities in professional spheres because they were themselves not educated except in a case of governing councils which were composed of academicians.

The next section will look at the inputs made by various education crisis committees.



### 3.5 NATIONAL EDUCATION CRISIS COMMITTEE AND PARENTAL INVOLVEMENT

#### 3.5.1 Introduction

The stability of schooling in the Department of Education and Training (DET) has aroused so much interest with the result that there has been spontaneous reactions from various educationists within Southern Africa as well as from abroad. Within South Africa, various organisations erupted with conflicting opinions with regard to the solutions to the educational crisis experienced by the DET. Subsequently some individuals came together to form organisations with the purpose of resolving the problems of schooling in Black education. It also became clear that many Black parents had lost control of their children's behaviour. Many parents also became unwilling to be involved in their children's education. An outspoken organisation which took much interest in the affairs of Black education came to be known as the National Education Crisis Committee (NECC). The NECC operated under the leadership of people like Vuzi Khanyile, father Smangaliso Mkhathshwa and Zwelakhe Sizulu.

This section of the research will thus treat the influences which the NECC exerted on the development of Black education under the DET with special reference to Black parental involvement in the education of the child. Both the negative and the positive influences of the NECC in Black education will be pointed out. The NECC is nevertheless a non-government statutory body and it is not officially recognised by the DET as a functional parent body but its influence on Black education cannot be underestimated and that is why this parent body is discussed in this research.

### 3.5.2 The influence of the NECC on Black parental involvement

#### 3.5.2.1 Introductory remarks

When the NECC was established during the school unrest in Black townships in the late 1984, this organisation had several objectives to achieve. One of the aims of the NECC when it was established in 1985, was to bring about stability in Black education. The Minister of Education and Development Aid, Dr Gerrit Viljoen, who was then also concerned about normalisation of schools recognised the role the NECC could play in the education of the Black child. Realising that one of the main objectives of the NECC was to create "people's education", the Minister and other senior officials of the Department of Education and Training, met with the NECC delegation on several occasions in order to discuss and clarify the concept "people's education" and the possible implications which this "peoples education" could have for Black education as a whole (NECC, 1987:4).

#### 3.5.2.2 The concept "people's education"

The concept "people's education" was launched at the education conference in December 1985 (Van den Heever, 1987:1). At this conference the NECC emphasised that education is intertwined with the economical political and social structures of society. People's education was referred to as an alternative education which prepares for the total human liberation (Van den Heever, 1987:4-7).

The NECC (1986:4) states that peoples education should concern itself firstly with education and then with politics. It means that both educationists and politicians should be involved in the education of the child. According to the principles and strategies of people's education, education should be designed and controlled by its owners i.e. Black education in this case

should be controlled by Black parents. Black parents should gain entry into the educational conflict and propose solutions which they think suit their interests. According to the NECC's objective, people's education would ultimately elbow out the present structures of parental involvement which have been instituted by the government because these parents serving in these structures are regarded as puppets of the DET (Kruss, 1987:14).

#### 3.5.2.3 The educational influence of NECC on Black parental involvement

The NECC as well as the Soweto Education Crisis Committee (SECC) made some impact upon Black parental involvement in the education of the child. These two bodies organised parents who met at different venues for the purpose of becoming more involved in the education of children. At these meetings and conferences the NECC and SECC officials took pains to encourage parents to send their children back to schools because at that stage pupils were boycotting lessons and refusing to be taught. The NECC and SECC made it clear to Black parents that it was pointless for them as parents to stand aloof from schools, especially in times of educational crisis; parents were informed that the only solution to the problem of class boycotts was an active parental participation in educational matters (Van der Walt, 1987:43).

The NECC, propagating people's education, advocated for Black parental involvement in the drafting of new curricula relevant to Black peoples' lives. According to the NECC (1987:9-10) the DET syllabus is irrelevant to Black children because it teaches European history when there is very little to learn of Black people's history. The implication is that the curriculum will make provision for teaching about black heroes and people of outstanding character in terms of Black history. Of particular importance to the NECC was the fact that Black parents would be

involved in education for the purpose of seeing to it that their children receive education that would make them equal to other racial groups, politically and economically (Kruss, 1987:32-33).

According to the views of the NECC and SECC it is difficult to separate education from politics in their educational involvement. NECC and the SECC encouraged Black parents to become involved in the South African politics arguing that Black education is mainly controlled by white politicians. The NECC advocated for Black parents to become involved in the struggle to promote a non-racial system of education and society in South Africa.

The NECC and the SECC felt that Black South African system of education did not make adequate provision for Black parental involvement. These organisations therefore further blamed the government of manipulating the present members of parent bodies. The NECC accused the school committee members of implementing the ideas of the DET officials without any criticism. The NECC therefore advocated Black parents to take control of their children's education and reject any form of co-operation with the DET (Van den Heever, 1987:11-12).

### 3.5.3 The evaluation of the role played by the NECC in Black parental involvement

The role of the NECC in the education of the Black child has had both positive and negative effects on Black parental involvement. It is unfortunate that the NECC was formally established, and started to function during the times when Black children were boycotting classes, burning down school buildings, defying all kinds of authority that existed. Teachers and parents were rejected and even physically assaulted by school children whenever they tried to motivate children to attend classes.

When the NECC took over the initiatives to encourage parents, teachers and students to become involved in the education of the child, in most cases, unfortunately, it was radical students, parents and teachers who emerged prominently to offer their services. These were individuals who were totally anti any form of discipline, and they then occupied executive positions in the NECC and SECC organisations. The result was that no person who cherished different opinions to those expressed by NECC or SECC was given a hearing during meetings. The so-called state-department supporters were intimidated and harrassed. Schools became more chaotic and many Black parents became more scared to become involved in the child's education. This is one side of the story of the NECC and Black parental involvement in the education of the child which came to be commonly known by the popular phrase: "liberation first, education later".

Perceived and judged from another angle, the NECC did make a positive contribution by encouraging parents to become involved in the education of their children. The NECC ensured that children returned to school telling parents that it was their responsibility as primary educators to become involved in the educational struggle on behalf of their children.

The NECC rejected the call for "liberation before education" and the use of violence as a means to a political end. Whilst denouncing violence, the NECC found itself pressurised by more radical and militant forces for educational change (Van den Bos, 1986:1).—

It is also an undisputable fact that the NECC was right when it proclaimed that Black parents should become involved in the education of their children instead of allowing children to spearhead the future of education. Black parental involvement should be actualised on micro, meso and macro educational levels. The view held by the NECC, that the curriculum content of Black schools should make provision for Black cultural values

and cultural heritages that should be maintained, is also correct.

### 3.6 CHAPTER SUMMARY

The development of Black education in Southern Africa was under the control of white people for a long period. Since the arrival of the missionaries at the Cape, education was mainly intended to convert Black South Africans who were then regarded as pagans, to christianity. These type of western standards of education were obviously foreign to the way Blacks used to live. Consequently the missionary societies made very little effort, if ever, to gain Black parental involvement in the education of the child.

Education was in the hands of the white officials who were responsible for the administration of the provinces. Many Black parents were not able to become effectively involved in the education of the child even if they so wished because they were themselves not learned enough, nor were they well informed about what educational issues entailed.

Black education until 1910 experienced very minimal parental support because indeed Black parental involvement in the child's education was too insignificant to make mention of.

When Bantu Education was introduced in 1953, earnest concern was then given to Black parental involvement in the child's education. Bantu Education came with structures of formal parent bodies. These parent bodies were formal governmental constituted structures which were specifically designed to give Black parents an opportunity to make decisions concerning the education of their children. At some stage parents were involved in the functioning of schools by contributing financially towards the erection of new schools. This period

saw a pronounced Black parental involvement in the education of the child.

The period from 1953 to 1978 was however not devoid of problems of Black parental involvement. The greatest setback to Black parental involvement during this period was that many Black parents and students opposed the introduction of Bantu Education. Consequently Black parent bodies who served on the statutory bodies and became positively involved in the child's education were labelled sell-outs. The situation became worse in 1976 when members of school boards and school committees in Soweto who were then involved in the education of the child, approached the Department of Bantu Education and presented their memorandum. Their memorandum contained the recommendation that Afrikaans be abolished as medium of instruction in Black schools. When the Department of Bantu Education refused to accept this recommendation from elected Black parent bodies, most members resigned, leaving their posts vacant and other parents feared to stand for election to fill up their posts. For a long period Soweto schools functioned without any official involvement by Black parents.

By analysis of the sources and interpreting the practical situation in the perspective of the guidelines given in chapter 2, and from objective perception, it is clear that the present structures of parental involvement starting from 1979 to date, have the following main problems which can be identified as impeding purposeful Black parental involvement in the education of the child:

- \* Teachers do not encourage parents to become involved in the education of the child;
- \* Teachers are not trained to involve parents in the child's education;
- \* Black parents are not trained in becoming involved in the child's education;

- \* Black parents are not coached to become involved in the child's education;
  - \* Parents who are interested in educational matters are not always elected to serve on Black parent bodies;
  - \* Experience is not always taken into consideration when parents are elected to serve on parent bodies;
  - \* Parents are not informed and made to understand that they are primary educators of their children;
  - \* Parents lack the academic insight in order to become effectively involved in the education of the child;
  - \* Parents are not always sure of what educational issues entail;
  - \* Parents think educational matters belong exclusively to teachers;
  - \* Parents do not meet teachers regularly where educational matters are discussed;
  - \* Parents who have low economic status and are less educated than teachers feel inferior in the presence of teachers;
- Parents who have a higher standard of education and have a high socio-economic status than teachers make teachers feel inferior, and as such teachers become hesitant to encourage parental involvement in the education of the child;
- \* Parents whose children attend too big schools find it easy to evade involvement in their children's education because they are not easily spotted out;



- \* Some parents simply do not have time to become involved in the education of the child;
- \* Some teachers think parental involvement will interfere with their professional rights and freedom;
- \* Other parents simply do not realise the value of parental involvement in the child's education;
- \* Teachers think parental involvement will result in extra work for them;
- \* Parents do not always have means of transport between their homes and schools;
- \* Parents feel that the DET does not give them enough recognition;
- \* Parents fear political intimidation to become involved in the education of the child.
- \* Poor conditions of school buildings discourage parental involvement in the child's education.

## CHAPTER 4

### 4. PARENT INVOLVEMENT: AN EMPIRICAL STUDY

#### 4.1 INTRODUCTION

It has been proved by literature study in this research that parent involvement plays a significant role in the education of the child. The purpose of this study is to test the validity of the discoveries from literature study and to varify the hypothesis postulated in chapter 1, through the method of empirical investigation.

This chapter will discuss the questionnaires which have been designed for the target group of the investigation. The reasons for the choice and type of the questionnaires will be advanced.

The presentation and analysis of the responses to the questionnaires will be explained.

#### 4.2 QUESTIONNAIRES

##### 4.2.1 Introduction

The principles and reasons of parental involvement as explained in paragraph 2.2, the prevailing problems in the structures of Black parental involvement (see paragraph 2.7.2) and the possible solutions (see paragraph 2.7.4) were mainly discovered through literature study.

The questionnaires that have been formulated are intended to find out whether the responses of the target group will be in agreement, or refute the discoveries of literature study and the hypothesis:

#### 4.2.2 Kind of questionnaires

The questionnaires which have been formulated in this research are intended to evaluate the opinions of parents and teachers on the factors affecting the structures of Black parental involvement in the education of the child.

The questionnaires have been so designed in order to be clear, unambiguous and uniformly workable. The design of the questionnaires is intended to minimize potential errors from respondents and coders. Since the participation of respondents in this survey was voluntary, questionnaires were so designed as to engage their interest and encourage their co-operation (Cohen and Manion, 1980:80).

Questionnaires usually consist of both closed and open ended questions. Closed as well as open ended questionnaires have their own advantages and disadvantages (Borg, 1963:206).

Open questionnaires are usually inclined to offer respondents an opportunity to give their personal opinions when responding. Open ended questionnaires are generally recommended in a case where respondents are acquainted with the subject researched.

The disadvantage of open ended questionnaires however, is that they can easily mislead the respondents. Open ended questionnaires can also make it difficult for the researcher to summarise his findings (Borg, 1963:209). Consequently, closed questionnaires were chosen for the investigation of this survey.

Advantages of closed questionnaires are that they save time and are relatively easy to complete. Inconsistent and vague responses can be avoided by closed questionnaires. More facts than opinions are supplied in closed questionnaires (Sax, 1979:233-234).

The disadvantage of closed questionnaires is that they do not stimulate the respondents to think broadly. Another disadvantage of closed questionnaires is that they offer little scope to provide alternative suggestions (Sax, 1979:245).

#### 4.2.3 The target group

This research handles theories, problems and solutions of parental involvement in the education of the child. The education of the child implies the involvement of parents as primary educators and school teachers as secondary educators of the child. Therefore, the questionnaires of this research are aimed at gathering information from both parents and teachers.

In order to limit the scope of parents and teachers as respondents, only school principals and school committee chairmen were selected to be the target group of this survey.

School principals and chairmen of school committees were selected as the target groups because they are generally regarded as the key people with regard to Black parental involvement in the education of the child and they would most probably constitute the appropriate sample of teachers and parents.

Because the research is focused on the structures of parental involvement of Black Schools with special reference to the Vaal Triangle, the target group of this survey is composed of school principals and school committee chairmen of the DET schools in the Vanderbijlpark Circuit only, therefore even if the findings cannot be generalised, they are nevertheless applicable to many Black schools.

#### 4.2.4 Construction of questionnaires

In order to validate the hypothesis stated earlier in chapter 1 more accurately, several questionnaires were constructed.

Questionnaires were linked to three main hypotheses namely, (see also paragraph 1.4);

- \* that there are theoretical principles in parental involvement which should be accepted by Black parents and teachers,
- \* that the identified problems in parental involvement as discovered through literature study, are indeed experienced in practice by Black parents and teachers.
- \* that the proposed solutions intended to eliminate identified problems stated above, are acceptable to Black parents and teachers.

There are two sets of questionnaires, namely, questionnaires meant for school principals and those designed for school committee chairmen.

#### 4.2.5 Methodology

The most common method of survey in carrying out an educational enquiry is by post (Good, 1972:235). In this survey also, the target group was reached through mail. Before the final questionnaires were prepared and distributed to the respondents, a pilot study was made. The purpose of the pilot study was to try and validate the practical use of the questionnaires. Members of the target group did not include the school principals and the chairmen of school committees who participated in the final set of questionnaires.

When the pilot study, which included five school principals and five school committee chairmen of Vereeniging Circuit, had been completed several questions had to be revised because they had appeared to be unclear. Other questions were completely deleted because they proved redundant. The instructions were also rephrased to avoid misunderstandings on the part of respondents.

When the researcher was certain that the questionnaires were clear enough they were then distributed.

The respondents were given a period of two weeks to study and complete the questionnaires. The completed questionnaires were collected and after they had been checked, they were submitted to the department of statistics for evaluation.

The questionnaires were processed through the SAS programme. Some questionnaires were wrongly completed. Through analysis and interpretation of the responses, misleading deductions were obviated and the results of the findings remain statistically valid for the research.

The following section will deal in detail with the method of presentation and analysis of the results of the responses of principals and school committee chairmen.

#### 4.2.6 Presentation and analysis of the results

The responses are divided into two main divisions namely first division and second division.

- \* The first division consists of sections A & B, which treats the biographical and demographical details of respondents respectively. These two sections are explained with the aid of graphs.

- \* The second division consists of sections C, D & E. They deal with the analysis of the results from the responses.

Section C treats the analyses of the results on the theoretical principles; section D deals with the analysis of the problems and section E analyses the results on the solutions.

- Multiple choice questions. Tables are used in order to explain and interpret the results of these questionnaires. Each table consists of the statement or question; frequency (F) and the percentage (%). At the bottom of each table the following are reflected viz; total number of respondents; number of respondents missing and the number of respondents with faults.
- Rank order questions. These questions are found in questionnaires for school principals viz, question 3 number 2 (Q3N2); question 4 number 2 (Q4N2) and question 5 number 9 (5N9). In School committee chairmen these questionnaires are the following; question 4 number 5 (Q4N5) and question 5 number 2 (Q5N2).

