

AN INVESTIGATION INTO CLASSROOM MANAGEMENT IN AN
OUTCOMES-BASED EDUCATION CONTEXT: IMPLICATIONS
FOR PARENTS AND GOVERNORS.

BY

LOGANAYAGIE GOVENDER

Dissertation submitted in partial compliance with the requirements for
the Master's Degree in Technology: Education (Management) at the
Durban Institute of Technology.

DECLARATION OF ORIGINALITY

I declare that this dissertation is my own work and that all sources I have used have been acknowledged by means of complete references.

L. GOVENDER.

DURBAN

APPROVED FOR FINAL SUBMISSION

1. 4. 2004

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SUPERVISOR

DATE

MRS J.J. PROSSER.

DEDICATION

This work is dedicated to the memory of my
beloved Parents, Mr and Mrs S. Reddy and
my dearest brother, Constable Visvanathan Reddy,
who served as a great inspiration and a beacon of light for me.

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“The Lord Hath Made It Possible”

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ABSTRACT

Since 1994 South Africa has been undergoing political change and this has impacted tremendously on education. There have been major shifts in education policy, structures and curriculum. Since the introduction of the new curriculum which is Outcomes-Based Education, educators, learners, parents, school governors and principals have been faced with numerous challenges and have also been confronted with a variety of problems. In order to overcome these problems and to address these challenges, educators, principals, parents and school governors have to work in close collaboration and find solutions which would ultimately benefit learners.

This research focused on an investigation into classroom management in an Outcomes-Based Education context and the implications for parents and governors. The purpose of this research was to establish whether parents and governors had a role in classroom management, how this role affected educators and the impact it had on in classroom management.

The challenges and barriers to parental involvement in school and in classroom management are significant. To change them requires a radical departure from the comfortable division of home and school responsibilities that we have all been so accustomed to for centuries. Research indicates that today's parents,

governors and educators need to work in partnership to facilitate effective learning. The many changes in education brought about by the introduction of the new curriculum, which is Outcomes-Based Education and the decline in educational funding require today's parents, governors and educators to develop shared educational leadership based upon collaborative cultures and community problem-solving. To achieve this administrators must encourage educators to broaden their professional responsibility to include involving parents and governors in meaningful educational activities both within and outside the classroom.

LIST OF ABBREVIATIONS

| | |
|--------|---|
| GMS | Government Management of Schools |
| KZNDEC | KwaZulu-Natal Department of Education and Culture |
| LEA | Local Education Authority |
| NECC | National Education Co-Ordinating Committee |
| OBE | Outcomes-Based education |
| SACE | South African Council for Educators |
| SADTU | South African Democratic Teachers' Union |
| SGB | School Governing Body |

TABLE OF CONTENTS

| | |
|-----------------------|-----|
| Dedication | i |
| Acknowledgements | ii |
| Abstract | iii |
| List of Abbreviations | v |
| Table of Contents | vi |

CHAPTER ONE

| | |
|--|----|
| 1.1. Introduction | 1 |
| 1.2. Identification of the Problems Motivating this Research | 3 |
| 1.3. The New Education System in South Africa: Curriculum 2005 | 5 |
| 1.4. The South African Schools' Act No. 84 of 1996 | 8 |
| 1.5. The Concept: Classroom Management | 10 |
| 1.6. Focus of the Research | 13 |
| 1.7. Conclusion | 14 |
| 1.8. Summary | 14 |
| 1.9. References | 15 |

CHAPTER TWO

| | |
|--|----|
| 2.1. Introduction | 17 |
| 2.2. The Curriculum | 18 |
| 2.3. An Outcomes-Based Education Classroom in Comparison with a Traditional Classroom | 22 |

| | |
|--|----|
| 2.3.1. Key features of Outcomes-Based Education | 23 |
| 2.4. Duties of an Educator in Classroom Management in Outcomes-Based Education | 26 |
| 2.5. The School Governing Body | 33 |
| 2.6. Governing Bodies in England and Wales | 41 |
| 2.7. Conclusion | 42 |
| 2.8. Summary | 43 |
| 2.9. References | 44 |

CHAPTER THREE

| | |
|--|----|
| 3.1. Introduction | 48 |
| 3.2. Selecting Suitable Research Methods for the Investigation | 49 |
| 3.3. Responses and Analysis of Questionnaire | |
| 3.3.1. Question 1. (APPENDIX 2) | |
| What is your understanding of "Classroom Management"? | 50 |
| 3.3.2. Question 2. (APPENDIX 2) | |
| What is the role of the educator in classroom management in Outcomes-Based Education? | 53 |
| 3.3.3. Question 3. (APPENDIX 2) | |
| What are the roles of parents and governors in classroom management? | 55 |
| 3.3.4. Question 4. (APPENDIX 2) | |
| How do the roles of parents and governors in classroom management impact on the educator and pupils? | 58 |

| | |
|--|----|
| 3.3.5. Question 5. (APPENDIX 2) | |
| Is the professional status of the educator being threatened and if so, How? | 60 |
| 3.3.6. Question 6. (APPENDIX 2) | |
| Were there incidents of parent or governor interference in respect of classroom management? Quote incidents if any. | 63 |
| 3.3.7. Question 7 (APPENDIX 2) | |
| Are there solutions to excessive powers claimed by parents and governors and if so, please state these solutions. | 68 |
| 3.4. Experiences of Educators in Schools in England and Wales | 71 |
| 3.5. Conclusion | 78 |
| 3.6. Summary | 79 |
| 3.7. References | 80 |

CHAPTER FOUR

| | |
|---|----|
| 4.1. Introduction | 84 |
| 4.2. Parental Involvement in the Classroom | 87 |
| 4.2.1. The Management of Parent and School Governor Involvement In the Classroom | 92 |
| 4.2.1.1. Planning | 92 |
| 4.2.1.2. Delegation | 92 |
| 4.2.1.3. Parent Selection | 93 |
| 4.2.1.4. Preparation and Training | 93 |

| | |
|---|-----|
| 4.2.1.5. Control and Directing | 94 |
| 4.2.2. Tasks for which Parents can be used in the Classroom | 95 |
| 4.2.2.1. Teaching | 95 |
| 4.2.2.2. Teaching Media | 97 |
| 4.2.2.3. Administrative Tasks | 98 |
| 4.3. Schools in England and Wales | 99 |
| 4.4. Recommendations | 104 |
| 4.5. Conclusion | 108 |
| 4.6. Summary | 110 |
| 4.7. References | 111 |
| BIBLIOGRAPHY | 113 |
| APPENDIX 1 | 123 |
| APPENDIX 2 | 124 |

CHAPTER ONE.

1.1. INTRODUCTION.

In the last decade, parents, educators and the general public have shown a growing awareness of the importance of parental involvement in schools. Parents have always played an important part in their children's education but their right to do so and to participate in a school's decision making processes is now recognised in The South African Schools' Act No. 84 of 1996.

Education in South Africa has been through a series of changes and one of these changes is the introduction of Outcomes-Based Education (OBE), which has replaced traditional teaching. The roles of educators, parents and governors have been redefined with more authority vested in the hands of parents and governors than ever before. However, although Outcomes-Based Education has been introduced, the educator is still the acknowledged authority and expert in the classroom. Parents and governors do not have authority as far as curriculum matters are concerned.

Our present democratisation of education includes the idea that stake holders, such as parents, educators, learners and members of the community, should play an active role in the functioning of a school. Governors, who have been elected at schools, must ensure that a school is administered properly. But there is not any indication in relevant acts that governors and parents have a role to play in classroom management.

Classroom management according to Lemlech (1988:3), “ is the orchestration of classroom life that involves planning the curriculum, organising classroom procedures and resources, arranging the environment to maximise efficiency, monitoring pupils’ progress, anticipating potential problems and thinking about how to deal with problems when they occur”. This shows that classroom management involves more than just planning lessons and solving behavioural problems. It involves creating a classroom climate that promotes learning by ensuring that learners are engaged in meaningful learning activities. More importantly, it involves the ability to maintain that climate in the face of unforeseen eventualities that may threaten to disrupt it. One of the “unforeseen eventualities”, which are alluded to here, is interference by parents and governors in classroom management. This will be discussed in detail in Chapter Three in which the findings of the research conducted will also be examined. This study will focus on classroom management in an Outcomes-Based Education context, analysis of the role functions of the educator in classroom management as well as the roles of parents and governors since the introduction of Outcomes-Based Education.

1.2. IDENTIFICATION OF THE PROBLEMS MOTIVATING THIS RESEARCH.

As an educator, the researcher when managing her classes had herself experienced interference from parents and governors on numerous occasions. Several educators, when interviewed, also indicated that they too had difficulties with parents and governors. Governors often made unwarranted negative comments regarding educators, their classroom management styles, the poor quality of their teaching, their lack of commitment to their duties and to the schools in which they serve. At meetings, school staff often felt that by their attitudes, tone, mannerisms and conduct, governors preferred conflict and confrontation to consultation. Governors portrayed themselves as the “bosses” of their schools and what they dictated to educators had to be carried out without question; decisions of governors were final and principals often suffered the unpleasant experience of having their orders in matters pertaining to the management of their schools set aside. Governors often walked uninvited into classrooms when educators were teaching, an action which tended to upset many educators and disturb classroom control, an essential part of classroom management. Some governors often on a pretext, using trivial excuses, habitually visited educators in their classrooms. This was interpreted by educators as governors checking up on their performance.