In these cases the results of the responses are given weights. Several items are arranged in a rank of order of 1-3 or 1-4 as the case may be. The results are converted into scores with rank 1 getting the highest score and rank 3 or 4 getting the lowest score, example rank 1 = 3 scores  
rank 2 = 2 scores  
rank 3 = 1 score

Each score is multiplied by the number of frequencies to arrive at the total score for the particular item. The item scores are added together to arrive at the total score for the question.

The total score for the question is then converted into percentage (%) using the following formular:

<u>Question score</u>	X	<u>100</u>
Total Possible Score (TPS)		1

... Total possible score = Number x highest item score.

Tables in rank of order questions reflect statement (a); (b); (c) or (d) (As the question may require); Rank (R) and percentages (%).

Total number of respondents missing and respondents with faults are excluded as they are not relevant in this case.

#### 4.3 ANALYSIS OF THE RESULTS OF SCHOOL PRINCIPALS

##### 4.3.1 Introductory remarks

This section of the research treats the analysis and the interpretation of the results of school principals. The results of the responses of school principals are analysed and compared with the findings from literature study in order to make valid evaluations.

The work will be treated according to various divisions and sections.

##### 4.3.2 First division: Sections A & B.

###### 4.3.2.1 Introductory remarks

This division is devoted to the discussion of sections A & B. These sections cover the aspects of principals in respect of particulars which would enable the researcher to have a better understanding of their background.



#### 4.3.2.2 Section A: Biographical details

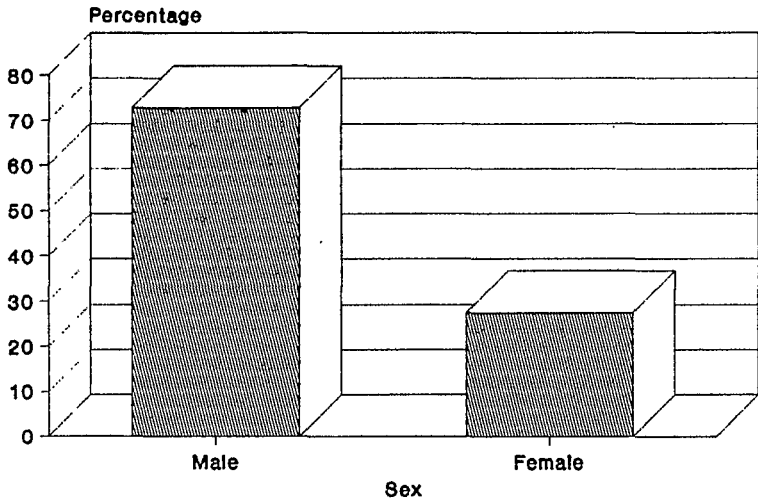
##### 4.3.2.2.1 Introductory remarks

This section deals with biographical details of principals such as, sex, age, experience and academic qualifications. Each item of these demographical details is treated separately.

##### \* Sex of principals

Figure 1 explains the situation regarding the sex of principals.

**FIGURE 1**  
**SEX OF PRINCIPALS**



From the graphical representation of figure 1 it is evident that the overwhelming majority of school principals in the Vanderbijlpark Circuit is composed of male persons which is reflected by 72,7%. The female principals constitute 27,3% which probably relates to the Black traditional belief that male persons perform better as heads of institutions (see paragraph 2.2.12).

This interpretation necessitates the need for parents to participate in education so that the child can benefit from the contribution of parents and teachers.

\* Age of principals

The ages of principals are reflected in figure 2.

FIGURE 2  
AGE OF PRINCIPALS

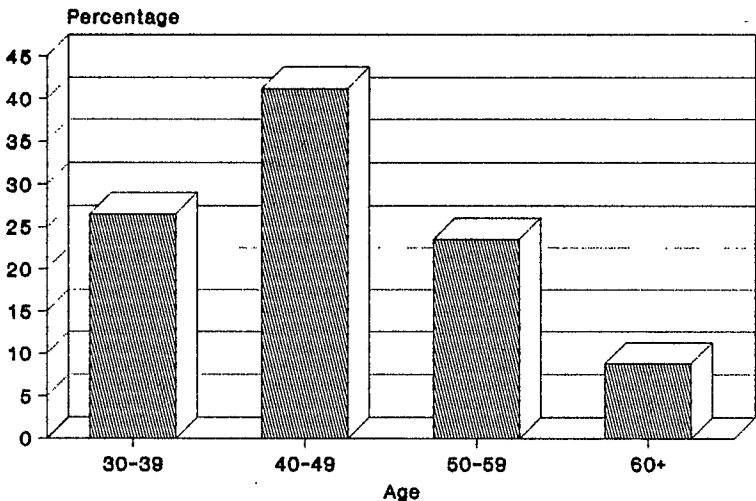


Figure 2 presents the distribution of age groups of principals in Vanderbijlpark circuit. The largest component of principals, namely 41,2% is clustered around 49 years. The second largest age group is around 30-39 years, namely 26,5%. The third age group, 23,5% is between 50-59 years. The implication is that most of the principals appointed are mature enough. It should therefore not be much of a problem for mature principals to encourage parental involvement in the education of the child (see paragraph 2.7.4.2).

#### \* Experience of principalship

The experiences of principals are clearly illustrated by figure 3.

**FIGURE 3**  
**EXPERIENCE OF PRINCIPALS**

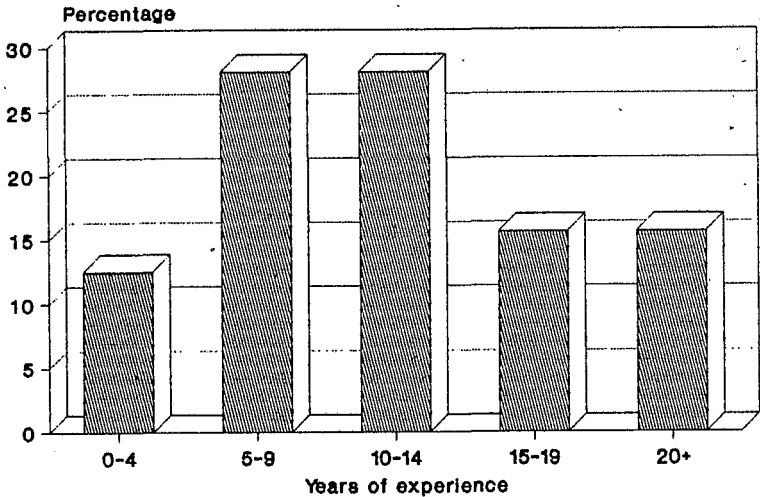


Figure 3 indicates the distribution of experiences principals. According to this figure, 12,5% of principals have 0-4 years experience as principals. Most principals fall within two categories namely 5-9 years and 10-14 years, which both constitute 28,1% respectively. It means 56,2% of principals have 5-14 years experience in their work as principals. This figure constitutes more than half of the total number of principals in the circuit. The other two categories namely 15-19 years and 20+ years constitute 15,6% each. It should therefore be relatively easy for principals with an extensive experience to invite the views and suggestions of parents in the running of their schools thus indirectly encouraging parental involvement.

#### \* Qualifications of principals

The data on qualifications of principals is reflected in figure 4.

**FIGURE 4**  
**QUALIFICATIONS OF PRINCIPALS**

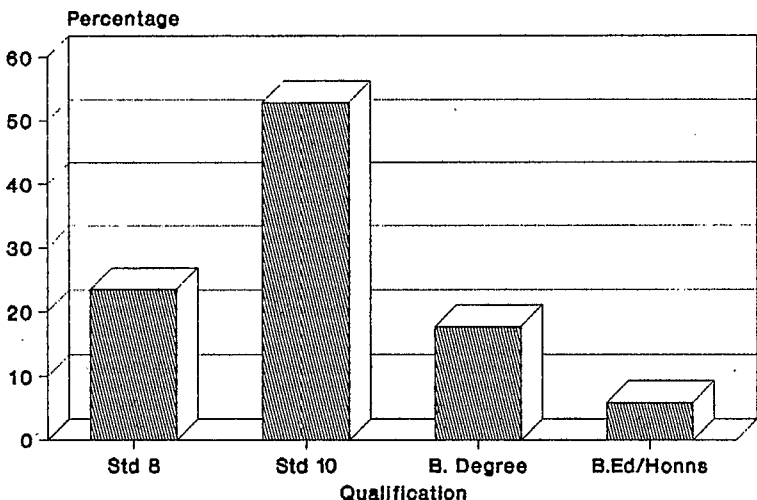


Figure 4 gives an analysis of qualifications of principals. It is indeed a matter of concern to realise that there are still 23,5% of principals who have passed standard 8 as the highest academic qualification. The greatest number of principals however, namely 52,7% have passed standard 10. It is necessary to point out at this stage that the questionnaires did not require from respondents to indicate the number of degree courses which they are currently undertaking. It could easily mean that a considerable number of principals are busy with further studies at universities on part time basis. Nevertheless, principals who have already completed junior degrees constitute 17,6% and those who have passed either B.Ed or Honnours degree form only 5,9% of the population. It would appear from the qualification of principals that more principals have passed standard 10 as the highest academic achievement. The deduction from this graphical representation is that the majority of principals may not easily grasp complex theories and concepts dealing with parental involvement and may also feel inferior in the presence of principals with higher academic qualifications.

\* Comparison between experience and qualification of principals

There are two graphs which compare experiences and qualifications of principals. Each graph has its own message. One graph is labelled figure 5(a) and the other figure 5(b).

FIGURE 5(A)  
COMPARISON OF EXPERIENCE AND QUALIFICATION

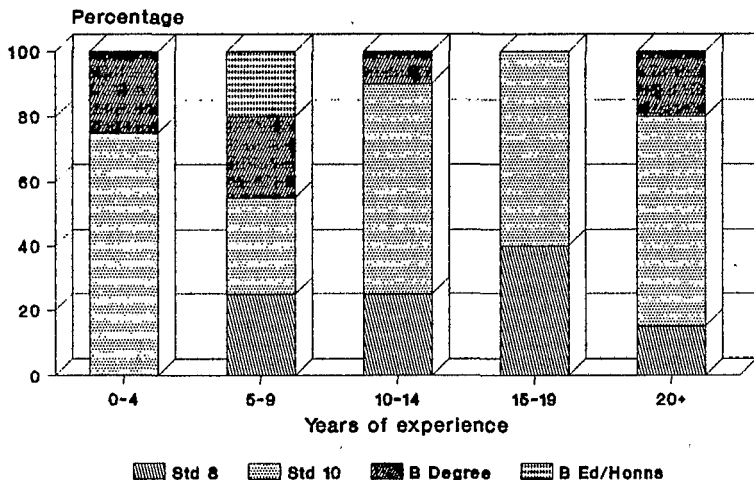


Figure 5(a) presents the qualification of principals who have the same experience. From figure 5(a), it can be deduced that 75% of the total number of principals who have up to 4 years of experience, have passed Standard 10, whilst 25% of them have passed at least a degree. This means that during the past 4 years the department has not appointed a principal with less than standard 8 as the highest academic qualification; only principals with Std 10 and degrees have been appointed.

In the category of principals who have 5-9 years experience, there are principals with a variety of qualifications. Out of the total of these principals, 25% have passed only standard 8; 30% have passed standard 10, and 25% have obtained a degree. The last 20% of these principals have obtained a senior degree.

The implication is that principals with standard 8 could have been appointed about 8 to 9 years ago when there was probably a great shortage of qualified teachers. Five to six years ago the

department was probably able to appoint principals who have one or two degrees.

Of the principals who have 10-14 years experience, 70% have passed standard 10; 25% of these principals have passed standard 8 and 10% have at least a degree. The majority of principals who have 10-14 years experience have passed only standard 10 and therefore, encouraging parental involvement will likely pose a problem for them. However, these principals have the advantage of experience and they are mature enough to play a positive role in encouraging parental involvement in the education of the child.

About 40% of the principals who have been appointed 15-19 years ago, have passed standard 8. 60% of them have passed standard 10. These principals, even if they may have low academic qualifications, have nevertheless gained extensive experience over the years and should be able to create a positive climate for parental participation. On the other hand, principals with less experience as principals have an advantage of high academic qualifications. The result is that principals should therefore be able to understand the virtues of parental involvement in the education of the child (see paragraph 2.7.4.3).

FIGURE 5(B)  
COMPARISON OF EXPERIENCE AND QUALIFICATION

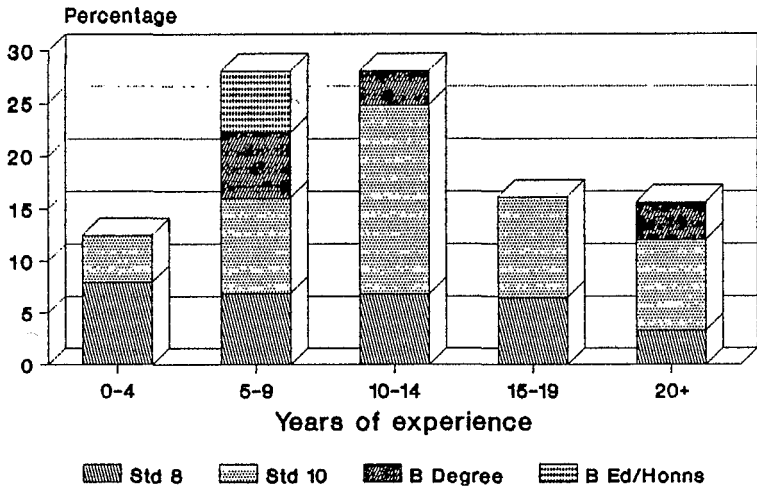


Figure 5(b) compares the qualification of principals with their years of experience. From figure 5(b) it can be deduced that from the total number of principals in the Vanderbijlpark circuit, the majority have passed standard 10. 8% of these principals are found in the category of those principals who have up to 4 years experience. 9,1% are found in the category of 5-9 years experience. 18% is found in the category of 10-14 years experience. 9,1% is found within the group of principals with 15-19 years experience. 9% are in the category of principals who have more than 20 years experience. Of the total of principals in the circuit, 52,9% have passed standard 10.

About 65% of the principals who have been appointed more than 20 years, have passed standard 10. 15% have passed standard 8 and 20% have passed a degree. The majority of these principals have passed standard 10 and with their 20 years experience it should be easy for them to have an insight into the importance of the



role which can be played by the parent in the education of his child.

This means that there is a shortage of adequately qualified principals in the circuit. Unqualified or underqualified principals are likely to suffer from an inferiority complex when parents take active participation in school matters, especially if they are parents with a high socio-political and economic background (see paragraph 2.7.2.2). In order to bring about confidence in principals and to make them appreciate parental involvement in the education of the child, regular courses should be conducted (see paragraph 2.7.4.2).

Another important feature of the interpretation of figure 5(b) is that there is a shift in the appointment of less qualified teachers to better qualified principals as the years progress. This tendency should improve the situation in schools with regard to parental involvement.

#### 4.3.2.3 Section B. Demographical details

##### 4.3.2.3.1 Introductory remarks

Section B handles the demographical details of principals, namely, classification of schools, pupil enrolment and size of staff. Each of these demographical details will be discussed separately.