There were governors who encouraged parents to spy on educators and learners were even encouraged to tape lessons. Governors were frequently on "fault-finding missions" when visiting schools: they did not seek information but were there to criticise the standards and level of academic work, frequently maintaining that it was inferior to that of private schools. Some governors also criticised educators in local newspapers and in other media. This resulted in educators losing the respect of learners in their schools and is still one of the causes of discipline problems. The researcher has discovered that educators in the United Kingdom experience similar problems from interfering parents and governors but action has been taken to deal with this. Some of the solutions applied in English schools may be worth considering in South African schools.

Governors frequently ignored the rules of the South African Schools' Act No. 84 of 1996 concerning their roles, functions and duties (which are clearly defined in the Act). This may be as the result of ignorance or defiance on the part of governors. The roles, functions and duties of governors, which is laid down in the South African Schools' Act No. 84 of 1996, will be discussed in detail in Chapter Two.

1.3. THE NEW EDUCATION SYSTEM IN SOUTH AFRICA: CURRICULUM 2005.

The new South African school curriculum, "Curriculum 2005", is a complex and far-reaching initiative aimed at fundamentally transforming the South African education system. It proposes a paradigm shift from a teacher-and content-driven curriculum to an outcomes-based and learner-centred curriculum. In order to follow, participate in and add value to these developmental processes, educators and other stakeholders must familiarise themselves with this new curriculum, known as Outcomes-Based Education (OBE) and its concepts and terminology (Mda and Mothata, 2000: 22).

There is now a shift from learning and teaching, focusing primarily on content, to learning and teaching focusing on outcomes. The concept of "outcomes" refers to "the specification of what learners are able to do at the end of a learning experience" (Department of Education, 1996: 12). The concept of "based" (as in Outcomes-Based) means "to define, direct, derive, determine, focus and organise what we do according to the substance and nature of the learning result that we want to happen at the end of the learning process" (Department of Education, 1996:24).

In 1998 the new Outcomes-Based Education Curriculum was implemented in all South African schools. Between 1998 and 2005 it is hoped that the National Qualifications Framework will be firmly established and in 2002 the first Outcomes-Based General Education and Training Qualifications was validated by the South African Qualifications Authority (Malan, 1997: 9).

The Revised National Curriculum Statement looks at Outcomes-Based Education "as being aimed at activating the minds of young people so that they are better able to take part in economic and social life. Outcomes-Based Education system is intended to ensure that all are able to achieve to their maximum ability and are equipped for lifelong learning" (Department of Education, 2002: 9).

Malan (1997: 10) indicates that education, which is the process of teaching and learning, is Outcomes-Based when it accepts, as its premise, that the definition of "outcomes", which refers to "the result/product/output of some or other process", should form the basis of all educational activity, including the description of qualifications, the development of curricula and the assessment of learners.

William Spady (1994: 2), an American educationist, recommends a very particular curriculum development move from exit outcomes through subject outcomes to lesson outcomes in a carefully structured manner, which is the scope of Outcomes-Based Education. He defines outcomes as “clear learning results that we want students to demonstrate at the end of significant learning”. Outcomes are what learners can actually do with what they know and have learned.

Following the introduction of Outcomes-Based Education parents and governors may now play a vital role in the education of their children at school, as compared to their roles in the traditional method of teaching and schooling. The following are among the duties of governing bodies as articulated in The South African Schools’ Act No. 84 of 1996:-

- adopt a constitution;
- develop the mission statement;
- adopt a code of conduct for learners;
- determine times of the school day;
- determine school fees;
- recommend appointments of educators;
- determine language policy;

- draw up a budget;
- administer and control the school's property, buildings and ground.

(Department of Education, 1996: 139).

Unfortunately the extent of the power of governors is not clarified in the South African Schools' Act No. 84 of 1996 and so they can walk into a classroom unannounced.

1.4. THE SOUTH AFRICAN SCHOOLS' ACT NO. 84 OF 1996.

The National Education Policy Act No. 27 of 1996 indicates that the term "educator" applies to all those persons who teach or educate other persons or who provide professional educational services at any public school, further education and training institution or departmental office. The term includes educators in the classroom, heads of department, deputy principals, principals, education development officers, district and regional managers and systems managers (Department of Education, 1996: 73).

The South African Schools' Act No. 84 of 1996 describes the seven aspects of the role in schooling of an educator. One of the most important, that is "leader, administrator and manager", will be dealt with in this discussion. The Act stipulates that "the educator will make decisions appropriate to the level, manage learning in the classroom, carry out classroom administrative duties

efficiently and participate in school decision making structures. These competences will be performed in ways which are democratic, which support learners and colleagues and which demonstrate responsiveness to changing circumstances and needs” (Department of Education, 1996: 136).

Other aspects of an educator's role include the following:-

- learning mediator;
- interpreter and designer of learning programmes and materials;
- scholar, researcher and lifelong learner;
- community, citizenship and pastoral roleplayer;
- assessor;
- learning area/subject/discipline/phase specialist.

The South African Schools' Act No. 84 of 1996 does not indicate that parents or governors have either a role in classroom management or in the design or teaching of the curriculum. Governors, who are elected by parents to represent them, do, as was indicated earlier, determine the school budget, draw up a code of conduct for learners, determine the language policy of the school, fundraise, maintain and improve school property, purchase textbooks and other resources, pay for services to the school, provide adult basic education and training and determine the extra-mural curriculum of the school.

1.5. THE CONCEPT: CLASSROOM MANAGEMENT.

The term "classroom management", according to Levin and Nolan (2000: 9), is "the sum total of activities (education and teaching activities excluded) that are necessary to enable the core or main task of the teaching-learning situation to take place effectively. Classroom management is a means to attain effective execution of the educational and teaching task of the teacher and so achieve his/her teaching aims".

The Employment of Educators Act No. 76 of 1998 defines classroom management as follows: "There is evidence of discipline, guidance and support, leading to sound rapport with learners, positive reinforcement, encouragement and appropriate admonition and effective, fair, regular and varied assessment of learner's efforts. The ability to inspire and encourage learners to produce their best performance and maintain high standards of behaviour and ethics. The teacher demonstrates an effective ability to encourage, guide and support learners" (Republic of South Africa, 1998: 293).

It is evident that the duty and responsibility of the educator in the classroom is to discipline, teach, guide and support the learner and clearly indicates, according to the relevant Acts, that the educator is the undisputed authority in the classroom and in classroom management. This authority rests on legally recognised qualifications which have been acquired after a period of now, at least four years of teacher training at an approved teacher training institution.

These qualifications acknowledge that the educator is a professional in the field of educating and teaching. Neither parents nor governors have any authority in the management of a classroom .

The South African Schools' Act No. 84 of 1996 is quite clear in this respect. They can be of assistance in the classroom under the instruction and supervision of an educator, but they cannot dictate what should be taught and how it should be taught. The system of Outcomes-Based Education does encourage parental involvement in the classroom but this is limited to providing learning resources, assisting with group reading ,supervising learners on an excursion or field-trip and helping with projects and assignments. There are, however, many incidents of parents and governors exceeding their powers. Discussion of this will follow in Chapter Three.

Educators, by virtue of their training, are professionally qualified in classroom management. Stacy (1991: 35) writes: " Applying a hierarchical approach to classroom management decisions allows teachers to employ their experiences as teachers and to draw on their body of professional knowledge". Outcomes-Based Education offers an alternative to current, at times highly fragmented, education practices, while at the same time making education more relevant to the world in which learners will find themselves in the future. By allowing alternate ways of organising learning matter, Outcomes-Based Education gives teachers more autonomy. It does, however, place more responsibility on teachers to be aware of the needs and abilities of individual learners and to accept responsibility for the decisions they make. While giving teachers more freedom to exercise their creativity, Outcomes-Based Education also demands a higher degree of responsibility, accountability and professionalism in classroom management (Malan, 1997: 12).

Although Outcomes-Based Education does permit a more active role for parents and governors in children's education, this is, at the moment, untried and neither the Department of Education nor the KwaZulu – Natal Department of Education and Culture have formally outlined the roles of parents and school governors in the management of classrooms. The Education Acts stipulate only that this is the duty and the responsibility of educators.

1.6. FOCUS OF THE RESEARCH.

The focus of this study will be on classroom management in an Outcomes-Based Education context and the roles of educators, parents and governors; how problems of parental and governor interference in what is taught and how it is taught can be overcome; how mutual recognition by educators, parents and governors of their distinctive functions in the education of learners can be achieved so that schools can run efficiently and effectively.

Accordingly the writer will deal with the following:

- a definition of the concept of classroom management;
- a definition of the concept of Outcomes-Based Education;
- distinguish between the roles, rights and duties of educators, parents and governors in classroom management;
- expose incidences of parental interference in local schools and in schools in the United Kingdom and offer solutions based on a review of related literature;
- provide guidelines, indicating how parents and governors can assist educators in the classroom.