# \* Classification of schools

**FIGURE 6**  
**CLASSIFICATION OF SCHOOLS**

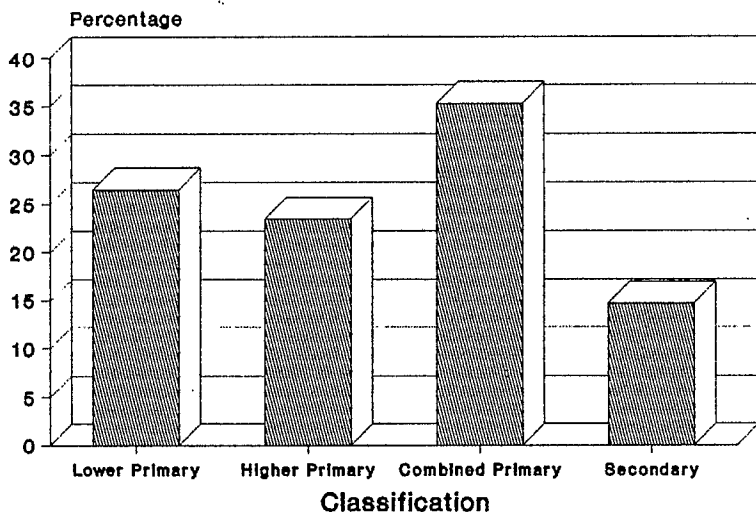
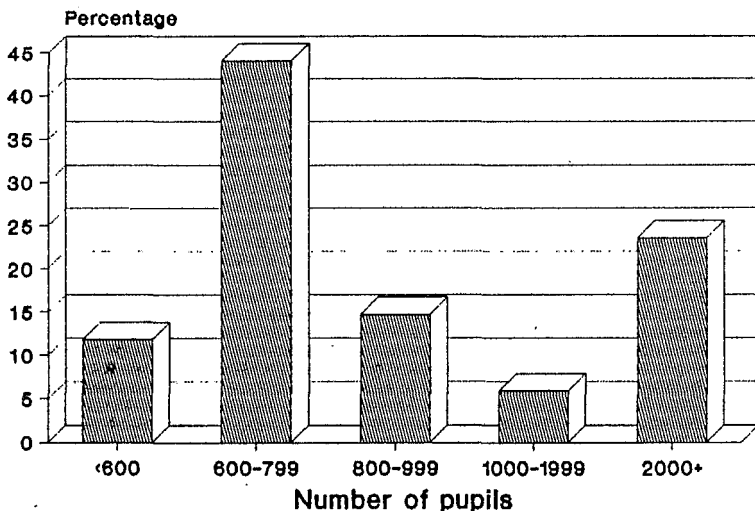


Figure 6 shows the classification of schools according to their category. Lower primary schools, constitute 26,5% of Vanderbijlpark circuit. Higher primary schools constitute 23,5%. Combined primary schools constitute 35,3% and this forms the biggest category of schools in the circuit. There are only 14,7% schools that offer secondary education. It is usually easier to organise parental participation in educational matters in primary schools than in secondary schools. Seeing that more schools fall under the primary section, namely 85,3% it should be easier for schools in Vanderbijlpark to effect parental involvement in the education of the child, especially if formal structures can be designed and be supplied to both parents and teachers to put into practice (see paragraph 2.7.2.2).

# \* Pupil enrolment

Figure 7 indicates pupil enrolment in the schools of the Vanderbijlpark circuit.

FIGURE 7  
PUPIL ENROLMENT PER SCHOOL



The majority of schools in Vanderbijlpark circuit have an enrolment of between 600 and 799 pupils. These schools form 44,1% of the total number of schools in the circuit. Schools with less than 600 pupils form 11,8%. Schools with an enrolment of between 800 and 999 pupils constitute 14,9%. Schools with an enrolment of between 1 000 and 1 999 form only 5,9%, whilst schools with more than 2 000 pupils form 23,5%.

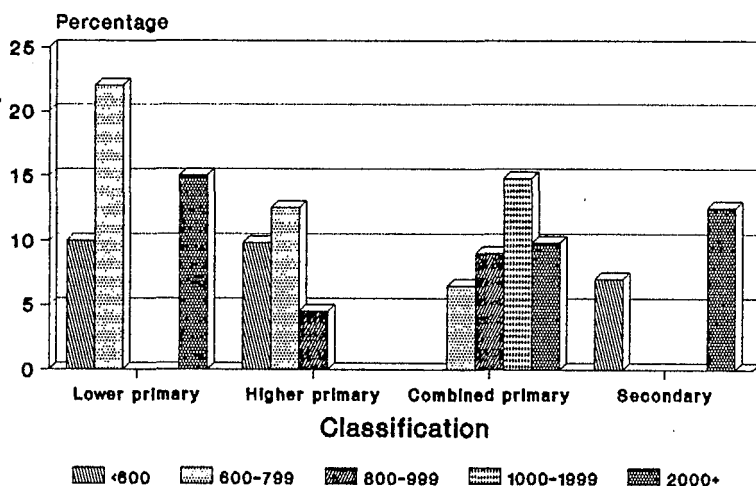
The implication is that the majority of schools have more than 600 pupils and as a result these schools could be faced with behaviour problems from pupils. The need for parental involvement in large schools is far greater than in smaller schools (see paragraph 2.7.2.2). Teachers and parents of these schools need to work together so that the child can benefit from their co-operation.

\* Comparison between pupil enrolment and classification of schools

The comparison of pupil enrolment and classification of schools is illustrated by the following figure.

FIGURE 8

COMPARISON OF CLASSIFICATION OF SCHOOL AND PUPIL ENROLMENT



According to the comparison of classification of schools and pupil enrolment in figure 8, the position looks as follows:

- Lower Primary Schools: 22% of these schools have 600-799 pupils; 10% of them have less than 600 pupils and 15% of them have +2 000 pupils.
- Higher Primary Schools: In this category 12,5% of the schools have 600-799 pupils. 9,8% have less than 600 pupils, whilst 4,5% have 800-999 pupils.

- Combined Primary: This category is represented in the following manner: 14% of schools have 1 000-1 999 pupils; 9,8% have more than 2 000 pupils whilst 9% have 800-999 pupils and only 6,5% have 600-799 pupils.
- \* Secondary Schools: The situation in the secondary schools is as follows: 12,5% of schools have more than 2 000 pupils whilst 7% have less than 600 pupils.

From the graph it can be observed that the majority of schools in the circuit have an enrolment of 600-799 pupils. The next large category of schools which constitutes a total of about 25% has an enrolment of more than 2 000 pupils .

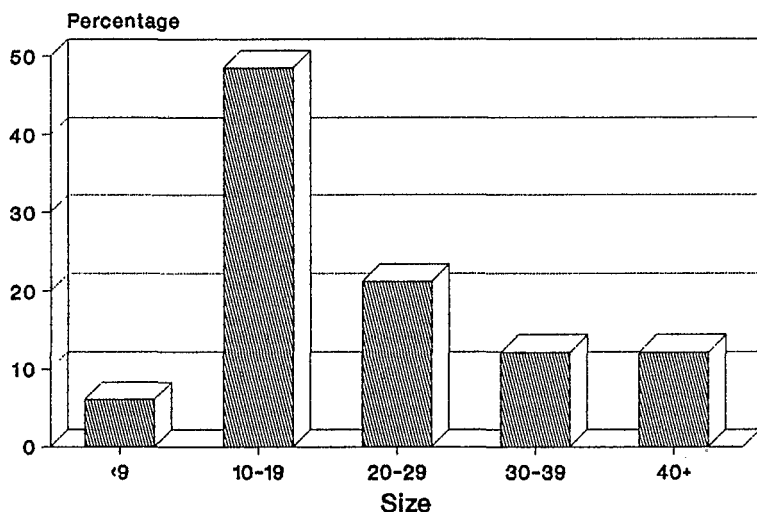
It is also significant to realise that according to figure 8 the combined schools have a variety of pupil enrolment. The only missing category of pupil enrolment is that of less than 600 pupils. This is probably caused by the fact that combined schools cater for sub-standard A to standard 5. The greatest percentage of schools in the Lower Primary section consist of an enrolment of less than 600 pupils. It should therefore be easy to organise parental involvement in the small schools (see paragraph 2.7.2.2).

The majority of schools in the secondary phase have more than 2000 pupils. This necessitates stricter application of programs for parental involvement in the education of the child.

It is relatively difficult to have an effective parental involvement in large schools (see paragraph 2.7.2.2). It is therefore imperative that parents and teachers put in a special effort to get parents involved in the child's education.

\* Size of staff

FIGURE 9  
SIZE OF STAFF



From figure 9 it can be observed that schools with less than 9 teachers form only 6,1%. The majority of schools in the Vanderbijlpark circuit have 10-19 teachers and these schools constitute 48,5%. Schools with 20-29 teachers form 21,2%. Schools with 30-39 teachers and those with more than 40 teachers constitute 12,1% respectively.

From the size of staff in Vanderbijlpark circuit, it should be relatively easy for the majority of the teaching personnel to have parental participation in the education of the child because the majority of schools have less than 19 teachers, a number that is relatively easy to manage. A small staff can easily be monitored to ensure that every member of the staff contributes positively towards parental participation in educational affairs.

\* Comparison between pupil enrolment and size of staff.

Figure 10(a) reflects the comparison between pupil enrolment as against the size of staff.

FIGURE 10(a)

COMPARISON OF PUPIL ENROLMENT AND SIZE OF STAFF

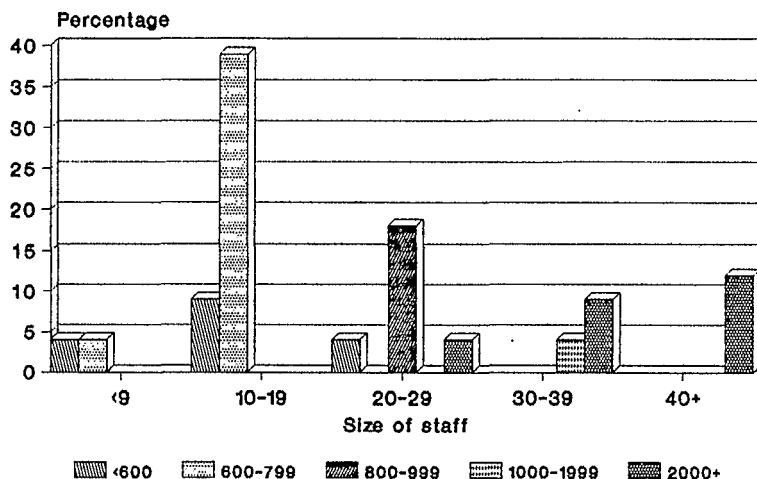


Figure 10(a) presents the comparison between pupil enrolment and the size of staff. According to this figure, 4% of schools that have less than 9 teachers, have less than 600 pupils. The figure indicates that it is also possible to have 9 teachers in schools that have 600-799 pupils.

The highest percentage of schools, namely, 38,9% has 10-19 teachers. Pupil enrolment in this case is 600-799. The frequency conforms to the departmental policy which limits teacher pupil ration to 1-43 in primary schools and 1-33 in secondary schools (DET,1989:1).

The next highest percentage size of the staff is the category in which there are 20-29 teaching staff. This category forms 18% of the total teaching staff. The pupil enrolment in this case is 800-999. In a case where the strength of the staff is more than 40 teachers, pupil enrolment is more than 2 000 pupils.

The tendency is that the staff compliment increases proportionally with pupil enrolment.

Parent involvement should be more effective in a case where the staff is small with less pupil enrolment. Nevertheless, even in larger schools, parent involvement should be well organised in order to achieve intended objectives.

\* Comparison of size of staff and pupil enrolment.

Figure 10(b) compares size of the staff and pupil enrolment.

FIGURE 10(b)

COMPARISON OF SIZE OF STAFF AND PUPIL ENROLMENT

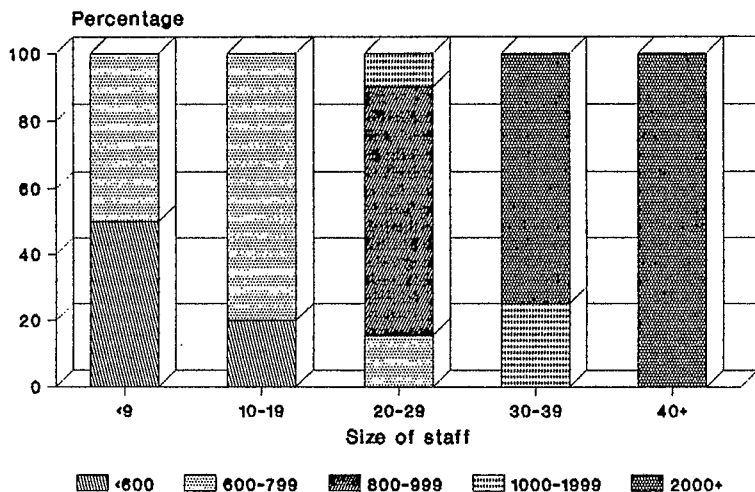




Figure 10(b) presents the following data concerning comparison of size of staff and pupil enrolment.

- Schools with less than 9 teachers have only two different types of pupil enrolment, namely, pupil enrolment less than 600 and between 600-799.
- Schools with a 10-19 staff compliment. Of the total number of schools in the Vanderbijlpark circuit with 10-19 staff compliment, the biggest majority of these schools namely, 80% have 600-799 pupil enrolment. 20% of these schools have less than 600 pupil enrolment.
- Schools with 20-29 size of staff. Out of the total number of schools in this category, 74,5% have 800-999 pupil enrolment. The other 24,5% is shared by schools with more than 2 000 pupil enrolment and schools with 1 000-1 999 pupil enrolment.
- Schools with 30-39 staff compliment. 75% of schools in this category have more than 2 000 pupil enrolment.
- Schools with more than 40 teachers. All schools in this category, i.e. 100% of them have more than 2 000 pupil enrolment.

The interpretation of figure 10(b) means that the majority of schools have a pupil enrolment of more than 600 pupils. It therefore becomes necessary for parents and teachers to work together in large schools in order to assist the child educationally (see paragraph 2.7.2.2).

### 4.3.3 Analysis of the results of section C, D & E

#### 4.3.3.1 Introductory remarks

After a detailed discussion of the background of principals, in section A and B it becomes necessary to analyse the results of sections C, D and E. Each of these three sections will be discussed and treated separately.

#### 4.3.3.2 Section C. Responses of principals on the principles of parent involvement

##### 4.3.3.2.1 Introductory remarks

This section consists of 11 questions, starting from Question (Q) 3, number (N) 1 (Q3N1) to Question (Q) 3, number (N) 11 (Q3N11). These questions will be analysed individually and where necessary explanations will be made.

##### 4.3.3.2.2 Interpretation of the individual responses

\* Q3N1. This question expected principals to either agree or disagree to the principle that parents are primary educators of their children (see Appendix 1a). The following table presents the responses of principals.

TABLE 1  
PARENTS ARE PRIMARY EDUCATORS

Question	F	%
Yes	33	97,0
No	1	3,0

Number of respondents = 34; missing = 0; faults = 0.

97% of the respondents accept the principle that parents are primary educators of their children whilst only 3% disagree. Therefore, the overwhelming majority of principals accepting that parents are primary educators of their children, indirectly or directly should appreciate parental participation in the affairs of schools (see paragraph 2.2.2).

\* Q3N2. This is a rank of order question. The aim of the question was to request principals to give either sentence (a) or (b) as their main reason for accepting that parents are primary educators of children (see Appendix 1(a). Table 2 presents the responses of principals.

TABLE 2

REASONS FOR REGARDING PARENTS AS PRIMARY EDUCATORS

Statement	R	%
(a) Children's learning depends upon family education	1	91,7
(b) Children's learning is influenced by parents	2	65,0

According to table 2 sentence (a) ranked 1 by 91,7% which means that principals accept that the learning of the child depends upon family education. This confirms to the principle that parents should be involved in the education of the child (see also paragraph 2.2.1).

\* Q3N3. This question was answered by one respondent and as such does not have statistical significance in the research.

\* Q3N4. This question required from principals to state whether there is any educational link between parental love and the child's performance at school and further to assess whether parental love has any influence on the performance of the child.

TABLE 3

LINK BETWEEN PARENTAL LOVE AND THE CHILD'S EDUCATIONAL PERFORMANCE

Question	F	%
Yes	33	97,1
No	1	2,9

Number of respondents = 34; missing = 0; faults = 0.

From the above table it is evident that 97,1% of respondents agree that there is a relationship between performance of children and the love they receive from their parents. It's therefore important that parents show love for their children which could be manifested in the performance of the children at school (see paragraph 2.2.3)

\* Q3N5. According to this question principals were requested to rate the given statements according to their importance. The responses are illustrated in table 4.

These responses relate to children's performance as a result of parental love from home.

TABLE 4

RANK OF ORDER OF STATEMENTS

Question	F	%
(a) Children perform better at school	12	35,3
(b) Children usually display emotional love	4	11,8
(c) Both 1 and 2	14	41,2

The overall results of these responses indicate that 41,2% of principals who responded accept that love plays an important role in children's performance as well as in their emotional balance. Parents may not be completely divorced from children's

education because parental participation promotes and increases the chances of the child's performance at school (see paragraph 2.2.3).

\* Q3N6. This question was answered by two respondents and as a result it does not have any statistical significance in this research.

\* Q3N7. According to the responses of this question, 100% of the respondents confirm that there is a relationship between the child's physical needs and his performance and therefore parents should become involved in the education of the child (see paragraph 2.2.4).

\* Q3N8. According to this question principals were to indicate whether values and norms have an influence on the child's education. Table 5 presents the responses.

TABLE 5

VALUES AND NORMS AND THEIR INFLUENCE ON EDUCATION

Question	F	%
Values and norms influence the child's education	33	97,1
Values and norms do not influence the child's education	1	2,9

Number of respondents = 34; respondents missing = 0; faults = 0.

According to this table it is obvious that values and norms have a strong bearing on the education of the child as indicated by 97,1% of responding principals. Seeing that values and norms are acquired from home, these values should be enriched by school life and this is only possible if parents participate in the education of the child (see paragraph 2.2.8).

\* Q3N9. The responses to this question are reflected in table 6.

TABLE 6

## THE INFLUENCE OF HOME DISCIPLINE ON THE CHILD'S EDUCATION

Question	F	%
Home discipline assists the child's education at school	33	97,1
Home discipline does not assist the child's education at home	1	2,9

Number of respondents = 34; respondents missing = 0; faults = 0.

From table 6 it is clear that 97,1% of the respondents rank home discipline as one of the most important components in the successful learning of the child. The implication is that children who come to school with family discipline adjust easier at school. Parents should therefore be involved in the child's discipline both at home and at school (see paragraph 2.2.10).

\* Q3N10. According to this question principals were to indicate whether trust and confidence play any role in the education of the child. The following table presents the responses.

TABLE 7

## INFLUENCE OF TRUST AND CONFIDENCE ON THE CHILD'S EDUCATION

Question	F	%
Yes	34	100
No	0	0

Number of respondents = 34; missing = 0; faults = 0.

Table 7 shows that 100% of respondents agree that it is necessary for parents to instill an element of trust and confidence in the growing child. This approach by parents

promotes the self ego of the child which enhances school results and this once more requires active parental involvement (see paragraph 2.2.11).

\* Q3N11 This question required from principals to indicate whether parents can influence their children educationally if they were to spend some time together discussing general school matters. Responses are reflected in the following table.

TABLE 8  
PARENTS SPENDING SOME TIME WITH THEIR CHILDREN

Question	F	%
Children are more influenced by their parents	27	81,1
Children are more influenced by their teachers	6	18,9

Number of respondents = 34; missing = 1; faults = 0.

According to this question, 81,8% of responding principals regard parents as having more influence on the child and consequently parents should spend some time with their children talking about school work. It would be uneducational therefore to exclude parents from the educational affairs of their children (see paragraph 2.2.12).

#### 4.3.3.3 Section D: Responses to the identified problems

##### 4.3.3.3.1 Introductory remarks

This section handles the responses of principals on the identified problems in the structures of Black parental involvement.

It is covered by the following questions, Q4N1 until Q4N19. Each of these questions is discussed separately giving its own results.

## 4.3.3.3.2 Interpretation of the responses

\* Q4N1. According to this question, principals should state whether teachers encourage parental involvement or not.

TABLE 9

## ENCOURAGEMENT OF PARENTAL INVOLVEMENT BY TEACHERS

Question	F	%
Yes	31	91,2
No	3	8,8

Number of respondents = 34; missing = 0; faults = 0.

From the responses of question 4 number 1 it would appear that 91,2% of respondents indicate that teachers encourage parental involvement. This is an odd feature especially if it is realised that most teachers still experience problems with regard to parental involvement in the education of the child (see also paragraph 2.7.2.4).

\* Q4N2. This is a rank of order question. This question requested the principals who answered yes above to place the given methods of parental involvement according to their rank of order. Table 10 shows the results of the responses.

TABLE 10

## METHODS OF PARENTAL INVOLVEMENT

Statement	R	%
(a) Teachers invite parents to school regularly	1	93,2
(b) Teachers encourage parents to sign children's books	2	15,0



According to the results of table 10 it means that statement (a) ranked 1 by 93,2%. This is an odd feature if it realised that few teachers encourage effective parental involvement in the education of the child as it is revealed by literature study (see also paragraph 2.7.2.4).

\* Q4N3. This question was answered by four respondents and as such it does not have any statistical significance. The question is therefore not analysed.

\* Q4N4. This question expected respondents to indicate whether teachers are trained on parental involvement or not. Table 11 presents the results.

TABLE 11  
TRAINING OF TEACHERS ON PARENTAL INVOLVEMENT

Question	F	%
Yes	29	85,3
No	5	14,7

Number of respondents = 34; missing = 0; faults = 0.

According to this table, 85,3% of responding principals indicate that teachers are trained on parental involvement. According to literature study it was however discovered that teachers are not trained on how to effect parental involvement (see paragraph 2.7.2.4). Principals could have answered the questionnaire in a positive manner in order to conceal the fact that their staff members are not fulfilling their professional obligation with regard to parental involvement.

\* Q4N5. According to this question respondents were requested to indicate the percentage of teachers who make efforts to encourage parental involvement.

TABLE 12

## PERCENTAGES OF TEACHERS WHO ENCOURAGE PARENTAL INVOLVEMENT

Percentage	F	%
70 - 100	10	35,0
40 - 69	16	57,1
1 - 39	2	7,9

Number of respondents = 34; missing = 6; faults = 0.

From table 12 it is evident that most principals chose the middle figure, namely 40 - 69 %. This is an average viz, 2 which is reflected as 57,1%. This tendency is probably caused by a three point scale where a respondent just plays safe by taking the middle cause. Nevertheless, it is not enough to have only just over half of the teachers taking an active role in encouraging parents to have interest in school affairs. Teachers should therefore be trained on parental involvement so that most of them can encourage parental involvement (see paragraph 2.7.2.4).

\* Q4N6 (a & b). The majority of school principals answered Q4N5 and not Q4N6 (a & b) because these two questions were alternatives. As a result this question shall not be discussed because it's results shall not have statistical significance.

\* Q4N7. This question inquired from principals whether parents are always willing to become involved in the education of the child. Table 13 shows the various responses.

TABLE 13

## PARENT'S WILLINGNESS TO BECOME INVOLVED

Statement	F	%
Yes	21	61,8
No	13	38,2

Number of respondents = 34; missing = 0; faults = 0.

According to table 13, 61,8% of responding principals indicate that parents are willing to participate in the affairs of education. The reason for principals' responding in this manner is that parents always turn up in large numbers whenever they are invited by teachers to visit school. If parents show signs of willingness to participate in the child's education it is an opportunity that should be seized and be exploited to the full (see paragraph 2.6.3.3). If only parents can know how to contribute educationally to school affairs, many problems will be eliminated.

\* Q4N8. Question 4N8 expected from principals to select one number from the given statements (see Appendix 1a). The responses would then give an indication of how many committee members show a keen interest in educational matters. Table 14 reflect the following responses:

TABLE 14

## THE QUANTITY OF COMMITTEE MEMBERS WHO ARE INVOLVED IN EDUCATION

Statement	F	%
All members	24	70,6
Half of the members	8	23,5
Less than half of members	2	5,9

Number of respondents = 34; missing = 0; faults = 0.

The result of the responses is that 70,6% of principals say that all members of the school committee show interest in educational matters. Although the researcher may not dispute the results of the responses it is nevertheless an unexpected result because it has been discovered from literature study that most of these committee members lack the necessary knowledge (see paragraph 2.7.2.3). Low academic qualifications is also a factor which inhibits effective parental involvement in educational matters (see figure 13).

\* Q4N9. This question required from respondents to indicate the number of committee members who have already served on other school committees previously (see Appendix 1a). The responses are reflected by table 15.

TABEL 15

COMMITTEE MEMBERS WHO SERVED AT OTHER SCHOOLS PREVIOUSLY

Statement	F	%
About all	4	11,8
About half	11	32,4
Less than half	16	47,1
None	3	8,7

Number of respondents = 34; missing = 0; faults = 0.

From table 15 it is understood that only 11,8% of principals indicate that almost all committee members have previously served at other schools or at the same school for more than one term of office. Considering the fact that 32,4% of responding principals say that about half of school committee members could have served previously at other schools, it becomes abundantly clear that the majority of committee members do not have sufficient experience to participate in school matters effectively (see also paragraph 2.7.2.3).

\* Q4N10. According to this question, principals are expected to indicate whether parents are aware that they are primary educators of their children. Table 16 presents the responses.

TABLE 16  
PARENTS ARE PRIMARY EDUCATORS

Statement	F	%
Yes	20	58,8
No	14	41,2

Number of respondents = 34; missing = 0; faults = 0.

Table 16 indicates that 58,8% of respondents indicate that parents are aware that they are primary educators of their children. On the other hand 41,2% of respondents say that parents are not aware of the fact that they are primary educators of their children.

The result is that a large number of parents still need to be educated and informed that they are primary educators of their children so that they can be inspired to participate in the affairs of education (see paragraph 2.2.2).

\* Q4N11. 84,6% of the principals who said parents are aware that they are primary educators, supported their stand by stating that this is proved by the fact that parents select the best schools for their children. This is usually the tendency when it comes to choosing schools for standard 9 and 10. Black parents usually judge the worth of a school by its standard 10 results (see paragraph 2.6.4.5).

\* Q4N12. Respondents who said that parents are not aware that they are primary educators of their children, indicated that parents leave everything in the hands of teachers. This was the main reason for their choice (see paragraph 2.7.2.4).

\* Q4N13. This question deals with the academic qualification of parent bodies serving in schools. The results are presented in table 17 (see also figure 13).

TABLE 17  
QUALIFICATIONS OF SCHOOL COMMITTEE CHAIRMEN

Statement	F	%
Parent bodies with a degree or higher	-	-
Parent bodies with standard 10	1	2,9
Parent bodies with standard 8 - 10	16	47,1
Parent bodies with less than Std 8	17	50,0

Number of respondents = 34; missing = 0; faults = 0.

According to table 17 which is derived from principal's responses, there are no parents serving on parent bodies with a degree or higher qualification. According to this table about 50% of parent bodies have passed standard 8. This is further confirmed by figure 13 in which it is reflected that over 50% of Black parent bodies have passed standard 8 as the highest academic qualification. The result is that there is a need to elect parents with better qualifications to parent bodies in order to eliminate the possibility of inferiority complexes among parents. Parent bodies can serve schools with self confidence if the majority of them are educated enough (see paragraph 2.7.4.3).

\* Q4N14. This question required from principals to indicate how often teachers meet with parents (see Appendix 1a). The results are reflected in table 18.

TABLE 18

## THE REGULARITY OF PARENTS AND TEACHERS CONTACT

Statement	F	%
Once a year	-	-
Once in three months	4	12,1
Once a month	26	78,8
Once fortnightly	2	6,1
Never at all	1	3,0

Number of respondents = 34; missing = 1; faults = 0.

This question also has a shortcoming in the sense that it is a five point scale. The common tendency in such a case is for respondents, to choose the middle course. The middle point which is once a month, therefore receives the highest percentage viz, 78,8%. According to this table principals indicate that teachers meet with parents more often namely, once a month. This is questionable when it is considered that more schools generally do not have special programs to follow when meeting with parents as it is reflected from literature study (see paragraphs 2.7.2.2 & 2.7.2.3).

\* Q4N15. This question deals with self confidence with regard to parent bodies serving on schools. The responses of principals are presented in table 19.

TABLE 19

## THE CONFIDENCE OF PARENTS IN THEIR INVOLVEMENT

Statement	F	%
Highly confident	5	15,6
Relatively confident	9	28,1
Confident	17	53,1
No confidence at all	1	3,2

Number of respondents = 34; missing = 2; faults = 0.

According to table 19, 53,1% of respondents indicated that most parent bodies are just confident. The questionnaire did not make provision for less confident and therefore it is possible that some parent bodies could be rated between confident and no confidence at all. However, if the majority of parent bodies are confident of themselves it would make it quite easy for them to take an active role in school affairs; on the contrary however, literature study has revealed that more parent bodies are not confident of themselves when it comes ot parental involvement (see paragraph 2.7.4.3).

\* Q4N16. This question required respondents to indicate how frequently teachers feel threatened by active parental involvement in school matters. Table 20 presents the responses.

TABLE 20

## THE INSECURITY OF TEACHERS AS A RESULT OF PARENTAL INVOLVEMENT

Statement	F	%
Always	1	3,0
At times	13	39,4
Never	19	57,6

Number of respondents = 34; missing = 1; faults = 0.



According to the responses of table 20, 57,6% of principals indicate that teachers never feel threatened by parental involvement in the education of the child. This could be caused by the fact that Black parents have low academic qualifications compared to the qualifications of teachers. It is also significant to note that 39,4% of principals agree that at times teachers do feel threatened by parental involvement. The implication is that both teachers and parents should be encouraged to interchange ideas on regular basis in order to break down the existing barriers of mistrust between them (see paragraph 2.7.2.4).

\* Q4N17. This question refers to time which parents spend with their children discussing educational matters informally (see Appendix 1a). Table 21 presents the responses.

TABLE 21

## PARENTS AND CHILDREN SPENDING TIME TOGETHER

Statement	F	%
Yes	22	64,7
No	12	35,3

Number of respondents = 34; missing = 0; faults = 0.

According to table 21, 64,7% of principals agree that parents do not have time which they can spend with their children discussing educational matters. It is therefore necessary that parents should be made to understand that time should be created for school affairs. Parents should be invited to take part in educational matters where it will be pointed out to them that their children need their moral support in learning (see paragraph 2.2.12).

\* Q4N18. This question deals with various reasons why parents do not have time for their children's education (see Appendix 1a). The results of this question showed that 95,2% of

responding principals ascribed lack of parents' time for school matters due to the fact that most parents are workers. They work far from their homes and reach home too tired to offer any meaningful educational assistance to their children (see paragraph 2.2.12).

\* Q4N19. Question 4N19 required from those principals who do not regard availability of time as a problem for parental involvement, to give their possible reasons for lack of parental involvement. From the given possible reasons (see Appendix 1a) 55,0% of principals regarded lack of necessary knowledge as the main reason for non-involvement of parents in school affairs (see paragraph 2.7.4.3).

If parents do not have knowledge of how to contribute to school matters, they should be trained so that they can contribute meaningfully to the educative processes.

#### 4.3.3.4 Section E: Possible solutions

##### 4.3.3.4.1 Introductory remarks

This is the section that treats and examines the responses of school principals with regard to the solutions which may be proposed in order to eliminate the prevailing problems which are experienced in Black parental involvement.

The responses of school principals are reflected from Q5N1 to Q5N11. The responses of each question will be closely examined and where necessary tables will be made in order to clarify the explanations.

## 4.3.3.4.2 Interpretation of individual questions

\* Q5N1. This question enquired from principals whether they thought it necessary for parents to know that they are primary educators of their children. Table 22 presents the responses.

TABLE 22  
KNOWLEDGE BY PARENTS THAT THEY ARE PRIMARY EDUCATORS

Statement	F	%
Yes	32	94,1
No	2	5,9

Number of respondents = 34; missing = 0; faults = 0.

According to this table 94,1% of principals agreed that it is necessary for parents to know that they are primary educators of their children. It is therefore implied that meetings should be held at which parents can be informed of the influence they have on the education of their children (see paragraph 2.2.2).

\* Q5N2. According to this question principals were given two statements and they were requested to choose the one they thought would most likely result in parental participation if parents were aware that they are primary educators (see Appendix 1a). Table 23 shows the responses.

TABLE 23  
THE RESULTS OF PARENTS BEING AWARE THAT THEY ARE PRIMARY EDUCATORS

Statement	F	%
They will probably assist the child in his learning	20	62,5
They will try to improve the functioning of schools	9	28,1
		9,4

Number of respondents = 34; missing respondents = 2; respondents fault = 3.

According to table 23, 62,5% of principals indicate that if parents become aware of the fact that they are primary educators, they will likely assist their children in learning process. 28,1% of principals indicate that parents can also improve the general running of schools. The implication is that parents should be informed that they are primary educators so that they will be able to assist the child in his learning (see paragraph 2.7.4.3).

\* Q5N3. This question was answered by two respondents and therefore the responses of this question are neglected as they may not influence the overall results of the findings of this research.

\* Q5N4. This question asked principals whether they thought training of parents can result in parental involvement. Table 24 presents the responses.

TABLE 24  
THE CONSEQUENCES OF TRAINING OF PARENTS

Statement	F	%
Yes	33	97,1
No	1	2,9

Number of respondents = 34; missing = 0; faults = 0.