1.7. CONCLUSION.

Parental and school governor interference in schools occurs, the researcher believes because parents and governors are ignorant of their roles as laid down in The South African Schools' Act No. 84 of 1996 and other related acts.

1.8. SUMMARY.

This Chapter gave a brief overview of the nature and direction of the research. It briefly outlined conditions in local classrooms, some of the problems experienced by educators and the aims of this research. Chapter 2 will provide an overview of an Outcomes-Based Education classroom, indicating the role, duties and functions of the educator as laid down in The South African Schools' Act No. 84 of 1996 and guidelines pertaining to Outcomes-Based Education.

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CHAPTER TWO.

2. 1. INTRODUCTION.

Due to an increased awareness that the traditional educational approaches had failed to prepare a significant proportion of learners to be effective citizens, a nationwide movement toward “ Outcomes-Based Education (OBE)” emerged in South Africa. The processes of teaching and learning were to be functional, relevant and accountable. Outcomes-Based Education was an exciting challenge for every educator. We are now becoming aware of the fact that Outcomes-Based learning and teaching are not the ultimate answer to all the problems of education; neither are they free from ideology and the mechanisms of social engineering (Malan,1997:8).

Following the achievement of democracy in South Africa in 1994, a new system of high quality education, which will lay the foundation for the development of the talents and abilities of all South Africans, is needed. It is essential that education should ensure the following:

- the advancement of a democratic transformation in society;
- the combating of racism and sexism and all other forms of unfair discrimination and intolerance;
- a contribution towards the eradication of poverty and the economic well - being of society;

- the protection and development of different cultures and languages.

This is all embodied in “The South African Schools’ Act No.84 of 1996” which, by introducing uniform standards and norms for the education of all learners, is a move towards equality. This Act also sets uniform standards for the organisation, governance and funding of all public schools which are subject to the Act.

School governing bodies are expected to represent the needs of all learners and parents for the positive development of education and governors are expected to lend support to educators in the execution of their duties.

2.2. THE CURRICULUM.

The curriculum has been described in various ways: Lofthouse (1995:8) sees it “as a whole body of knowledge, ideas, skills, attitudes and experiences conveyed by a school to its pupils deliberately or otherwise, explicitly or implicitly”. According to The National Education Co-ordinating Committee (1992:1-2), the curriculum is seen as central to the education process and is broadly defined as referring to all the teaching and learning activities and experiences which are provided by the school. It includes the aims and objectives of the education system, the selection of content to be taught, ways of teaching and learning and forms of assessment and evaluation. The curriculum embraces what happens in the classroom, what educators do and how it is implemented. Gordon (1995: 7) sees the curriculum “as including the servicing

and resourcing of learning, the organising of learning, the organisation of learners, materials and resources made available to them and as a reflection of the needs and interests of those it serves”.

Outcomes-Based Education is a unique approach to the curriculum introduced in South Africa by the Department of Education as part of the transformation of education. The Department of Education (1997(a):17-18), defines Outcomes-Based Education as a "learner-centred, results-oriented design, based on the belief that all individuals can learn". The implications are that what is to be learnt is clearly identified, each learner's progress is based on "demonstrated achievement," each learner's needs is accommodated through different learning strategies and means of assessment and each learner is provided with the time and assistance to realise his/her potential.

The Department of Education (1997(a):12) sees outcomes “as future oriented, publicly defined, learner-centred, focused on life skills and context and show high expectations of all learner's needs with the emphasis on the achievement of outcomes rather than covering the syllabus”. The concept of “outcomes” refers to “the specification of what learners are able to do at the end of a learning experience”.

This is a move away from content-based teaching, in which learners are taught as a class, to individualised learning, in which each learner can reach

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the set of outcomes at his/her own pace and in his/her own time. This presents a number of challenges to the role of the educator, as far as the teaching styles to be used, the organisation of the classroom, the grouping of learners and the organisation of the school year.

The Department of Education (1997(a): 13), recognises seven critical outcomes which are “broad, generic and cross-curricular”. These outcomes ensure that learners gain skills, knowledge and values that will allow them to contribute to their own success, family, community and the nation. These outcomes range from critical problem-solving, working with others, self management, evaluation of information, communication, use of technology and understanding of the world.

A learning programme is a vehicle through which the Outcomes-Based curriculum is presented at various learning sites, such as a formal school, or in a community-based organisation. A learning programme presents and organises relevant learning outcomes and assessment standards from the different learning areas. It is designed to help learners to work towards the critical and developmental outcomes, which guide all teaching and learning in South Africa (Department of Education, 2001(a):2).

The Revised National Curriculum Statement Policy (2002: 5) indicates that Outcomes-Based Education considers the process of learning as important

as the content. Both the process and the content of education are emphasised by spelling out the outcomes to be achieved at the end of the process. In the Revised National Curriculum Statement Policy learning outcomes and assessment standards are designed from critical and developmental outcomes. The critical and developmental outcomes are a list of outcomes that are derived from the Constitution and are contained in the South African Schools' Act No.84 of 1996 (p.245). They describe the kind of citizen the education and training system should aim to create, that is those who will be able to:

- identify and solve problems and make decisions using critical and creative thinking;
- work effectively with others as members of a team, group, organisation and community;
- organise and manage themselves and their activities responsibly and effectively;
- collect, analyse, organise and critically evaluate information;
- communicate effectively using visual, symbolic and/or language skills in various modes;
- use science and technology effectively and critically showing responsibility towards the environment and the health of others;
- demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

The Revised National Curriculum Statement Policy (2002:11-12) identifies the goals, expectations and outcomes to be achieved through related learning outcomes and assessment standards. The outcomes and assessment standards emphasise participatory, learner-centred and activity-based education. They leave considerable room for creativity and innovation on the part of educators in interpreting what and how to teach. The South African version of Outcomes-Based Education is aimed at stimulating the minds of young people so that they are able to participate fully in economic and social life.

2.3. AN OUTCOMES-BASED EDUCATION CLASSROOM IN COMPARISON WITH A TRADITIONAL CLASSROOM.

The Outcomes-Based Education classroom of today differs greatly from the traditional classroom in which governors and parents were taught. The traditional classroom had neat rows of desks facing the teacher and the chalkboard. The pupils sat quietly and listened to the teacher and were only allowed to talk when the teacher asked them to do so. The teacher was the main focus and source of information and learning. Pupils were passive imbibers of information. Learning was often achieved by rote and the drill method and testing was done monthly. The teacher set half yearly and full yearly examinations which pupils had to write under strict conditions. A minimum of 40% was the pass mark to ensure movement into the next grade. Parents were not allowed into the classroom and very little contact existed between parents and teachers.

The classroom of today is quite different as far as the arrangement of the furniture and desks. The learners sit in groups of six or four depending on the size of the classroom and the number of learners. The desks are not in neat rows facing the educator and the chalkboard but are clustered together in groups of three or four. In Outcomes-Based Education the educator is referred to as the “facilitator”. Learners are noisy, talkative and move around the classroom as they work with a variety of learning materials and resources. This contrasts with the classrooms in which parents and governors were educated. This may, therefore, appear to governors and parents as disorganisation and even incompetence on the part of the educator as far as classroom management is concerned. Charges of inadequate teaching and learning are made and this is one of the causes of parental and governor interference in classroom management.

2.3.1. KEY FEATURES OF OUTCOMES-BASED EDUCATION.

Zabel and Zabel (1996:17) identify 3 key features of Outcomes-Based Education.

The first is a recognition that “educational practices must be directed by outcomes”, or desired results. In other words, educators must first determine educational goals, the important understandings and skills learners should acquire and then design instructional approaches to meet them.

A second key feature of Outcomes-Based Education is determining “criteria for meeting the established goals”. By this is meant that educators must determine

how to assess learners' accomplishment and the learners' understanding of concepts and performance of skills. An educator, may use "authentic assessment" instead of standardised tests that compare each learner's performance to national norms. Authentic assessment includes evaluating actual learner performance, often by using portfolios or collections of learners' work and accomplishments.

A third key feature of Outcomes-Based Education is its emphasis on mastery learning. Learners are not simply taught, tested and graded with some achieving and others not achieving according to established criteria. Instead, instruction uses a series of approaches, materials and formats until all learners have mastered important skills and concepts.

There are dramatic implications of Outcomes-Based Education for the operation of a classroom and the following classroom implications have been identified by Spady (1992:19) :

- educational programmes are less time-bound (with grade levels and time allocations for curriculum subjects) and more flexible to meet individual learner requirements;
- assessment involves less comparison between learners according to national, state, district and classroom norms and is more criterion-based evaluation (authentic assessment) of established outcomes;

- there is less emphasis on inter-learner competition and more on collaborative models of learning;
- there is less emphasis on covering traditional curricular content and more on ensuring important learning outcomes;
- there is less emphasis on academic tracking and special programmes for learners and more on mastery learning for all learners;
- classrooms are less isolated, discrete entities consisting of a single educator and a group of learners and more integrated environments involving collaboration among general and special educators as well as learner movement between groups.

In a Department of Education document entitled "Streamlining and Strengthening Curriculum 2005" (2001(a):17) the following information on an Outcomes-Based Education classroom was given: "Classroom management and organisation in an Outcomes-Based Education classroom should reflect learner needs. Critical Outcomes indicate that learners should experience a variety of ways of learning including teamwork, working in pairs and whole group activities. Tables and chairs are grouped together to cater for teamwork. Learners also need to develop the skills to take responsibility for their own learning. Learners are able to take learning resources which are readily available and on display. A range of classroom organisation and management strategies to

provide differentiated learning experiences, to cater for different learning styles, different levels of attainment and different learning programme requirements. All learners are given opportunities to perform roles and responsibilities”.

An Outcomes-Based Education classroom is a vibrant and interesting environment with colourful and educationally appropriate posters, magazines, newspaper articles, models that learners have made, artefacts and items from a wide range of cultures, toys, a mirror, natural items such as sea shells, crab shells and plants. An Outcomes-Based Education classroom should be a safe place in which cultural diversity is acknowledged. Learners should feel accepted, understood and have a real sense of belonging in an atmosphere in which they can express themselves freely and responsibly (Department of Education, 2001 (a):17-18).

2.4. DUTIES OF AN EDUCATOR IN CLASSROOM MANAGEMENT IN OUTCOMES-BASED EDUCATION.

In an Outcomes-Based Education classroom the educator is expected to initiate learning by designing original learning activities, identifying the requirements for a specific context of learning and selecting and preparing suitable textual and visual resources for learning. The educator will also select, sequence and pace the learning in a manner sensitive to the differing needs of the subject/learning area and learners. The educator as a leader, administrator and manager will make decisions appropriate to the classroom, manage learning

in the classroom, carry out administrative duties efficiently and participate in school decision making structures. All this will be performed in ways which are democratic, which support learners and colleagues and which demonstrate responsiveness to changing circumstances and needs.

In an OBE classroom it is assumed that the educator understands that assessment is an essential feature of the teaching and learning process and will know how to integrate it into this process. It is expected also that educators know the purposes, methods and effects of assessment and are able to provide helpful feedback to learners; they are able to design and manage both formative and summative assessment in ways that are appropriate to the level and purpose of learning and meet the requirements of accrediting bodies; they will keep detailed and diagnostic records of assessment and interpret and use these assessment results to improve their learning programmes.

The educator will be well grounded in the knowledge, skills, values, principles, methods and procedures relevant to the discipline, subject and learning area.

The educator will know about different approaches to teaching and learning and how these may be used in ways which are appropriate to the learners and the context. The educator will demonstrate an ability to develop a supportive and empowering environment for the learner and respond to the educational needs of learners (Department of Education, 2001(a):1-137).

The kind of teachers who are envisaged in Outcomes-Based Education according to The Revised National Curriculum Statement Policy (2002:9) are as follows:

- key contributors to the transformation of education in South Africa;
- qualified, competent, dedicated and caring and who will be able to fulfill the various roles outlined in the Norms and Standards for Educators of 2000.

Teachers are mediators of learning, interpreters and designers of learning programmes and materials, leaders, administrators and managers, scholars, researchers and lifelong learners, community members, citizens and pastors, assessors and learning area/phase specialists. The educator is a professional, a stance supported by Goodson and Hargreaves (1996:5) who state that teacher professionalism and professionalisation measure teachers' work and occupational status against criteria of specialised knowledge and strong service ethics with a commitment to meeting clients' needs. Furthermore, Shulman in Goodson and Hargreaves (1996:8) states that "the knowledge base of teaching consists of a codified or codifiable aggregation of knowledge, skill, understanding and technology, of ethics and disposition, of collective responsibility – as well as a means of representing them. It is the pedagogical content knowledge, that amalgam of content and pedagogy that is uniquely the province of teachers and is their own special form of professional understanding".

The five core duties and responsibilities of the job stipulated by the Employment of Educators Act No. 76 of 1998 (p. 389) are teaching, extra-and co-curricular, administrative, interaction with stake holders and communication. The core events of formal education within a society mainly takes place in the classrooms of its schools where the educator is the head and the leader. In each classroom there is a group of learners who learn under the guidance of an educator in order to acquire certain knowledge and skills, develop their personal qualities and abilities and be prepared to fulfill a meaningful role in the society of the future.

Educators, therefore, have a dual role and task: they must teach and educate (functional task) and manage all the activities associated with teaching and education. Educators are firstly instructors and secondly and simultaneously, classroom managers. These two tasks are often difficult to separate and generally take place in a simultaneous or integrated manner (Kruger and Van Schalkwyk, 1997: 3-4).

The shift towards Outcomes-Based Education (OBE) and active learning benefits both learners and educators. The inclusion of learners with disabilities in normal school classrooms (under recent legislation) also challenge educators to adopt

new approaches to instruction and classroom management. The changes arising from OBE and the mainstreaming of learners with disabilities will make the educators' job even more complex and demand greater skills (Zabel and Zabel, 1996:20). In addition increased individual and small group instructional formation will require the use of new and innovative management skills. Moreover teachers will also need to co-ordinate their activities with other educators as learners move between classrooms and instructors and as they function as members of collaborative teams. All of these changes imply a variety of creative approaches to classroom management (Zabel and Zabel, 1996:29).

Creative classroom management includes concern for the classroom and school ecosystems. A classroom ecosystem is an interactive, dynamic environment that can be described in terms of four clusters of variables: learners, educators, settings and activities. Educators are required to appreciate and accommodate the differences in personality, ability and experience of learners. Creative classroom management also involves understanding how the physical and psychological environment affects learners and how it contributes to interaction between the educator and the learner (Hamilton, 1983:39). However, all aspects of the classroom environment can never be fully controlled. Educators are only one element of a multifaceted, interactive, dynamic system, who are limited by a lack of influence over learners' lives outside the classroom and over the physical setting of a school and classroom and over the resources available (Zabel and Zabel, 1996:28).

As discussed above OBE allows learners to work towards specified outcomes which may be achieved at different times by different learners. Time is an important factor to be considered because time has to be made for class groups, small groups and individual learners all of whom have to be supervised by one educator in a classroom. This affects not only the physical arrangements in the classroom but also how learners are supervised. Knight (1989:151) finds that this system works effectively in the primary school where the educator is in constant contact with learners during the entire school day.

Zabel and Zabel (1996:25) state that OBE requires more active learning by learners: "active learning refers to the active participation of students in their own learning and includes journal writing, cooperation groups, multimedia presentations (viewed and created), learner-centred curriculum, and critical thinking". Active learning is not new. Zabel and Zabel (1996: 25-26) make the point that Dewey (1902), Whitehead (1932), Tyler (1949) and Piaget (1954) were early proponents of its main features but the predominant instructional model in schools was still "mechanistic" or didactic, with the teacher as the dispenser and students as the recipients of information, knowledge and skills. The most common instructional model was lecture-recitation-drill which today's parents and governors are familiar with. However, in comparison with the traditional methods of teaching, OBE advocates that real understanding and knowledge result from activities that enable learners to actively participate in the

learning process, not from passive consumption through rote memorisation and drill. Demonstration, application and experimentation through “hands-on” activities are essential to meaningful learning and this is what OBE is about. This active learning has been characterised as “organic” as opposed to “mechanistic” (Salz,1990: 29).

The OBE classroom is very different when compared to the traditional classroom and when parents and governors enter, they find it difficult to adjust to this method of learning. Learner activities include talking and moving around the classroom. This results in a noisy classroom which to parents and governors seem to find disorganised and unruly. Learners have adopted new attitudes towards educators who now are referred to as “facilitators”. Teaching includes individual, small group, large group and whole class, this is what is required of educators in OBE. The arrangement of desks and furniture are very different to those of a traditional classroom. There are no rigid times for the various learning areas in OBE as compared to the traditional classroom. There are also new forms of assessments which are referred to as “Continuous Assessments” in OBE where the learner is assessed throughout the year unlike the traditional examinations which were held at the end of a term. Given this situation in classrooms today, when parents and governors make comparisons with their own schooldays, this results in their concluding that classrooms are not being well managed by educators.

2.5. THE SCHOOL GOVERNING BODY.

The underlying philosophy of the South African Schools' Act No. 84 of 1996 is that schools are encouraged to become self-reliant and self-sufficient. However, principals are no longer expected to carry the burden of running their schools alone but, in terms of the amended provision of Section 16 of the South African Schools' Act No. 84 of 1996, are required to form school management teams made up of senior staff. School management teams assist in the day-to-day management of schools. Principals are ultimately responsible and accountable for all that goes on at their schools.

A governing body is a statutory body, elected by the parents of learners to govern a school. It also has educator and learner representations. Governors therefore, represent both the parents and also the school community. The governance of every public school is vested in its governing body (Department of Education, 1997(b): 6).

The South African Schools' Act No. 84 of 1996 stipulates that the professional management of a public school must be undertaken by the principal.