The above table shows that 97,1% of respondents agree that training of parents can result in effective parental involvement (see also paragraph 2.7.4.3). Parents will therefore need to undergo training in which involvement will be pointed out to them.

\* Q5N5. This question requested principals to indicate how it can be observed that teachers are trained in parental involvement. Two possible indications were suggested and principals were to choose one of them. Table 25 presents the responses, (see Appendix 1a).

TABLE 25

INDICATORS WHICH SHOW THAT TEACHERS ARE TRAINED

Statement	F	%
Hold courses for parents	7	21,1
Realise and appreciate the importance of parental involvement	24	72,7
		6,2

Number of respondents = 34; missing = 1; faults = 2.

According to the responses of table 25, 72,7% of principals indicate that if teachers are trained on how to effect parental involvement, they would try to inform parents about the importance of parental participation in educational matters. Meetings and courses can be held at which the role of a parent will be explained (see paragraph 2.7.4.3).

\* Q5N6. This question was answered by 1 respondent and therefore it is not discussed.

\* Q5N7. This question wished to know from principals whether the signing of children's exercise books can lead to effective parental involvement. Table 26 presents the responses of principals.

TABLE 26

THE EFFECT OF SIGNING EXERCISE BOOKS BY PARENTS

Statement	F	%
Agree	24	70,6
Disagree	10	29,4

Number of respondents = 34; missing = 0; faults = 0.

Table 26 indicates that 70.6% of principals agree that signing of children's exercise books can result in positive attitudes from parents (see also paragraph 2.7.3.3). Teachers should

therefore encourage parents to sign their childrens' exercise books periodically to ensure that parents gradually get used to assisting their children educationally.

\* Q5N8. This question enquired from those principals who disagreed in the previous question that the signing of children's exercise books by parents does not necessarily result in parental involvement to supply their reasons; table 27 presents the results.

TABLE 27

SIGNING OF EXERCISE BOOKS BY PARENTS MAY NOT ALWAYS RESULT IN PARENTAL INVOLVEMENT

Statement	F	%
They will not necessarily become involved	2	18,2
They would still need to be educated first	8	72,7
		9,1

Number of respondents = 34; respondents missing = 23; faults = 1.

According to table 27, 72,7% of the responding principals indicate that signing children's exercise books is not enough if parents are to become effectively involved in the education of the child. This table further means that training of parents is a priority if parents are expected to make a sound contribution to the education of the child (see paragraph 2.7.4.3).

\* Q5N9. According to this question, four statements are supplied for principals and they were to place them according to their rank of order (see Appendix 1a). The aim of this question was to find out the best possible method which can be employed for effective parental involvement in the education of the child.

Table 28 presents the results of the responses.

TABLE 28

RATING OF STATEMENTS ACCORDING TO THEIR RANK OF ORDER

Statement	R	%
9(a) Parents should assist in raising funds for the school	3	56,7
9(b) Parents should plan sporting programs with teachers	4	44,2
9(c) Parents should receive regular feedback on their performance	2	64,2
9(d) Parents should be given specific objectives to achieve at schools	1	84,2

According to table 28, statement 9(d) ranked 1 by 84,2%; statement, 9(c) ranked 2, by 64,2%; statement 9(a) ranked 3 by 56,7% and 9(b) ranked 4 by 44,2%. The deduction in this case is that parents should be guided to achieve specific objectives and they will become more involved in the education of the child (see paragraph 2.7.4.3).

\* Q5N10. In this question respondents were expected to indicate the best possible method of training teachers in parental involvement. Table 29 reflect the responses of principals.

TABLE 29

METHODS OF TRAINING TEACHERS IN PARENTAL INVOLVEMENT

Statement	F	%
Training of teachers at Colleges and Universities	25	73,5
Training of teachers whilst they are already teaching	8	23,5
		2,9

Number of respondents = 34; respondents missing = 0; faults = 1.

According to table 29, 73,5% of principals regard training of teachers at Colleges and Universities as the most important method which should be applied to train teachers in order to stimulate parental involvement (see paragraph 2.7.4.2). It would be beneficial if teachers-to-be can be exposed to the importance of parental involvement and this does not exclude the possibility of the on-going-coaching of teachers by senior departmental officials about the role of parents in educational matters.

\* Q5N11. In this question, principals were requested to state whether knowledge on parental involvement should play a significant role in the appointment of senior teachers (see Appendix 1a).

TABLE 30  
CONDITIONS OF APPOINTMENT OF SENIOR TEACHERS

Statement	F	%
Yes	26	76,5
No	8	23,5

Respondents = 34; missing = 0; faults = 0.

Table 30 indicates that 76,5% of principals rate knowledge and skills on parental involvement as important when appointment of senior posts are considered. On the basis of the opinion of 76,5% of principals, it means that the acquisition of knowledge on parental involvement should be made one of the requirements when appointments of senior teachers are considered (see paragraph 2.7.4.2).

#### 4.3.4 Conclusion

Analysis of the responses of school principals have clearly indicated that the majority of principals feel that there is a



need for effective parental involvement in the education of the child. It has also come out clearly that the hypothesis as stated in paragraph 1.4.15 is in complete harmony with the findings from the principal's responses. The majority of school principals as reflected from the analysis of responses, generally accept the theoretical principle that parents should be involved in educational matters; although it does not always happen that parents actively participate in educational matters.

It should also be pointed out that the main problems hindering effective parental involvement with the child, as discovered through literature study have been varified by the responses of the questionnaires. The majority of the solutions as proposed appear to be in agreement with the principals' opinions.

The next section of this investigation will examine the responses of school committee chairmen.

#### 4.4 ANALYSIS OF THE RESPONSES OF SCHOOL COMMITTEE CHAIRMEN

##### 4.4.1 Introduction

There are many similarities between the questionnaires which were answered by school principals and those prepared for the school committee chairmen (see Appendix 1(a) & (b)). The results of the principal's responses were discussed fully and in detail. The results of the responses of the school committee chairmen will not be discussed elaborately except in cases where lack of adequate information may affect the interpretation of the results. The important facts in this section will however, not be omitted in order to give an objective evaluation of the results.

Just as in the case of principals, the questionnaires of school committee chairmen are divided into two main divisions and several sections, as it is reflected in paragraph 4.3.1. Each item will be discussed separately.

#### 4.4.2 First division: Sections A & B

##### 4.4.2.1 Introductory remarks

This division of the work is treated as one unit. Section A & B will be discussed through the aid of graphical representation in order to maximise the meaningful interpretation of the results.

##### 4.4.2.2 Section A: Biographical details

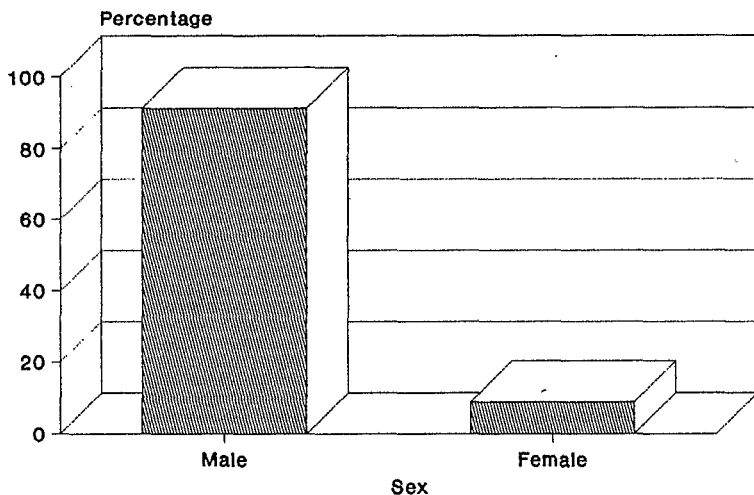
###### 4.4.2.2.1 Introductory remarks

Biographical details consist of the following items viz, sex; age and highest academic qualifications. A few explanations on each of these items will be made.

\* Sex of school committee chairmen.

Figure 11 explains the position with regard to sex of school committee chairmen in the Vanderbijlpark Circuit.

FIGURE 11  
SEX OF CHAIRMEN

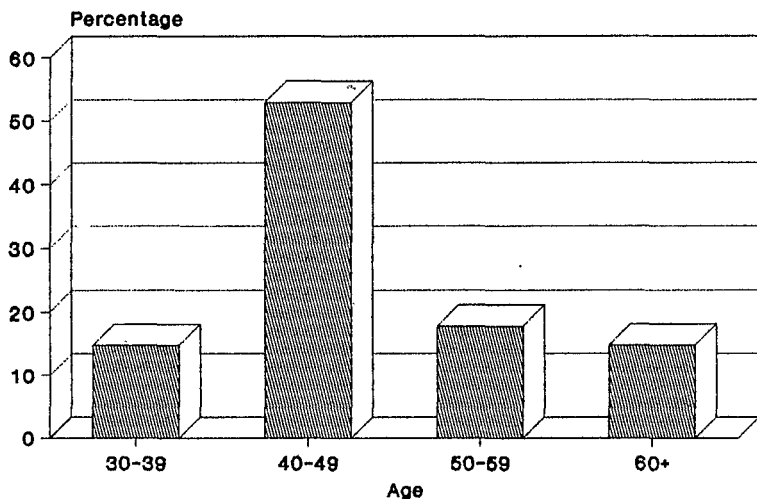


According to this figure 91,2% of the chairmen are male whilst the remaining 8,8% are female. Parental involvement does not necessarily depend upon the type of sex; both male and female can participate. It is also observed from the figure that the majority of school committee chairmen are men and this relates to the cultural tradition of Blacks that male persons occupy managerial positions (see paragraph 2.2.12).

\* Age of school committee chairmen.

Age of school committee chairmen is fully explained by figure 12.

FIGURE 12  
AGE OF CHAIRMEN

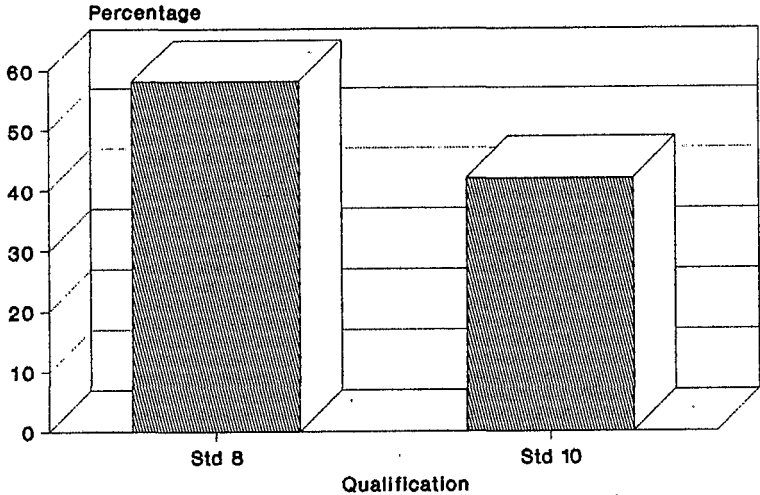


According to figure 12, the majority of chairmen of school committees, namely 52,9% are in the age group of between 40-49 years old. Only 14,7% of chairmen are less than 39 years, and 14,7% are above 60 years. It means that the majority of chairmen are mature enough to be able to take an active role in school affairs. What could probably act as a stumbling block is the fact that parent bodies are not well motivated and do not have the necessary skills.

#### \* Qualifications of chairmen

Figure 13 presents the qualifications of chairmen of school committees.

**FIGURE 13**  
**QUALIFICATION OF CHAIRMEN**



According to this figure, 58,1% of school committee chairmen have passed standard 8; and the other 41,9% have passed standard 10. There are no chairmen who have obtained a degree. The implication is that the Vanderbijlpark school committee chairmen have the likelihood of feeling inferior among staff members. Another possibility is that these chairmen may not be able to make a valuable contribution to school affairs with their present academic qualifications. The only solution therefore, would be to hold orientation courses for these parent bodies so that they can be competent in assisting the staff (see paragraph 2.7.4.3).

#### 4.4.2.3 Section B. Demographic details

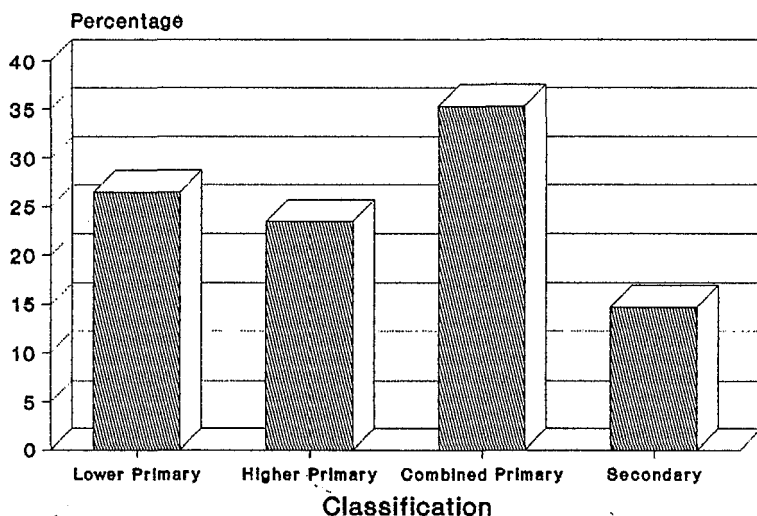
##### 4.4.2.3.1 Introductory remarks

This section viz, demographic details of school committee chairmen, deals with the classification of schools in which these chairmen serve. The schools are classified into Lower Primary, Higher Primary Combined Primary and Secondary schools and this is the only item that was relevant in this research.

##### 4.4.2.3.2 Classification of schools

This section is explained through the aid of graphical representation. Figure 14 illustrates the schools into which the respondents have been elected. For a detailed explanation of this item see paragraph 4.3.2.3.1 and figure 6.

FIGURE 14  
CLASSIFICATION OF SCHOOLS



#### 4.4.3 Second division: Sections C, D & E

##### 4.4.3.1 Introduction

These three sections, namely C, D & E will be devoted to the analysis of the responses of chairmen, reviewing their opinions on various issues revolving around parental involvement.

Tables will feature frequently in this aspect of the research, with the purpose of elucidating the results of the responses.

##### 4.4.3.2 Section C. Responses on the principles of parent involvement

###### 4.4.3.2.1 Introductory remarks

This section is covered by fourteen questions starting from Q3N1 to Q3N14. Each question will be discussed separately. Most of these questions however overlap and are interrelated with one another and therefore their discussions will form a coherent whole (see appendix 2a).

###### 4.4.3.2.2 Interpretation of the responses

\* Q3N1. This question asked chairmen to indicate whether they accept the fact that parents are primary educators of children or not. Table 31 presents the results of the responses.

TABLE 31  
PARENTS ARE PRIMARY EDUCATORS

Question	F	%
Yes	33	97,1
No	1	2,9

Number of respondents = 34; missing = 0; faults = 0.

From table 31 it becomes clear that 97,1% of chairmen agree that parents are primary educators. It is imperative therefore that parents should take advantage of the influence they can make on their children and assist the teachers in their educational activities.

\* Q3N2. According to this question respondents were given four methods of assisting the child educationally. Respondents were to rank these methods according to their order of importance. Table 32 presents the responses.

TABLE 32  
METHODS OF ASSISTING THE CHILD EDUCATIONALLY

Statement	R	%
(a) Showing general interest in the child's school work	1	83,3
(b) Talking with children about school work	2	75,0
(c) Asking children whether they do their home work	3	59,4
(d) Signing the children's exercise books	4	43,8

According to this table showing general interest in the child's education ranked 1 with 83,3% whilst signing of the children's exercise books ranked 4 with 43,8%. It means that the majority of respondents prefer that parents show interest in the child's school work instead of being indifferent (see paragraph 2.6.2.2.1).



\* Q3N3. According to question 3N3, chairmen were expected to choose from the given statements, the one they thought influenced parents not to assist their children educationally (see Appendix 1a). Table 33 presents the responses.

TABLE 33  
CAUSES OF LACK OF PARENTAL INVOLVEMENT

Statement	F	%
Parents are not educators	1	12,5
Parents lack the necessary knowledge	4	50,0
Education is the teachers' responsibility	1	12,5
Parents lack time to school matters	4	12,5
		12,5

Number of respondents = 34; respondents missing = 23; faults = 1.