Professional management refers to the day-to-day administration and organisation of teaching and learning at the school and the performance of the departmental responsibilities that are prescribed by law. It includes the organisation of all the activities which support teaching and learning.

The general purpose of a governing body is to perform its functions efficiently in terms of the South African Schools' Act No. 84 of 1996. It is, therefore, placed in a position of trust towards a school (Department of Education, 1997(b):8).

Foremost among its functions, a governing body must make sure that the school is run in the best interests of all the stakeholders and governors. It must always put the best interests of the school before any personal benefit (Department of Education, 1997(b):23).

Research shows that children, whose parents are actively involved in their learning doing such things as openly supporting the school, encouraging attendance and completion of work, acknowledging the professional expertise of educators, perform better using every known measure (Gann, 1999:79). Gann's points are important because they acknowledge the educators' professionalism and allow a balance between the educators' and governors' roles in classroom management.

Gann (1999: 47) also states that "the 'educational establishment' would like to emphasise that discharging these monitoring duties is something only 'professional educationists' can do. Certainly this area is reserved for the teaching profession. While there are some jobs that only professionals can do such as teaching, monitoring of individual and group learning, matching of activities to aims and objectives among others, there is an overall strategic role

for governors who represent the community ownership of a school. Monitoring the curriculum is a task which requires the skills and knowledge of the professional to be balanced by governing body control of the aims and objectives". Gann's point strengthens the writer's view that educators are trained professionals and it is their duty and responsibility to teach learners. Governors and parents need to lend a helping hand to ensure that educators give off their best in the classroom, ultimately benefiting the learners.

"The professional advice and experience of the teaching staff enables governors to get to grips with the features of their school's curriculum and to provide a lay view to parents" (Gann,1999:48). This implies that the professionalism of the educators cannot be ignored by governors or parents. Levacic (1995:40) stresses that "mutual trust and respect and clarification at a local level of the respective roles of board and executive are essential if governors efforts are to bring benefits both to their school and to the education system as a whole".

FIRST STEPS, a School Governance Starter Pack which is a resource for school governing body members and parents, was developed and prepared for publication for the Department of Education by the Interim Unit on Education Management Development in 1997. It indicates the duties and responsibilities of governors :-

- SCHOOL POLICY: school hours, language policy, religious policy, dress code, learners' code of conduct and the school's goals.

- **SCHOOL DEVELOPMENT:** a development plan, getting voluntary helpers when needed, partnerships with the community and relationships with other schools.
- **SCHOOL ADMINISTRATION:** looking after the school's buildings, grounds and other property and deciding when others may use this property, the appointment of staff, an annual general meeting of parents and reporting to the school community.
- **SCHOOL FINANCE:** raising funds, opening a bank account and overseeing the school's income and expenses (Department of Education. 1997(b):25).

The assistance of governors in jointly drawing up a code of conduct for learners and ensuring that learners adhere to this, is valuable in classroom management for the educator. When individual learners are disruptive in the classroom, governors may assist educators in making home visits to address these issues with parents or guardians. This should always be done in consultation with the educator concerned and the principal of the school.

Governors may also assist in recruiting parents to help educators and learners in the classroom. More of this will be discussed in Chapter Four.

During the course of their school administration duties, governors should make regular visits to ensure that the structure and the maintenance of the school buildings are in keeping with required standards. Should there be any faults or

damages to the building, the governors' duty would be to engage workmen to do to do the necessary repairs and to ensure that the school building is safe for learners. This may necessitate governors entering the classroom while the educator is teaching to inspect ceilings, windows, doors or any other structure in the classroom. Educators cannot prevent governors from entering their classroom, as they have this duty to perform. The assistance of governors is also valuable in this respect: educators need resources to teach learners and most often the shortage of funds poses a problem when it comes to purchasing; however if educators, the principal and governors are able to meet to discuss this, they may together find solutions to purchase much needed resources. Governors frequently, through their own business connections, may also be able to find contributors in the community who are willing to sponsor school funds for resources.

The South African Schools' Act No. 84 of 1996 also states that the ultimate responsibility for learners' behaviour rests with their parents or guardians. It is expected that parents will:-

- support the school and require learners to observe all school rules and regulations and accept responsibility for any mis-behaviour on their part;
- take an active interest in their children's schoolwork and make it possible for their children to complete assigned homework.

Parents also have a responsibility to the learners' code of conduct. A code of conduct includes school rules and classroom rules. These rules regulate the day-to-day relationship between learners and educators. A code of conduct is meant to ensure that all stakeholders in a public school agree to the establishment of a disciplined and purposeful school environment for the achievement and maintenance of quality education in a school.

When parents show an interest in their children's education and daily assist them with their school work, they perform better in the classroom. When parents teach their children correct and acceptable behaviour, drawing their attention to conforming to school rules, this helps to prevent disruptions in classroom management. Parental intervention and co-operation assist educators tremendously in the management of learners.

Decker (1995) outlines Swap's model of parental involvement in schools which are as follows:-

Protective Model.

The goal is "to reduce conflict between parents, school governors and educators" (p.38) by separating parent and teacher activities to reduce interference by parents. Parents and school governors must accept that the school has the responsibility to educate their children and the school is accountable for learner achievement. In turn, educators accept responsibility for educating learners.

School-to-Home Transmission Model.

The goal “is to enlist parent support to achieve objectives defined by the school” (p.38). Educators identify the values and practices outside of school that contribute to success at school: “a child’s achievement is fostered by continuity of expectations and values between home and school” (p.38). Parents are expected to reinforce school expectations at home and provide the conditions at home that “nurture development and support school success”(p.38).

Curriculum Enrichment Model.

The goal is to “expand and extend the school’s curriculum by incorporating family contributions” (p.39). A link between home and school is important in fostering children’s learning. Family cultural backgrounds and values are often omitted from the standardised curriculum: “this may cause a discontinuity between home and school which could lead to a lack of motivation, status and achievement by children of these families” (p.39). Relationships between parents and teachers are based on mutual respect and each is seen as an expert and resource for a child’s education.

Partnership Model.

The goal “is to get parents and educators working together to accomplish a common goal: academic success for all children”(p.40). To achieve this requires the school to re-examine its environment and adjust or change its policies, practices, roles and relationships in partnership with parents, governors and the

community. This transition can be problematic as it requires an educator to change his or her role and establish new patterns of interaction with parents and governors.

These models, which have been outlined by Decker, are aimed at strengthening the relationship between parents and educators which, in turn, fosters good parental involvement, thus improving the education of learners.

The National Education Policy Act No. 27 of 1996 stipulates that the governing body of a school must inform all parents of learners admitted to a school of their rights and obligations in terms of The South African Schools' Act No. 84 of 1996. Parents must specifically be informed about their rights and obligations in respect of the governance and affairs of the school and the code of conduct for learners. The Act also stipulates that parents have an obligation to support their children to attend school regularly. When learners are frequently absent for trivial reasons, educators find it difficult to begin or continue with new concepts taught in the classroom. This actually has a negative influence on classroom management. Therefore, parents need to ensure that their children attend school regularly.

The writer states that neither The South African Schools' Act No. 84 of 1996 nor the interpretation of the relevant Education Acts aforementioned clearly define the boundaries between the duties and rights of principals, governors, parents and educators. This is a cause of friction because there may occur infringing on

each other's province and this may be the cause of problems, which motivated this research.

2.6. GOVERNING BODIES IN ENGLAND AND WALES.

According to educational developments during 1980, 1986 and 1988 parental representation on school governing bodies in England and in Wales became compulsory. The 1989 Children's Act, confer rights on and reiterate the responsibilities of parents for their children, as well as giving parents an entre` into decision making and information at a number of levels: for example, when serving as governors, involvement in assessment and receiving information about schools and their assessment results (Wolfendale, 1992:121). As in South Africa problems arise when attempts are made to define the boundaries between the rights and duties of governors, principals and parents.

The belief that governing bodies wield power over principals, educators and schools is particularly strongly held by some governor pressure groups.

Walter Ulrich, a former senior Department of Education and Science official and now active in the National Association of Governors and Managers in England, expressed it this way: "Heads may not like the fact that their powers have been curtailed but that is the way it is" (Rafferty, 1992:5). As a result of more power being given to governors, principals and educators of local schools are disgruntled by their often overbearing attitudes.

Wragg (1989:125) distinguishes between “rights”, which “represents nothing more than an entitlement” and “power”, which is “the ability to influence action”. He goes on to discuss the ramifications of the distinction. He points out that as by no means all parents in England, or anywhere else, possess the requisite knowledge and understanding of the system of education and more especially classroom management or the confidence to undertake it, the power of parents is necessarily limited. Wragg maintains that professionals have rights and by virtue of their knowledge of professional matters such as teaching, classroom management and teacher appraisals should also rest on their power.

2.7.CONCLUSION.

A school governing body may have rights under the relevant Acts but power is possessed by those with information and training and legally recognised qualifications to do the job. Teachers have both rights and power which neither governors nor parents enjoy. This puts the educator in a powerful position as manager of his/her classroom. School governing bodies have been given a great deal of rights in terms of governance. It is important for governors to be aware of the parameters within which they can function. Democratisation will require governors to be aware of their newly acquired rights and to use them judiciously.

The need for co-operation at school level is reflected in the partnership principle set out in the preamble of The South African Schools’ Act No. 84 of 1996. Not only must the school and the education authorities work together, but also

parents, learners, educators and non-educator staff must all accept and share the responsibility for the governance of the school. Representation of various stakeholders on the governing body, including learners and educators, is a positive effort to achieve this aim.

Wragg and Partington (1995:64-65) are of the firm belief that teamwork is the key in this process of transformation. An effective governing body must function as a team and set out to work for the good of its school and the community it serves. Effectiveness and efficiency require a school governing body to be seen as a “critical friend – that is, one who hopes to identify what is wrong with a school and then helps to make it better” (Gann, 1998:44).

2.8.SUMMARY.

This Chapter dealt with the new curriculum which is Outcomes-Based Education. The differences between a traditional classroom and an Outcomes-Based Education classroom were discussed. The role of parents and school governors in education following the introduction of OBE was outlined. The South African Schools' Act No. 84 of 1996 was studied to obtain an insight into and understanding of the duties, functions and powers of elected school governing bodies. Chapter 3 will examine and outline the problems experienced by educators from parents and governors who come into classrooms and interfere in the management of classrooms thereby undermining the authority of educators.

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CHAPTER THREE.

3.1.INTRODUCTION.

Following the introduction of Outcomes-Based Education, the level of parental involvement in schools has increased, resulting in more educators interacting with more parents. Parents, like educators, have a range of attitudes and perspectives and so some are easy to work with and others are more difficult. Conflict, caused by a small minority of parents, does occur frequently. In fact, a certain amount of conflict maybe expected when parents and educators work together, because they do have different perceptions of schooling (Hornby, 2000: 142). The writer's aim in this Chapter is to examine problems in schools resulting from "different perceptions". Although the rewards of parental involvement are great, it does present numerous challenges to educators (Karther and Lowden, 1997:41) especially as a result of parental interference in classroom management .

The researcher wished to discover whether educators in public primary and Secondary schools in the Tongaat Area do experience interference from parents and governors in the management of their classroom. A survey was accordingly conducted using a questionnaire. The focus of this Chapter will be to describe the instrument the writer used to collect data and to analyse the findings.

3.2. SELECTING SUITABLE RESEARCH METHODS FOR THE INVESTIGATION.

The qualitative method of research was used which included the researcher's observations, a literature survey and a questionnaire. The researcher adopted two strategies. The literature review of books, journals, newspapers and research studies formed the basis of the researcher's theoretical knowledge and evaluation of the problems of governor and parental interference in classroom management, as well as helping to draw up a plan of action to overcome these problems. The questionnaire was selected as a means of collecting information from educators because the researcher believed that to respond fully they required sufficient time and filling in a questionnaire would allow this.

Five schools, that is, three primary schools and two secondary schools, in the Tongaat Area were chosen because they fell within the area of the researcher's place of employment. Two schools were in an affluent socio-economic community and three schools were in middle and working class socio-economic communities. Written permission (Appendix 1) was sought from and granted by the schools' principals to allow staff-members to be part of the investigation. Letters explaining the purpose of the study and guidelines on how to fill in the questionnaires were distributed to the five schools. Principals and senior staff-members distributed and collected the questionnaires (Appendix 2) from the 50 participants, consisting of ten educators from each of the participating schools. The respondents were assured of anonymity and confidentiality.

The questionnaire comprised seven open-ended questions. Questions of this type allow a respondent the freedom to answer in writing in his/her own words. The flexibility of the open-ended questions gave the researcher a useful exploratory device because it allowed for unexpected and important responses. This type of question also allowed the writer to determine how many participants had a good knowledge about the topic (Mitchell and Jolley, 1992:459-466).

3.3.RESPONSES AND ANALYSIS OF QUESTIONNAIRE.

3.3.1. QUESTION 1: APPENDIX: 2.

WHAT IS YOUR UNDERSTANDING OF “CLASSROOM MANAGEMENT”?

The responses were as follows : -

- 32% of the respondents stated that “classroom management” was creating and controlling an educational environment which should be conducive to teaching and learning.
- 28% of the respondents stated that “classroom management” was the systematic planning, preparation and managing of time, resources, the curriculum and the discipline of learners efficiently and effectively in order to achieve the intended outcomes.

- 18% of the respondents stated that “classroom management” is when the educator takes an active role in the learners’ social, emotional and educational development in a stimulating learning environment by adopting effective learning strategies to illicit responses and to maximize potential among the learners in an atmosphere of interactive learning.
- 12% of the respondents stated that “classroom management” involves understanding, trust, communication and facilitation between educator and learner to ensure the effective setting up and overseeing of classroom activities and to ensure that learners are properly engaged in educational activities.
- 6% of the respondents stated that “classroom management” is when the educator manages himself/herself, the learners and aspects pertaining to their learning for the achievement of long term objectives.
- 4% of the respondents stated that it is the systematic planning, preparation and managing of time, resources, the curriculum and discipline of learners efficiently and effectively in order to achieve the intended outcomes taking into account the learners’ social, emotional and educational development in a stimulating learning environment.

Classroom management, according to Kruger and van Schalkwyk (1997:7), aims at the establishment and maintenance of certain conditions in the classroom so

that effective teaching and learning can take place. These conditions are created by the teacher through the integration of management functions, together with the teaching activities that he/she must carry out in a classroom in which the conditions promote teaching and learning and in which a child will be able to learn and reach his/her full potential.

Jacobs and Gawe (1996:334) state that “classroom management entails the teacher’s ability to provide and maintain a teaching-learning environment that encourages successful learning by all pupils. This ability depends on the teacher’s skills in long-term planning (year plans) and short-term planning (daily preparation of lessons). It requires teachers to develop a classroom management strategy in preparing and presenting lessons, managing time, managing changes from one pupil activity to another and evaluation of pupils’ learning resulting from the teaching-learning encounter”.

In studying the responses to Question 1, the writer found that the educators had a good understanding of what “classroom management” was about. Their written responses tended to overlap and included, in most instances, the views expressed by the authors mentioned above.

3.3.2. QUESTION 2: APPENDIX: 2.

WHAT IS THE ROLE OF THE EDUCATOR IN CLASSROOM MANAGEMENT IN OUTCOMES-BASED EDUCATION ?

- 60 % of the respondents indicated that the role of the educator in classroom management in Outcomes-Based Education is that of a “facilitator”. It was further indicated that OBE requires educators to be facilitators ensuring that the classroom environment affords maximum benefit to all learners. The remaining 40 % of the responses were as follows : -
- “the educator must be a mentor, catalyst, stimulator, originator and overseer empowering learners to develop to their full potential so that they will be equipped with the necessary skills to live a meaningful life”;
- “the educator has a pivotal role to play, in the sense that he/she has administrative tasks and is also expected to manage all aspects of teaching and learning to ensure that learners are engaged in worthwhile activities”;
- “getting learners to participate fully, giving them an opportunity to express themselves, supervising tasks and ensuring that constructive interactive learning takes place”;

- “the educator has the responsibility of the issuing and controlling of resources, guiding, supervising, and organising learning programmes and assisting learners to think rationally and logically so that they will grow up into mature individuals”;
- “the educator must ensure that the classroom atmosphere is conducive to encourage, guide and motivate learners to experiment, find information, work out solutions to problems and in so doing be able to recognise individual needs and thus ensuring success of learners”;
- “the educator facilitates the learning process, providing the necessary factual, conceptual and intellectual tasks for personal, social and intellectual development and also promoting, motivating and accelerating independent and lateral thinking”.

The writer concludes that the above responses indicate that the educators' role in classroom management is a very important and critical one because he/she is the axis around which all the events in the classroom centre. The educator directs the learners and the teaching-learning events in such a way that teaching will take place effectively. Moreover, the role as an educator automatically puts him/her in a position of authority and leadership to inspire and influence the learners so that each learner's potential will be fully developed.

According to Zabel and Zabel (1996:28) the teacher's role as facilitator is seen as "the most critical determinant of the classroom environment, guiding the learning and behaviour that occur in the classroom, communicating expectations, arranging the physical setting, determining the 'psychological' atmosphere, motivating students to learn and behave, devising and implementing instructional and other activities and setting the tone for interactions between the classroom and the larger worlds of the school, community and society".

3.3.3. QUESTION 3: APPENDIX: 2.

WHAT ARE THE ROLES OF PARENTS AND GOVERNORS IN CLASSROOM MANAGEMENT?

- 80% agreed that parents and governors must play a supportive role assisting the educator with resources (both material and human resources), discipline, providing valuable information regarding the learner, pastoral care, absenteeism, encouraging learners to be respectful and co-operative with their educators and supervising learners' homework.
- 20% indicated that parents and governors do not have a role in classroom management. They indicated that parents and governors tend to interfere, being critical of the educator and the teaching methods employed and generally causing chaos in the classroom. The respondents also stated that parents should not interfere and must

leave the work to professionals, that is the educators in the classroom.