From the above table it is evident that lack of knowledge is rated as the main reason by the chairmen who answered this question (see paragraph 2.7.2.2). In other words, chairmen feel that if they were to know exactly what and how to contribute in educational matters, they would become more involved in the education of the child (see also paragraph 2.7.4.2).

\* Q3N4. This question requested chairmen to indicate whether parental love can influence the performance of the child. 100% of chairmen answered this question affirmatively.

It is therefore necessary for parents to show love for their children, and this can happen if parents keep on talking to and their children and discussing school matters (see paragraph 2.2.12).

\* Q3N5. This question is highly interrelated with the above question. This question will not be discussed because its results are inclusive in the responses of the previous question.

\* Q3N6. Question 3N6 was an alternative question to Q3N5 and only four respondents answered it and therefore its results will not necessarily influence the findings of this investigation. This question is thus not interpreted.

\* Q3N7. According to question 3N7 chairmen were requested to indicate whether meals affect the performance of children at school or not. The following table presents the responses.

TABLE 34

THE EFFECTS OF MEALS ON THE PERFORMANCE OF THE CHILD

Question	F	%
Yes	33	97,1
No	1	2,9

Number of respondents = 34; missing = 0; faults = 0.

The results of this question show that 97,1% of chairmen agree that meals do affect the child's performance at school. The implication is that parents should make efforts to let their children receive a balanced diet at home so that they can concentrate at school (see paragraph 2.2.4).

\* Q3N8. This question requested chairmen to indicate the common symptom of children who are well-fed from home (see appendix 1b). Table 35 presents the results.

TABLE 35  
COMMON SYMPTOMS OF WELL-FED CHILDREN

Statement	F	%
Do not suffer from home-sickness	3	9,1
Perform better at school	8	24,2
Concentrate for a longer span of time	15	45,5
		21,1

Number of respondents = 34; respondents missing = 1; faults 7.

According to table 35 children who are well-fed from home have a longer span of concentration. This makes it even more necessary for parents to provide adequate and balanced meals for their children. This further shows that parents accept the principle that parents should become involved in educational affairs (see paragraph 2.2.4).

\* Q3N9. Question 3N9 required from respondents who disagree that meals affect children's performance, to supply their reasons. Two possible reasons were provided and respondents were expected to choose the main one. (See Appendix 1b). Table 36 shows the results.

TABLE 36  
REASONS WHY MEALS DO NOT AFFECT CHILDREN'S PERFORMANCE

Statement	F	%
Mental development determines the child's performance	7	63,6
School conditions influence the child's performance	3	27,4
		9,1

Number of respondents = 34; respondents missing = 23; respondents faults = 1.

According to table 36, 63,6% of the responding chairmen regard mental development of the child as the main factor in determining the child's performance. This idea is relevant

especially when it is realised that food and mental development are interdependent and this shows that parents should play their role by feeding whilst teachers also stimulate mental development (see paragraph 2.2.4).

\* Q3N10. Question 3N10 requested respondents to indicate who exerts greater influence on the learning of the child; teachers or parents. Table 37 shows the results.

TABLE 37  
OTHER INFLUENCES ON THE CHILD'S PERFORMANCE

Statement	F	%
The child learns without home language	11	33,3
The child learns through the teachers' assistance	20	60,6
		6,1

Number of respondents = 34; respondents missing = 1; faults = 2.

According to this table 60,6% of the responding chairmen feel that the child learns mainly because of the teacher's assistance. It would nevertheless be educationally more profitable for the child if both the teacher and the parent can participate in the education of the child (see also paragraph 2.2.2).

\* Q3N11. This question required from chairmen to state whether they agree that the cultural background of the child has an influence on his education or not. Table 38 reflects the responses.

TABLE 38  
CULTURAL INFLUENCE ON THE EDUCATION OF THE CHILD

Question	F	%
Yes	29	87,9
No	4	12,1

Number of respondents = 34; missing = 1; faults = 0.

87,9% of chairmen agree that the cultural background of the child cannot be divorced from his education. Parents should therefore participate in educational affairs in order to ensure that their cultural heritage is promoted at school (see paragraph 2.2.8).

\* Q3N12. This question was an alternative to Q3N11 and the majority of respondents answered question 3N11 and therefore this question, will not be analysed because it does not have statistical significance for this research.

\* Q3N13. This question enquired from chairmen to indicate to what extend it is true that a feeling of security enhances the child's chances of venturing into the world of the unknown. Table 39 shows the responses.

TABLE 39  
THE INFLUENCE OF A FEELING OF SECURITY ON THE CHILD'S PERFORMANCE

Statement	F	%
It is always true	21	63,6
It is sometime true	10	30,3
		6,1

Number of respondents = 34; missing = 1; faults = 2.

According to table 39, 63,6% respondents indicate that it is always true that the child needs to feel secure from his parents; such a child will be able to explore the world of the unknown. It means that parents accept the principle that parents should be involved in the education of the child to promote a feeling of security (see paratrapph 2.2.11).

\* Q3N14. This question requested chairmen to indicate whether parental discipline does in fact prepare the child for school readiness. Table 40 presents the results (see appendix 1b).

TABLE 40

## THE INFLUENCE OF PARENTAL DISCIPLINE ON THE CHILD'S PERFORMANCE

Statement	F	%
Children accept and appreciate teacher's discipline	31	93,9
Children reject and refuse school discipline	1	3,0
Home discipline has no influence on the child	1	3,1

Number of respondents = 34; respondents missing = 1; faults = 0.

According to table 40, 93,9% of the responding chairmen indicate that children who have been prepared by parents accept and appreciate school discipline. It means that parents should be involved in the child's learning so that parents can expose the child to some kind of discipline at an early age as indicated in paragraph 2.2.10

#### 4.4.3.3 Section D. Responses on the identified problems

##### 4.4.3.3.1 Introductory remarks

This section is covered by seven questions, starting from Q4N1 to Q4N7. These questions are intended to seek the opinions of chairmen regarding the identified problems in parental participation. Each question will be analysed and the results interpreted.

##### 4.4.3.3.2 Interpretation of the responses

\* Q4N1. This question requested chairmen to indicate whether teachers invite parents to visit schools.

TABLE 41

## PARENTS ARE INVITED BY TEACHERS TO VISIT SCHOOLS

Question	F	%
Yes	32	97,0
No	1	3,0

Number of respondents = 34; missing = 1; faults = 0.

According to table 41, 97,0% of the responding chairmen say that teachers invite parents to visit schools. The question did not ask how frequent and for what reasons. Many chairmen probably thought of yearly parent meetings. Nevertheless, parents need to visit schools regularly with clear objectives (see paragraph 2.7.2.3).

\* Q4N2 (a, b & c). This is a question of rank of order. Three possible topics for agenda were supplied and chairmen were expected to rank them according to their importance. Table 42 presents the results.

TABLE 42

## COMMON AGENDA FOR PARENT/TEACHER MEETINGS

Statement	R	%
(a) Children's education	1	83,3
(b) Improvement of school conditions	3	41,0
(c) Co-operation between parents and teachers	2	71,8

The response to this question is that children's education which ranked 1 by 83,3% should be contained in the agenda of parent-teacher meetings. Co-operation between parents and teachers which ranked 2 by 71,8% should also be included in such an agenda. Improvement of school conditions which ranked 3 by 41,0% indicates that it is of less importance in the education of the child (see paragraph 2.2.2).

\*Q4N3 (a, b & c). This question was answered by five respondents and as a result it is not analysed because the results will not give an objective evaluation of the responses (see Appendix 1(b)).

\* Q4N4. This question expected respondents to indicate what could be the common criteria to be considered when school committees are elected into office.

TABLE 43

ON WHAT BASIS ARE COMMITTEE MEMBERS ELECTED

Statement	F	%
Experience is not considered	7	22,6
Interest in school affairs is not considered	4	12,9
All the above	19	61,3
		3,2

Number of respondents = 34; responds missing = 3; faults = 1.

According to table 43 both experience and interest in school affairs are not necessarily taken into consideration when members of school committees are elected. Another probability is that some committee members could be elected on the basis of popularity or on the basis of the status they hold in the community, not necessarily considering experience and interest in educational matters. This further confirms the hypothesis that there are certain problems in parental involvement that hinder effective parental involvement (see paragraph 2.7.2.3).

\* Q4N5 (a, b & c). According to this question, chairmen were supplied with three possible reasons as the main causes of non involvement of parents in educational matters and they were expected to rank them according to their order of importance (see Appendix 1b). The results are reflected in table 44.



TABLE 44  
REASONS FOR PARENTAL NON-INVOLVEMENT

Statement	R	%
(a) Parents do not know how to assist children	1	69,8
(b) Parents do not know school requirements	3	59,4
(c) Most parents are not educated	2	60,5

According to table 44, statement (a) ranked 1 by 69,8%; whilst statement (c) ranked 2 with 60,5%. The implication is that the two main factors which hamper effective parental involvement are lack of knowledge on the part of parents, and the fact that they are not educated (see paragraph 2.7.2.2).

\* Q4N6. This question expected chairmen to give reasons why parents do not meet with teachers quite often. Two possible reasons were provided and respondents were to select the most appropriate one.

TABLE 45  
REASONS WHY PARENTS AND TEACHERS DO NOT MEET

Statement	F	%
Teachers do not invite parents	8	26,7
Parents think school matters belong to teachers only	21	70,0
		3,3

Number of respondents = 34; respondents missing = 4; faults = 1.

Table 45 shows that 70% of chairmen think that the majority of parents regard school matters as exclusively belonging to teachers (see paragraph 2.7.2.2). Parents should therefore be made to understand that they also have a say in the affairs of the school.

\* Q4N7. In this question chairmen are asked to indicate how parents usually feel in the presence of teachers.

TABLE 46  
FEELINGS OF PARENTS IN THE PRESENCE OF TEACHERS

Statement	F	%
Completely free	11	32,4
Somewhat free	15	44,1
Never free	2	17,6
		5,9

Number of respondents - 34; missing = 4; faults = 2.

Table 46 reflects that 44,1% of the responding chairmen indicate that parents feel somewhat free in the presence of teachers whilst 17,6% of chairmen say that parents are never free in the presence of teachers. Parents can only contribute meaningfully when they feel free and they can feel free when there is regular contact between the teaching personnel and parents of the children (see paragraph 2.4.2.2).

#### 4.4.3.4 Section E. Responses on the possible solutions

##### 4.4.3.4.1 Introductory remarks

This section of the research treats the analysis of the responses of the school committee chairmen to the possible solutions of the problems encountered on parental involvement. Possible solutions have been proposed from literature study and opinions of the chairmen will either refute or confirm their validity. This is an important aspect of the empirical research, because from it will flow the recommendations and suggestions which should be scrutinised and implemented in Black education.

This section is covered by six questions commencing from question 5N1 to question 5N7. The results of each question will be treated separately.

#### 4.4.3.4.2 Interpretation of the responses

\* Q5N1. This question asked chairmen whether parents would become more involved if teachers invited them to schools more frequently.

TABLE 47

CONSEQUENCES OF PARENTS BEING INVITED BY TEACHERS

Question	F	%
Yes	32	97,0
No	1	3,0

Number of respondents = 34; missing = 1; faults = 0.

97% of chairmen who responded indicated that parents would become actively involved in the child's education if teachers took the initiatives to invite them to schools. This agrees with the hypothesis stated earlier in paragraph 1.4 (see also paragraph 2.7.4.3).

\* Q5N2. According to this question four statements were given and respondents were expected to rank them according to their order of importance (see Appendix 1(b)). Table 48 presents the responses.

TABLE 48  
RESULTS OF PARENTS FREQUENTING SCHOOLS

Statement	R	%
(a) Parents will get used to school matters	3	62,5
(b) Parents will become involved in education	1	75,9
(c) Parents will assist their children better	2	63,5
(d) Parents will help teachers in their work	4	50,9

According to table 48 statement (b) ranked 1 with 75,9% and statements (c) and (a) ranked 2 and 3 respectively. It means that if parents are invited to schools, they will most likely become involved in the education of the child (see paragraph 2.4.2.2).

\* Q5N3. This question was an alternative of question 5N2. Only one respondent answered this question. This question will thus not be discussed as its results may not necessarily influence the findings of this research.

\* Q5N4. This question requested chairmen to state how the signing of exercise books by parents could lead to parental involvement in the education of the child. Two possible methods of parental involvement which would subsequently follow if parents signed children's books were provided and chairmen were expected to select any appropriate one.

TABLE 49  
RESULTS OF PARENTS SIGNING EXERCISE BOOKS

Statement	F	%
Parents will become acquainted with what is done at school	13	38,6
Parents will gradually develop interest in school work	17	51,5
		9,1

Number of respondents = 34; respondents missing = 1; respondents with faults = 3.

According to the results of table 49, 51,5% of the responding chairmen state that parents will gradually develop interest in education if they sign children's exercise books (see paragraph 2.7.4.2). Whilst children may become motivated by parents signing their books, parents will also acquire the knowledge and information on what is required by school. Therefore a common action of teachers will enhance parental involvement in the education of the child.

\* Q5N5. Question 5N5 was deleted in Appendix 1(b) and therefore there is no evaluation sheet for this question.

\* Q5N6. The responses of this question were inco-operated in the results of Q5N4 and therefore the responses to this question are not analysed.

\* Q5N7. This question required chairmen to indicate what would likely happen if teachers were to plan projects of raising funds together with parents. Two possibilities were provided and chairmen were to choose one of them (see appendix 1(b)).

TABLE 50

RESULTS OF PARENTS PLANNING SCHOOL PROJECTS WITH TEACHERS

Statement	F	%
Parents will support school projects	32	97,0
Parents will still remain uninvolved	1	3,0

Number of respondents = 34; respondents missing = 1; faults = 0.

Table 50 shows that 97% of chairmen indicate that parents will support school projects if teachers can involve them in the planning of raising funds for school. This further confirms the hypothesis postulated in paragraph 1.4, namely that there are possible solutions which can eliminate identified problems in parental involvement (see also paragraph 2.7.4.2). These

solutions include the working together of teachers and parents for the benefit of the child's education.

#### 4.4.4 Concluding remarks

The overall impressions gathered from the responses of the chairmen of school committees, indicate that Black parents generally display a positive attitude towards school matters. It also came out prominently during the analysis of the chairmen's responses that Black parents are basically interested in the welfare of their children.

The basic principles with regard to parental involvement as mentioned in the hypothesis in paragraph 1.4 and discussed in chapter 2 are generally accepted by the respondents. The main problems which were identified through literature study in paragraph 2.7.2 and which were found to hinder purposeful parental involvement, were also varified by the responses of the respondents. It was further discovered that the solutions which were proposed in paragraph 2.7.4 in order to eliminate and/or prevent problems in parental involvement, were generally accepted by school committee chairmen and school principals.

It can therefore be deduced that a strong relationship exists between the hypothesis postulated in chapter one and the responses of school principals and school committee chairmen.

After a detailed discussion of the results of the respondents and the validation of the findings in this empirical research, the next section will deal with solutions.

## 4.5 SOLUTIONS

### 4.5.1 Introduction

This section treats the solutions of problems which occur in the education of the child. In the hypothesis in chapter 1 paragraph 1.4, it was pointed out that the problems can be solved. The responses of school principals and school committee chairmen also indicate that some solutions can be proposed.

Taking into consideration the results of the respondents, the solutions will be proposed in respect of the theoretical principles of parental involvement; the identified problems and the possible solutions are intended to solve or prevent problems to occur.

### 4.5.2 Solutions on the principles of parental involvement in the education of the child

According to the theoretical principles, parents as primary educators of their children, should become involved in the education of the child. Many problems which hamper the process of parental involvement have been identified by the responses of school principals and school committee chairmen.

The following is the summary of the main findings from an empirical research related to solutions on the principles of parental involvement in the education of the child. These findings from respondents are supported by researchers such as Dettman (1980:159); Postma (1986:236) & Stone (1981:130).

- \* Parents should realise that their love for children has a direct influence on the education of the child.