They felt strongly that parents and governors were not to be allowed in the classroom.

The majority of the respondents indicated that parents and governors should not intervene in classroom management, but should assist in making valuable suggestions and inputs, encourage learners to maintain high standards, reinforce positive attitudes in learners, develop a sense of responsibility and understanding of the new curriculum (Outcomes-Based Education) and its assessment standards. Parents and governors should only assist educators when they were asked to do so. They should identify and find solutions to problems encountered by educators and learners. Parents should also interact regularly with educators in order to have a clear idea of their children's progress and behaviour.

"Parent involvement", according to Kruger and Van Schalkwyk (1997:148), "must be active and significant in all aspects – non-curricular as well as curricular – of the child's formal education. The writer found that most of the respondents agreed that parent involvement is important in the education of their children but not in the management of classrooms as this is the duty and function of the educator.

Kruger and Van Schalkwyk (1997:148) further indicate that daily teaching and learning activities take place mainly in the classroom and that parent involvement

in this would cause problems because the teacher's professionalism can be affected. Parental involvement must be managed in such a way that it is to the benefit of the child. The implication here is that parents can assist educators but cannot tell them how to teach or manage their classrooms.

The writer found that some educators made it clear to parents that they assumed the primary responsibility for educating their children and that they were capable of doing so because of their education, training and experience. Some educators felt insecure in their positions and thought that by allowing parents to become involved in their classrooms they might face criticism of their teaching. Others were intimidated by strongly opinionated parents. Several educators said they resented the time that it took to discuss matters with involved parents.

Parents wish to be involved in their children's education for a variety of reasons: some are dissatisfied with the quality of public education and see themselves as advocates for change and improvement; others only wish to have a more active and supportive role in their children's education; still others believe that their knowledge is important to the schools as far as governance and curriculum are concerned.

Lightfoot (1979:20) writes that "families and schools are engaged in a complementary and socio-cultural task and yet they find themselves in great

conflict with one other”. Ideally, schools and parents should work together to support education and avoid conflict concerning the goals and directions parents want and the practice and policy of a school.

3.3.4. QUESTION 4: APPENDIX: 2.

HOW DO THE ROLES OF PARENTS AND GOVERNORS IN CLASSROOM MANAGEMENT IMPACT ON THE EDUCATOR AND PUPILS?

- 38% of the respondents indicated that parents and governors had a negative impact on classroom management.
- 20% of the respondents indicated that parents and governors had a positive effect on classroom management.
- 30% of the respondents indicated that the role of parents and governors in classroom management should be supportive of educators, learners and the learning process.
- 10% indicated that parents and governors had no role to play in classroom management.

The majority of the educators viewed parents and governors in the classroom in a negative light as this interfered with their professionalism with regard to classroom management. Parental interference, according to the educators, was viewed as:

- being disruptive;

- parents did not know what went on in the classroom on a daily basis;
- parents lacked of respect for the educator, his/her professionalism and management skills;
- this had caused and will cause conflict between the educator and the learner and between the educator and parents.

Moreover, when parents and governors criticised educators in front of their children or learners at home respect for and the credibility of the educator was undermined. These learners would be disrespectful, rebellious and would present learning and behavioural problems in the classroom. This sort of behaviour would frustrate the educator and would disrupt the teaching and learning process in the classroom. An educator, who faced nothing but criticism and such negative behaviour, which had its roots in the learners' homes, eventually would become demoralised.

Parents and governors must support educators in their endeavours to educate learners. An important way of doing this would be to praise the good work that is being done in the classroom. White (1997:104) states that "teachers will expand the structures which parents lay down into intellectual edifices which parents lack the time or specialised understanding to create, but at root they will be, like parents, upbringers, shapers of the whole child, not crimped subject specialists". The implication here is that teachers are trained subject specialists in their particular fields and are competent to educate learners. Parents do not have the time nor the necessary qualifications to educate their children.

White (1997:82-83) also states that “when politicians say that parents and not teachers or the state should have the major say in determining their child’s education, what they have in mind is their power to influence what school the child will go to”. It is clear that parents, according to White, should not have a major say in what the teacher should teach and how the teacher should teach. Parents and governors should also acknowledge the professionalism of educators.

3.3.5. QUESTION 5: APPENDIX: 2.

IS THE PROFESSIONAL STATUS OF THE EDUCATOR BEING THREATENED AND IF SO, HOW?

- 48% replied “yes” that the professional status of the educator was being threatened by parents and governors presence in the classroom.
- 44% indicated “no” that the educator’s professionalism was not threatened by parents and governors being present in the classroom.
- 8% of the respondents indicated that the professionalism of the educator is being threatened by the Department of Education and by negative media publicity regarding the behaviour and conduct of some educators and because of this all educators were being viewed in the same light.

According to the results of the questionnaire, a significant percentage of the respondents were not in favour of parents and governors being present in their classroom, whilst some felt that it was not a problem having parents and governors assisting in their classrooms. The following reasons were furnished by the respondents who did not want parents and governors in their classrooms :

- parents and governors lack respect for educators;
- they undermine educator professionalism;
- they should not interfere in classroom management;
- parents and governors tend to “gossip” to other parents about what goes on in the classroom, about the educator and the educator’s teaching method;
- parents and governors become critical of the educator and his/her teaching methods.

The majority of the respondents stated that “parents and governors should show respect and must acknowledge the professionalism of the educator”. They also indicated that parents and governors should assist educators in an advisory level and should support educators.

According to Wolfendale (1992:10-11) “some teachers’ hostile and negative attitudes are explicable and grounded in a number of legitimate concerns, chief among which are:

- that parents in the classroom will undermine teachers’ professionalism;

- that parents' views are not necessarily well informed and therefore a clash with teachers may be inevitable;
- that the active parents are a vocal, self-selecting group who are not representative of all parents".

Moreover, "in the zeal to involve and empower parents within education, sensitivity towards issues of perennial concern to teachers such as status, control and scarcity of resources must be paramount" (Wolfendale, 1992 : 10 -11). Although it is an excellent idea to involve parents and governors in education, more especially in classroom management, a way must be found to accommodate them in a manner that would not threaten the professionalism of educators.

In his research, Biputh (2000:31-32) finds that conflicts between teachers and parents occur as a result of learners' academic work and discipline. The causes of teacher conflict with governors include: conflicting interests of teachers and governors; interference of governors in the day-to-day running of the school; interference of governors in the personal life of teachers and nepotism of governors with regard to teacher promotion and staff recruitment.

3.3.6. QUESTION 6: APPENDIX: 2.

WERE THERE INCIDENTS OF PARENT OR SCHOOL GOVERNOR INTERFERENCE IN RESPECT OF CLASSROOM MANAGEMENT? QUOTE INCIDENTS IF ANY.

- 52% indicated that they had not experienced any interference from parents or governors.
- 48% confirmed that they had experienced interference from parents and governors.

The respondents described the following experiences that they had with parental and governor interference in classroom management:

- over ambitious parents who were disappointed with their children's achievements and blamed the educator instead of accepting their children's level of ability. The educator was taken to task for stating that the child was "slow" academically;
- letters published in newspapers from disgruntled educators about interfering parents and governors are increasing, according to many of the respondents;
- parents questioned comments and remarks that were written in learners' reports by the educator and this had given a parent cause to walk into a classroom and challenge the educator. This had occurred when the

educator was busy teaching and had interfered with the educator's instructional time thereby causing the educator to suffer anxiety and stress;

- there was parental interference when an educator suggested that professional help was needed for a learner who was experiencing severe learning difficulties. The parent became very abusive and critical of the educator's suggestion;
- a parent had walked into a classroom whilst the educator was busy teaching and began threatening a learner, whom he believed had fought with his child. The same parent had also complained to the educator that she had placed undue pressure on his child to learn and to find a book that had been lost. This experience had a very traumatic effect on the educator who was newly appointed at the school;
- another instance was when governors went into the classroom while the educator was teaching just to "check up" and this had made the educator very uncomfortable as she felt that they were inspecting her;
- a parent had confronted an educator stating that the work being taught was too simple and at too low a grade for the class. This applied to the words for spelling tests. A parent was angered at his child's assessment mark and had confronted the educator regarding this;

- a governor had instructed an educator not to heed the call of the teacher union, SADTU, to attend a march but to remain in school and teach;
- parents had secret meetings and wrote to the KwaZulu-Natal Department of Education and Culture without informing the school management. This had caused much distrust and suspicion which led to conflict between the parents and staff;
- many parents had a limited understanding of Outcomes-Based Education and they wanted individual attention to be given to their children. They did not know the methods employed when marks were given to their children and very often questioned the educator regarding marks obtained and the lesson content as well as the relevance of the lessons to daily life;
- one governor had reprimanded an educator in the presence of the learners over an incident which occurred in the classroom. The educator lost the respect of his/her learners and suffered anguish;
- governors had discussed subjects to be taught and pupils' results without thorough research into the didactics of subjects, pupils' ability and the resources that were available and as a result of this had unfairly criticised educators;
- a principal who was one of the respondents, stated that "there will always be incidents of parent and governor interference but a strong principal

will always remind them of their roles and within which parameters of the South African Schools' Act No. 84 of 1996 that they should function". It is the duty and responsibility of the principal to inform parents and governors via meetings and circulars about their rights and responsibilities with regards to their children's education.