- \* Parents should understand that their care for the physical development of the child cannot be completely divorced from the educational development of the child.
- \* Parents should be informed that the child's cultural background has a strong bearing on the educational development of the child.
- \* Parents should know that the parental security which the child receives, influences the education of the child positively.
- \* Parents should know that the discipline their children receive at home, prepares them for the immediate and smooth adjustments in the school situation.
- \* Parents should realise that if children are exposed to confidence and trust from an early age at home, their ego is boosted, which further increases the child's achievement at school.
- \* Parents should understand that the time they spend with their children, discussing positive educational matters, reinforces the development of self confidence in the child.
- \* Lastly, parents as natural educators, should know that the development of the child's home language is one of the important conditions for the learning of the child.

#### 4.5.3 Solutions which aim to solve the identified problems in the present structures of parental involvement

Problems in the structures of Black parental involvement in the education of the child have been clearly identified in chapter 2 (see paragraph 2.7.3.1). Problems which occur in the education of the child, especially in Black parental involvement hinder



effective education of the child, as was proved by the analysis of the results of the respondents. This point was also raised earlier in the hypothesis in paragraph 1.4.

From the findings of the empirical research, the following solutions can be proposed in order to eliminate and solve the problems which hinder the process of parental involvement in the present structures of Black education:

- \* Teachers should encourage parents to become involved in the education of the child;
- \* Teachers should be trained on how to involve parents more effectively in the education of the child;
- \* Teachers should avoid negative attitudinal stereotypes about parent involvement in the education of the child;
- \* Black parents should be trained on how to become meaningfully involved in the education of their children;
- \* Parents who are interested in educational matters should be elected to serve on parent bodies;
- \* Experience in school matters should be a pre-requisite for Black parents to be allowed to serve on parent bodies;
- \* Black parents should have at least a minimum academic requirement before they can be expected to serve on parent bodies;
- \* Teachers should avoid thinking that parent involvement, will necessarily interfere with their professional freedom and rights;
- \* Parents should not think that educational matters belong exclusively to teachers;

- \* Parents should avoid experiencing either an inferiority or superiority complex in the presence of teachers and vice-versa;
- \* Parents should try to set aside time which they can devote to the education of their children;
- \* School premises and school buildings should be improved so that Black parents can become interested in becoming involved in the education of the child.

#### 4.5.4 Solutions which could prevent problems from occurring in parental involvement

The following is a summary of the proposed solutions derived from the results of the respondents, which if properly implemented, could prevent many problems from occurring in the present structures of Black parental involvement in the education of the child:

- \* Prospective teachers should take "parent involvement" as a compulsory subject at Teacher Training Colleges and Universities;
- \* Senior appointment of teachers could be made on the basis that the concerned teacher has demonstrated the knowledge and or displayed the experience on parental involvement in the education of the child;
- \* Teachers should have a special program in which they make efforts to involve parents in the education of their children;
- \* Teachers should invite parents to school so that together they can set definite school objectives;

- \* Teachers should request parents to sign their children's home work books (where possible);
- \* Teachers should realise that parental involvement actually aims to simplify the task of the teacher of educating the child.

#### 4.6 CHAPTER SUMMARY

This chapter enabled the researcher to have a general view concerning perceptions of parents and teachers about Black parental involvement in the education of the child.

The personal particulars of teachers and parents gave the researcher the stand from which issues could be evaluated most objectively.

On analysing the responses of principals and school committee chairmen, it became evident that there is a lot to be done if Black parents are to be effectively involved in the education of the child. Of particular importance in this empirical research was the fact that the postulated hypothesis in paragraph 1.4 proved to be in complete agreement with the findings of the respondent's opinions on the issues concerning Black parental involvement in the education of the child.

It is also encouraging to realise from the responses that both Black parents and teachers show interest in improving the situation pertaining to parental involvement in the education of the child.

After an empirical investigation in which the theoretical principles; the identifies problems and the possible solutions were varified, the next chapter will be devoted to the conclusions, recommendations and summary.

## CHAPTER 5

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 INTRODUCTION

This chapter attempts to make a brief recapitulation of the main issues which have been discussed in the previous chapters.

Conclusions relating to the findings of literature study as well as empirical research are given. Consideration is also given to the solutions of problems that hinder the process of interaction between parents and teachers in the education of the child. Other possible surveys of investigation related to this research are suggested.

#### 5.2 SUMMARY

Chapter 1 of this study serves as the orientation of the research. Statement of the problem is described. The hypothesis of the research is spelled out. The aims as well as the methodology of the research are presented. The demarcation of the field of study and the proposed chapter division are treated. In concluding this chapter, a brief description of key concepts in this research is examined.

In Chapter 2, a theoretical basis of the field of the investigation is made. A theoretical background of the structures of principles on parental involvement in education in general is explained. Various reasons of parental involvement in the education of the child are advanced; this chapter is treated purely from a theoretical perspective.

The education system, its definition and the various structural moments are explained. In discussing the various structural moments viz, the religious structural moment; temporal

structural moment; modal structural moment and the individual structural moment, a systematic link is made of how these structures can facilitate parental involvement in the education of the child.

The identical structure is critically evaluated, always referring to the education system policy; the education system administration; the school system and the supportive services. It is further pointed out how these systems are interrelated to one another and how they relate to and influence the role of a parent in the education of the child.

The different structures designed for parents to participate in the education of the child are mentioned. The various operationalisations of parents as groups and parents as individuals are explained. Three levels of parent involvement viz, micro educational level; meso educational level and macro educational level receive attention.

In concluding this chapter, general shortcomings and weaknesses of parental involvement in the education of the child are closely examined, followed by subsequent possible solutions.

Chapter 3 of this research is mainly confined to the factual historical background of Black parental involvement in the education of the child. The facts are described and critically evaluated.

In order to grasp a thorough understanding of the conditions prevailing in Black schools with regard to parental involvement, it was necessary to make a preview of Black education since the arrival of the white settlers in the Cape.

This chapter is divided into the following themes:

\* Black parental involvement until 1910.

This theme is devoted to the influence exerted by different missionary societies on Black education in respect of parental involvement. The aim is to discover whether missionary societies made any significant impact upon Black parental involvement and it is found that no influence was exerted by missionaries in this regard.

\* Black parental involvement from 1910 until 1953.

This aspect of the research is a survey of the contribution made by provincial administration to parental involvement on the education of the child. During the discussions it became evident that the administrations of various provinces make little effort to give Black parents an opportunity to have a say in the general running of their educational affairs. Of particular significance during this period, is the fact that, for the first time, Black parents were expected by provincial governments to make a financial contribution to the education of their children.

\* Black parental involvement in education between 1953-1978.

This is the period during the inception of Bantu education in 1953. This period marks a turning point in the history of Black education in Southern Africa.

The introduction of Bantu Education Act, of 1953, had important aims for Black education. The implementation of the aims of the Act, revolutionised the entire system of Black education. New structures for parental involvement were subsequently created. Black parents became directly involved in the education of their children. Various parent bodies were constituted by the government, and this resulted in an ever growing interest from Black parents in educational matters.

- \* The present structures of parental involvement in Black education.

The current structures of Black parental involvement starting from 1979 to date, are closely examined. The general feature of the present structures of Black parental involvement is that parent bodies such as school committees and PTAs, are constituted and are presently operating in the majority of schools which fall within the jurisdiction of the DET. The purpose of creating these parent bodies is firstly, to arouse a desire from parents to participate in educational activities, and secondly, to create channels of communication between parents and teachers; and between parents and the authorities of the department.

Lastly, it becomes logical to consider certain characteristics of education crisis committees on Black parental involvement. The influences of the education crisis committees are summerised.

Chapter 4 of the research starts by briefly relating and highlighting the desirability of parental involvement in the education of the child.

Solutions which will probably eliminate problems in Black parental involvement are proposed. It is also pointed out that the practical application of these proposed solutions are crucial for the child's achievement at school.

This chapter further emphasises the fact that it is educationally desirable for parents and teachers not to operate in isolation. To strengthen this view, questionnaires were designed for both parents and teachers to complete.

The interpretation of the responses of the questionnaires are illustrated by graphic figures and tables. This aspect of the

study is important because it clarifies the hypotheses of this research.

### 5.3 CONCLUSIONS

#### 5.3.1 Introduction

This section of the work concludes the main issues that cropped up during the writing of this research. The findings of the investigation need to be converged together so that general as well as specific conclusions on Black parental involvement can be arrived at.

Conclusions of this research are limited to the findings of literature study and the discoveries from an empirical investigation.

#### 5.3.2 Conclusions in respect of literature study

Whilst the researcher has discovered a remarkable growth of interest in parents/teachers relations in general, there is, nevertheless, limited literature available in the field of Black parental involvement in the education of the child. More accessible reading material is based mainly upon parental involvement of other departments rather than the department of Black education.

The following may be regarded as the main conclusions with regard to literature study:

- \* There are theoretical principles which form the basis upon which structures of parental involvement should be founded (see paragraph 2.2.1).



- \* Principles of structures on parental involvement should be generally accepted by both parents and teachers (see paragraph 1.4).
- \* Parental involvement in the education of the child results in concomitant problems which affect the successful learning of the child (see paragraph 2.7.2.5).
- \* The main sources of problems in parental involvement are derived from attitudes as well as ignorance on the part of both parents and teachers (see paragraph 2.7.1).
- \* The lack of regular contact and mutual understanding between parents and teachers are manifested in the child's performance at school.
- \* It is possible to eliminate or even to prevent the majority of problems which accompany parental involvement in educational affairs (see paragraph 2.7.3.1).

### 5.3.3 Conclusions in respect of empirical research

Conclusions in respect of empirical investigation in Black parental involvement may be summarised as follows:

- \* The teaching personnel do not encourage parental involvement in the education of the child (see paragraph 4.3.3.2).
- \* Parents do not exploit the structures which are available for participation in educational matters (see paragraph 4.4.3.3.2).
- \* The majority of parent bodies serving in Black schools are likely to suffer from inferiority complexes as a result of their poor academic qualifications (see paragraph 4.2.4.3).

- \* Teachers and parents require information on the advantages of parental involvement in the education of the child (see paragraph 2.7.3.2 & 2.7.3.3).
- \* Teachers and parents acknowledge the necessity of developing closer links between the teaching staff and parent bodies (see Appendix 1(b), Q5N7).

#### 5.4 RECOMMENDATIONS

##### 5.4.1 Introduction

Recommendations constitute an important aspect of this research. It is hoped that the recommendations in this research will appeal to those who are concerned with the participation of parents in the education of the child.

Problems encountered during the period of research and the possible field of research will be pointed out.

##### 5.4.2 Recommendations with respect to the theoretical principles

The following are some of the main recommendations in respect of the theoretical principles of parental involvement in the education of the child:

- \* Black parents and teachers should be exposed to theoretical principles which form the basis for structures of parental involvement.
- \* The theoretical principles should be generally accepted by Black parents and teachers which will in turn, promote mutual understanding between these two parties.

- \* On the basis of the theoretical principles, parents should play a significant role in providing the right kind of support for their children through involvement.

#### 5.4.3 Recommendations with respect to the identified problems

The following recommendations are suggested with regard to problems identified in the structures of Black parental involvement:

- \* Teachers should regard parents as partners in the educative process. Teachers should not consider school matters as exclusively belonging to them.
- \* Parents should not hesitate to approach and consult teachers on any matter that affects the education of their children.
- \* The disharmony between parents and teachers is conditioned to a large extent by the attitudes prevailing between these parties; therefore it is recommended that these existing attitudes be modified or be completely removed.

#### 5.4.4 Recommendations concerning proposed solutions

The following recommendations are proposed in order to eliminate problems which hinder purposeful parental involvement in educating the child:

- \* Courses and/or training should be organised for teachers and parents at which the significance of parental involvement will be pointed out.
- \* More reading material in the form of newsletters should be provided to Black schools in which the importance of the role of the parent is emphasised.

- \* Special consideration should be given to the conditions required for the eligibility of school committee members to serve on parent bodies.
- \* Performance appraisal should be part and parcel of training of parents in parental involvement.

#### 5.4.5 Problems encountered during the research

- \* Relevant literature for Black parental involvement was not readily available for reference.
- \* Interpretation and analysis of the responses presented a problem because some questionnaires were not clearly understood by school committee chairmen.
- \* Questionnaires were not easily obtainable after completion by respondents. This problem was compounded by the fact that some school committee members are semi-literate.

#### 5.4.6 Recommendations in respect of further fields of research

A study in this research merely provided a theoretical and practical introduction to many other possible avenues which can be investigated in Black parental involvement in the education of the child. The following areas are recommended as being suitable for further research:

- \* The effect of parents on the growth and development of the child's intelligence.
- \* The importance of the positive relationship between home and school as institutions which determine the child's educational development.

- \* The origin of Black parents attitudes towards the education of their children.
- \* The academic background of a Black parent and its influence on the education of the child.
- \* Parent-teacher contact and its significance to Black education.

## 5.5 CHAPTER SUMMARY

An attempt has been made in this chapter to summarise all relevant issues that have been discussed in the previous chapters.

The recommendations flowing from the findings of the investigation, have been suggested.

It is hoped that recommendations made in this research will contribute to a more sound and scientific method of parental involvement in Black education.

Finally, a few fields of further research have been recommended.

## APPENDIX 1 (A)

## AN INVESTIGATION ON PARENTAL INVOLVEMENT IN BLACK SCHOOLS: QUESTIONNAIRES FOR SCHOOL PRINCIPALS

## SECTION A : BIOGRAPHICAL DETAILS

1. Please make a cross (X) in the appropriate box.

1.1 Sex

Male

<input type="checkbox"/>	1
<input type="checkbox"/>	2

Female

1.2 Age

20-29

<input type="checkbox"/>	1
<input type="checkbox"/>	2

30-39

40-49

50-59

60 and older

<input type="checkbox"/>	3
<input type="checkbox"/>	4
<input type="checkbox"/>	5

1.3 Experience number of years as principal:

0-4

5-9

10-14

15-19

20 and more

<input type="checkbox"/>	1
<input type="checkbox"/>	2
<input type="checkbox"/>	3
<input type="checkbox"/>	4
<input type="checkbox"/>	5

1.4 Highest academic qualification:

Junior Certificate

Senior Certificate

B. Degree

B. Ed/Hons. degree

M. degree

<input type="checkbox"/>	1
<input type="checkbox"/>	2
<input type="checkbox"/>	3
<input type="checkbox"/>	4
<input type="checkbox"/>	5

## SECTION B: DEMOGRAPHICAL DETAILS

2. Please make a cross (X) in the appropriate box.

2.1 Classification of school:

Lower primary

Higher primary

Combined primary

Secondary

<input type="checkbox"/>	1
<input type="checkbox"/>	2
<input type="checkbox"/>	3
<input type="checkbox"/>	4

- 2.2 Pupil enrolment:
- Less than 600
- 600 - 799
- 800 - 999
- 1 000 - 1 199
- 1 200 and more

	1
	2
	3
	4
	5

- 2.3 Size of the staff:
- Less than 9
- 10 - 19
- 20 - 29
- 30 - 39
- 40 and more

	1
	2
	3
	4
	5

### SECTION C: VIEWS ON THE PRINCIPLES OF PARENT INVOLVEMENT

3. Indicate in the appropriate box with a cross (X) your opinion on each case.

In each applicable case, your 1 will represent most important, your 2 very important, your 3 important and your 4 less important.

- 3.1 Do you accept the principle that parents are primary educators of their children? (Mark the appropriate with a cross (X).)

Yes

No

	1
	2

If YES answer question 3.2. If No answer question 3.3

- 3.2 Why do you think parents can be regarded as primary educators of their children? (Arrange in order of importance 1-2.)

Children's learning at school depends upon family education.

Children are strongly influenced by parents at home.


- 3.3 Why do you not accept that parents are primary educators of their children? (Arrange in order of importance 1-3.)

Parents are not educators.

Parents do not have time to educate their children.

Parents are not trained to educate their children.


- 3.4 Can parental love for the child have an influence on the education of the children? (Mark the appropriate with a cross (X).)

Yes

	1
	2

No

If YES answer question 3.5. If NO answer question 3.6.

- 3.5 Yes because children who receive parental love at home. (Mark the appropriate with a cross (X).)

Perform better at school.

	1
	2
	3

Usually display emotional balance.

Both 1 and 2

- 3.6 There is no link between parental love for the child and the child's educational performance, because: (Mark the appropriate with a cross (X).)

Only the teacher at school determines the child's educational performance.

	1
	2

The child can still be educated irrespective of whether parents love the child or not.

- 3.7 Is there a relationship between the parent's care for the physical development and the child's educational success at school? (Mark the appropriate with a cross (X).)

Yes, because children who come to school well fed and clothed from home have a long span of concentration.

	1
	2

No, because the child's education at school has no relationship with his physical development.

- 3.8 The cultural background of the child forms the foundation of his education and therefore: (Mark the appropriate with a cross (X).)

The values and norms of the family should coincide with those that the child finds at school.

	1
	2

Contrasting norms between those from home and those from school do not affect the learning of the child negatively.

- 3.9 Parental discipline of the child: (Mark the appropriate with a cross (X).)

Assists the child to adapt easily to school situation.

	1
	2

Has no influence on the teacher's discipline at school.



- 3.10 Do you think there is any advantage when parents instill an element of trust and confidence in their children from an early age? (Mark the appropriate with a cross (X).)

Yes, because such children grow with self confidence and usually do not fear to venture into the world of unknown.

No, there is no advantage because trust and confidence do not play any role in the child's performance at school.

	1
	2

- 3.11 Spending some time with children, talking positively about general matters of life with them, support the success of the children's education. (Mark the appropriate with a cross (X).)

Agree, because children are more influenced by their parents.

Disagree, because children are more easily influenced by their school teachers.

	1
	2

#### SECTION D: VIEWS ON THE IDENTIFIED PROBLEMS

4. Please indicate in the appropriate box with a cross (X) your opinion on each case..

- 4.1 Teachers are presently encouraging parental involvement in the education of the child. (Mark the appropriate with a cross (X).)

Yes

No

	1
	2

- 4.2 If YES, which are the most important methods which teachers use to encourage parental involvement in the child's education. (Arrange in order of importance 1-2.)

Teachers regularly invite parents to visit schools.

Teachers encourage parents to sign children's exercise books.


- 4.3 If NO, why do you think teachers do not encourage parental involvement in the education of the child. (Arrange in order of importance 1-2.)

Teachers feel it is not their responsibility to encourage parental involvement.

Teachers feel that parents are not competent enough to become effectively involved in the education of the child.


- 4.4 Teachers are trained on how to encourage parental involvement. (Mark the appropriate with a cross (X).)

Yes

	1
	2

No

- 4.5 If YES, according to your opinion, what percentage of teachers make efforts to encourage parental involvement? (Mark the appropriate with a cross (X).)

70 - 100

	1
	2
	3

40 - 69

1 - 39

- 4.6 If NO, why do you think teachers are not trained on how to involve parents in the child's education? (Arrange in order of importance 1-2.)

Teachers are not taught at colleges how to encourage parental involvement.

Teachers, whilst planning their year programme, do not include parental involvement.


- 4.7 Parents are usually willing to become involved in the child's education. (Mark the appropriate with a cross (X).)

Yes, because whenever parents are invited to come to school, they turn up in big numbers.

No, because very few parents respond positively when teachers invite them to come to school.

	1
	2

- 4.8 How many school committee members of your school, show keen interest in educational matters? (Mark the appropriate with a cross (X).)

All members

Half of the members

Less than half of members

None

	1
	2
	3
	4

- 4.9 How many committee members of your school have served previously on committees of other schools? (Mark the appropriate with a cross (X).)

About all

About half

Less than half

None

	1
	2
	3
	4

- 4.10 Do you think parents are aware that they are primary educators of their children? *(Mark the appropriate with a cross (X).)*

Yes

<input type="checkbox"/>	1
<input type="checkbox"/>	2

No

- 4.11 What is the most common indicator for you to see that parents are aware that they are primary educators of their children? *(Mark the appropriate with a cross (X).)*

By selecting the best schools for their children.

<input type="checkbox"/>	1
<input type="checkbox"/>	2

By enquiring from teachers regularly about their children's progress.

- 4.12 Parents are not aware that they are primary educators of their children because: *(Mark the appropriate with a cross (X).)*

They leave everything in the hands of teachers.

<input type="checkbox"/>	1
<input type="checkbox"/>	2

They do not concern themselves with the learning of the child.

- 4.13 How would you categorise parent bodies who serve on your school committee or PTA (parent teacher association) with regard to their academic qualifications? *(Mark the appropriate with a cross (X).)*

Most of your parent bodies have a degree or higher.

<input type="checkbox"/>	1
<input type="checkbox"/>	2

Most of your parent bodies have passed standard 10.

<input type="checkbox"/>	3
<input type="checkbox"/>	4

Most of your parent bodies have between Std 8 - Std 9.

Most of your parent bodies have less than Std 8.

- 4.14 How often do teachers at your school meet with parents to discuss any school matters? *(Mark the appropriate with a cross (X).)*

Once a year

<input type="checkbox"/>	1
<input type="checkbox"/>	2

Once in three months

<input type="checkbox"/>	3
<input type="checkbox"/>	4

Once a month

<input type="checkbox"/>	5
--------------------------	---

Once fortnightly

Never at all

- 4.15 How can you rate parent groups serving on your school with regard to self confidence in respect of parent involvement? (Mark the appropriate with a cross (X).)

Highly confident

Relatively confident

Confident

No confidence at all

	1
	2
	3
	4

- 4.16 How often does it happen that teachers on your staff feel threatened by active parental involvement? (Mark the appropriate with a cross (X).)

Always

At times

Never

	1
	2
	3

- 4.17 Do you think that parents do not have time to become effectively involved in the education of the child? (Mark the appropriate with a cross (X).)

Yes

No

	1
	2

If YES answer question 4.18. If NO answer question 4.19

- 4.18 Parents do not have enough time because: (Mark the appropriate with a cross (X).)

They are mostly workers and come home late.

They stay far from their children's schools.

They do not have means of transport.

	1
	2
	3

- 4.19 Availability of time does not pose as the main problem for parents but one of the following can be regarded as the main problem for lack of parental involvement. (Mark the appropriate with a cross (X).)

DET does not give parent groups enough recognition.

Parents fear political intimidation.

Parents lack the necessary knowledge.

	1
	2
	3

## SECTION E: VIEWS ON THE POSSIBLE SOLUTIONS

5. Please indicate in the appropriate box with a cross (X) your opinion on each case.

- 5.1 Do you think it is necessary for parents to know that they are primary educators of their children? (Mark the appropriate with a cross (X).)

Yes

	1
	2

No

If YES answer question 5.2. If NO answer question 5.3.

- 5.2 If parents accept that they are primary educators of their children: (Mark the appropriate with a cross (X).)

They will probably assist the child in his learning.

	1
	2

They will try to improve the functioning of schools.

- 5.3 It is not necessary for parents to know that they are primary educators of their children because: (Mark the appropriate with a cross (X).)

Parents already are aware that they are primary educators.

	1
	2

Parents will still not be involved even if they are aware that they are primary educators of their children.

- 5.4 Do you think if teachers were trained in parent involvement; they would encourage parents to participate in the education of the child? (Mark the appropriate with a cross (X).)

Yes

	1
	2

No

If YES answer question 5.5. If NO answer question 5.6.

- 5.5 Yes, because they would. (Mark the appropriate with a cross (X).)

Hold courses for parents.

	1
	2

Realise and appreciate the importance of parental involvement.

- 5.6 No, because they would: (Mark the appropriate with a cross (X).)

Regard encouraging parental involvement as an extra job.

	1
	2

Feel that their professional freedom as teachers is threatened.

- 5.7 Do you agree that if parents are encouraged to sign their children's exercise books, they would automatically be involved in the child's education? (Mark the appropriate with a cross (X).)

Agree

<input type="checkbox"/>	1
<input type="checkbox"/>	2

Disagree

- 5.8 Disagree because even if parents sign children's books: (Mark the appropriate with a cross (X).)

They will not necessarily become involved.

<input type="checkbox"/>	1
<input type="checkbox"/>	2

They would still need to be educated first.

- 5.9 The following are some of the methods which can result in parents getting involved in the education of the child: (Arrange in order of importance 1-4.)

Parents should assist in raising funds for the school.

Parents should plan sporting programmes for school together with teachers.

Parents should receive regular feedback on how they perform at school.

Parents should be given specific objectives to achieve in their involvement at school.

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

- 5.10 Training of teachers on parent involvement can best be done according to the following procedures: (Mark the appropriate with a cross (X).)

Training of teachers at Colleges and Universities.

<input type="checkbox"/>	1
<input type="checkbox"/>	2

Training of teachers whilst they are already teaching

- 5.11 Senior appointment of teachers should be made on condition that the said teacher has mastered the basic skills on parent involvement in the education of the child: (Mark the appropriate with a cross (X).)

Yes, because such knowledge will improve parental involvement.

<input type="checkbox"/>	1
<input type="checkbox"/>	2

No, because such knowledge may not necessarily improve the situation on parental involvement.

## APPENDIX 1 (B)

## AN INVESTIGATION ON PARENTIAL INVOLVEMENT IN BLACK SCHOOLS: QUESTIONNAIRE TO THE CHAIRMEN OF SCHOOL COMMITTEES

## SECTION A: BIOGRAPHICAL DETAILS

1. Please make a cross (X) in the appropriate box.

1.1 Sex

Male

Female

<input type="checkbox"/>	1
<input type="checkbox"/>	2

1.2 Age

20-29

30-39

40-49

50-59

60 and older

<input type="checkbox"/>	1
<input type="checkbox"/>	2
<input type="checkbox"/>	3
<input type="checkbox"/>	4
<input type="checkbox"/>	5

1.3 Highest academic qualification:

Junior Certificate

Senior Certificate

B. Degree

B. Ed/Hons. degree

M. degree

<input type="checkbox"/>	1
<input type="checkbox"/>	2
<input type="checkbox"/>	3
<input type="checkbox"/>	4
<input type="checkbox"/>	5

## SECTION B: DEMOGRAPHICAL DETAILS

2. Please make a cross (X) in the appropriate box.

2.1 Classification of school:

Lower primary

Higher primary

Combined primary

Secondary

<input type="checkbox"/>	1
<input type="checkbox"/>	2
<input type="checkbox"/>	3
<input type="checkbox"/>	4

## SECTION C: VIEWS ON THE PRINCIPLES OF PARENTAL INVOLVEMENT

3. Indicate in the appropriate box with a cross (X) your opinion on each case. In the relevant case indicate your most important by 1, very important by 2, important by 3 and less important by 4.

- 3.1 Do you accept the principle that parents are primary educators of their children? (Mark the appropriate with a cross (X).)

Yes

	1
	2

No

If YES answer question 3.2 If NO answer question 3.3

- 3.2 Parents can assist the child by: (Arrange in order of importance 1-4.)

Talking with children about school work.

Asking children whether they do their home work.

Signing the children's exercise books.

Showing general interest in the child's schoolwork.


- 3.3 Parents cannot assist in the education of the child because: (Mark the appropriate with a cross (X).)

Parents cannot educate their children.

Parents do not know how to assist the child educationally.

It is the teacher's responsibility to assist the child educationally and not parents

Parents do not have much time to devote to school matters.

	1
	2
	3
	4

- 3.4 Can parental love from home influence the education of the child? (Mark the appropriate with a cross (X).)

Yes

	1
	2

No

If YES answer question 3.5. If NO answer question 3.6.

- 3.5 Yes, because parental love: (Mark the appropriate with a cross (X).)

Influences the child's performance at school.

Enables the child to exploit his potential confidently.

	1
	2



- 3.6 No, because: (Mark the appropriate with a cross (X).)

There is no relationship between the child's education and parental love.

The child's performance at school depends mainly upon the attitude and approach of the teacher at school.

	1
	2

- 3.7 Do children who are well fed from home, perform better at school? (Mark the appropriate with a cross (X).)

Yes

	1
	2

No

If YES answer question 3.8. If NO answer question 3.9.

- 3.8 Children who are well-fed from home: (Mark the appropriate with a cross (X).)

Do not suffer from home-sickness.

Perform better at school.

Concentrate for a longer span of time.

	1
	2
	3

- 3.9 Children's performance does not depend upon meals from home because: (Mark the appropriate with a cross (X).)

Children's performance is determined mainly by mental development.

School conditions influence the child's performance irrespective of the child's meals from home.

	1
	2

- 3.10 The child's home language does not play any role in the education of the child because: (Mark the appropriate with a cross (X).)

The child learns irrespective of home language.

The child learns through assistance by his teacher.

	1
	2

- 3.11 Parent's cultural background has an influence on the education of the child. (Mark the appropriate with a cross (X).)

Yes

No

	1
	2

If no, answer question 3.12

- 3.12 A child's education does not necessarily depend upon the child's cultural background because: *(Mark the appropriate with a cross (X).)*

Children learn without any culture

<input type="checkbox"/>	1
<input type="checkbox"/>	2

Children learn only from their teachers

- 3.13 A child's feeling of security from home enables the child to venture into the world of unknown: *(Mark the appropriate with a cross (X).)*

It is always true

<input type="checkbox"/>	1
<input type="checkbox"/>	2
<input type="checkbox"/>	3

It is sometimes true

It is never true

- 3.14 When parents expose the child to home discipline, they automatically prepare him for school discipline and such a child will therefore: *(Mark the appropriate with a cross (X).)*

Accept and appreciate teachers discipline

<input type="checkbox"/>	1
<input type="checkbox"/>	2
<input type="checkbox"/>	3

Reject and refuse school discipline

Home discipline has no influence on the child

#### SECTION D: VIEWS ON THE IDENTIFIED PROBLEMS

4. Indicate in the appropriate box with a (X) your opinion on each case.

- 4.1 Do teachers invite you as parents to plan and discuss with them school issues? *(Mark the appropriate with a cross (X).)*

Yes

<input type="checkbox"/>	1
<input type="checkbox"/>	2

No

If YES answer question 4.2. If NO answer question 4.3.

- 4.2 When invited by teachers to school, the agenda usually includes the following topics: *(Arrange in order of importance 1-3.)*

Children's education.

Improvement of school conditions.

Cooperation between parents and teachers

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

- 4.3 Why do you think teachers do not invite you as parents to school regularly to discuss general school matters with them? (*Arrange in order of importance 1-3.*)

They don't think we can help them.

They think we shall be interfering in their work

They think school matters belong to them only.


- 4.4 Some members of parent groups are elected to serve on committees merely on popularity because: (*Mark the appropriate with a cross (X).*)

Experience is not always considered.

Interest is not one of the conditions for election.

All the above.

	1
	2
	3

- 4.5 Parents have the following problems with regard to involvement in the education of the child: (*Arrange in order of importance 1-3.*)

Parents do not know how to assist the child.

Parents do not know school requirements.

Most parents are not educated

	1
	2
	3

- 4.6 Parents do not always meet with teachers because: (*Mark the appropriate with a cross (X).*)

Teachers do not invite them.

Parents think school matters exclusively belong to teachers.

	1
	2

- 4.7 How do parents feel in the presence of teachers? (*Mark the appropriate with a cross (X).*)

Completely free.

Somewhat free.

Never free.

	1
	2
	3

## SECTION E: VIEWS ON THE POSSIBLE SOLUTIONS

5. Indicate in the appropriate box with a cross (X) your opinion in each case.

- 5.1 If teachers should invite parents to schools more frequently, parents will become involved in the education of the child. (Mark the appropriate with a cross (X).)

Yes

	1
	2

No

If YES answer question 5.2. If No answer question 5.3.

- 5.2 If teachers invite parents to schools: (Arrange in order of importance 1-4.)

Parents will get used to school matters.

Parents will become involved in education.

Parents will assist their children better.

Parents will help teachers in their work.


- 5.3 If teachers invite parents to school, parents will still not be involved because: (Arrange in order of importance 1-4.)

Parents do not have time to go to school.

Parents do not have available transport.

Parents feel inferior in the presence of teachers.


- 5.4 How can the signing of the children's books by parents encourage parental involvement? (Mark the appropriate with a cross (X).)

Parents will become acquainted with what is done at school.

Parents will gradually develop interest in school work.

	1
	2

- 5.6 Signing of home work books by parents cannot help to encourage parental involvement because: (Mark the appropriate with a cross (X).)

Most parents are not as yet well educated.

Parents do not always have time for educational matters.

	1
	2

- 5.7 If teachers should plan with parents how and when to raise funds for schools: (*Mark the appropriate with a cross (X).*)

Parents will support school projects.

Parents will still remain uninvolved.

	1
	2

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