Parents find it is frequently difficult to be totally objective in their judgments concerning their children. This may lead to conflict with educators. It is often said that since everyone has been to school, everyone thinks they are an expert on education! Parents may know their children best but educators are experts on education. Conflict is held by some to be inevitable between parents and educators (Hornby,2000:142). The writer believes that parents feel that their children have the intelligence and that they, as parents, know what is best for their children. This is most often not the actual situation and when the educator tries to inform the parent of the facts, the parent takes offence.

Goodson and Hargreaves (1996:6) state that "pedagogical content knowledge is the knowledge of how to teach one's subject or subject matter, its possessions is one key factor that distinguishes experts from novices in the classroom and by explicating this knowledge, one can make teachers' intuitive, practical know-how and technique into visible, codifiable professional knowledge". Educators are able to assess the learners progress and performance because they have been trained to do so. Parents and governors cannot dispute the authenticity of the

assessments conducted. According to Waller (1932 : 64) in Goodson and Hargreaves (1996:6), “teaching is a difficult art and one that requires years of expensive training and that people must esteem their teachers accordingly”.

McNeir (1993:29) writes of the major controversy which focuses on the notion of content versus process. She states that “Outcomes-Based Education systems may deemphasize specific subject content in favour of broader outcomes, leaving educators with the difficult question of what content should remain in the curriculum. Parents have voiced concern about students’ losing competency in basic skill areas such as math and literacy”. These concerns have led parents and governors in South Africa too to interfere in what is taught in the classroom and how it is taught because they have been educated in a particular way and find OBE difficult to understand.

Although OBE has given parents and governors certain rights concerning their children’s education, this has created problems. Some parents feel that they can walk into a classroom and tell an educator what to teach and how to teach. This is unacceptable and should stop. It is the responsibility of the principal and the education authorities to intervene in the hope of putting an end to this interference of parents and governors.

3.3.7. QUESTION 7: APPENDIX: 2.

ARE THERE SOLUTIONS TO EXCESSIVE POWERS CLAIMED BY PARENTS AND SCHOOL GOVERNORS AND IF SO, PLEASE STATE THESE SOLUTIONS.

- 98 % were in agreement that there were solutions to excessive powers claimed by parents and governors;
- 2 % stated that they could think of none as parents and governors would continue to function as they always have.

The solutions advanced by the respondents were as follows :

- 60% stated that the principal and school management team should play an important role in educating parents and governors about their roles, duties and responsibilities at school. This should be done at meetings held at school. The principal should take a firm stand against any parent or governor who acts contrary to what is expected of him/her.
- All powers are entrenched in the South African School's Act No. 84 of 1996 and should parents and governors act outside of this, they would be in violation of the Act. Sometimes parents and governors became “power hungry” and they interfered in professional matters, then it should be the duty of the principal to caution those concerned and to outline the

parameters in which they ought to function. In many instances, excessive power was claimed out of ignorance of The South African Schools' Act No. 84 of 1996, the various regulations and the policy of the school.

- 50 % stated that professional matters, pertaining to education, should be left to the education authorities and not to parents and governors. Only educators should be allowed into classrooms and parents and governors presence should be minimised. Principal and superintendents of education are there to supervise educators.
- 36 % of the respondents indicated that the powers given to governors and parents should be reduced. They definitely do have a role to play in the education of their children but their role must be more supportive of educators.
- 44 % of the respondents stated that regular workshops and seminars should be held with parents and governors regarding school governance and classroom management and the adverse effect of parental interference in classroom management. It is important that there should be transparency as regards policy so that parents and governors should be able to know their rights and responsibilities.
- 40 % of the respondents indicated that copies of the South African Schools' Act No. 84 of 1996 must be made available to parents and

governors so that they should be familiar with its contents and act accordingly.

- 38 % of the respondents indicated that guidelines in the form of a “Parent Handbook” or circulars should be drawn up outlining the limitations which parents and governors should have. These documents should be made available to parents and governors.
- 20 % of the respondents indicated that parents and governors should only be entrusted with school maintenance, extra-curricular activities and fundraising, but not with classroom management nor the daily academic programme of the school.
- 24 % of the respondents stated that the Department of Education and the KwaZulu-Natal Department of Education and Culture should handle all professional matters. The role functions, duties and responsibilities of governors should be revisited after taking into account the comments made by all stakeholders in education. The duties and responsibilities of governors should be reduced. Greater authority should be given to educators over matters of discipline, abusive and negative behaviour of learners.
- 10 % of the respondents indicated that parents and governors should be concerned with the total development of their children and should form partnerships with educators.

The researcher had observed that in certain schools parent and governor interference has been prevalent while in other schools there had been few incidents and in some schools parent and governor interference had been non-existent. On closer examination of the data, the researcher found that schools situated in a more affluent socio-economic community and where parents and governors were professionals in fields other than in education, they had experienced interference in classroom management. Schools that were situated in a middle income and working class community experienced little or no interference from parents or governors. In schools that had more parents in professions and more affluent parents there was little or no respect for educators and their professionalism. These parents and governors tended to interfere more in classroom management.

Principals' attitudes also affected the number of incidents of parent and governor interference in classroom management. Principals who were highly competent as managers were able to prevent interference.

3.4. EXPERIENCES OF EDUCATORS IN SCHOOLS IN ENGLAND AND WALES.

According to the Times Educational Supplement (dated 17 March 2000), surveys were carried out in nearly 500 schools in England and in Wales concerning the views of teachers regarding governors. At least 25% of the

teachers resent what they see as interference by the governing body. Governors interfere in the day-to-day running of schools claiming that the principal and teachers are not competent enough (Creese and Earley, 2000:8).

Kogan (1984:42) in his analysis of the relationship between governing bodies and schools in England and in Wales reveals that it is not always harmonious. "There are frequent conflicts between governors, principals, educators and parents ". The writer has also established this important point after an indepth analysis of the questionnaires.

Wohlstetter and Odden (1992:529) suggest that " partly as a consequence of the greater responsibilities given to governing bodies in English and Welsh schools, conflict, rather than partnership, may now be a more common feature of relationships between governors, principals and educators. The tensions between education professionals and lay governors cannot only be attributed to the impact of educational legislation alone. They also appear to be mediated by factors to do with social class, ethnicity, gender and educational background". In the writer's analysis of the questionnaires, it was also found that social class and educational background of parents and governors had an effect on their relationships with educators.

Stephen Ball's (1987:19) analysis of "educational micropolitics" and "organisational lay/professional relationships", sees governing bodies in English and Welsh schools as organisations which are "arenas of struggle, riven with actual or potential conflict between members and staff, between members themselves, poorly co-ordinated and ideologically diverse".

Schools in KwaZulu-Natal have also experienced problems with governing bodies and parents. Conflict and power struggles between governors, educators and principals are not unique only to English and Welsh schools but are also prevalent in local schools. The findings of the writer bears testimony to the fact that parents and governors do interfere in professional matters such as classroom management at some schools in the Tongaat Area.

In 1992, David Hart, then general secretary of the National Association of Headteachers in England, reported that the number of complaints from headteachers about interference in the day to day running of schools was rising. Hart reportedly said to a journalist "The Government has raised governors' expectations by telling them they have increased powers, but it has failed to clarify where those powers end" . Disputes over where governors' powers end and that of headteachers begin, still seems to be a feature of many LEA and GMS schools in England and Wales (Pilkington, 1992:25).

According to Macleod (1992:16), "some governors, on the other hand, saw things rather differently, wanted to be more involved in the day to day running of the school and felt that the 1980s legislation had given them the right to do this. They had their own strategies for trying to "manage" headteachers and teachers". This was often based on the belief that " teachers and headteachers did not understand the "real world", a view expressed by almost all the governors from business and industry when they were interviewed. By "real world" they meant industry and commerce. However, it might equally well have been claimed that they did not always understand the "real world" of schools. In attempting to "manage" heads, educators and schools, the cultural and financial differences between profit-making and non-profit-making enterprises were often misunderstood by some governors" (Macleod, 1992: 16). The implications here are that parents are forced to pay heavy school fees and should get value for their money. This presents a problem in our schools and because of the payment of high school fees, parents demand the best in education for their children.

A governor at Firdene Secondary in England has designed his own grievance procedure for educators which draws on his industrial experience but pays little heed to the prevailing nationally agreed working conditions for educators. At Knighton Primary in England, two LEA governors feel they have the right to inspect the teaching in the school by visiting classes and then presenting their criticisms in a report to the governors, without first talking to the teachers whose

classes they have visited (Macleod ,1992:17). This behaviour on the part of the governors is in violation of educators' rights and their professionalism in England and Wales.

Docking (1997:16) indicates that some teachers in English schools regard parental involvement as an intrusion into their relationships with learners.

The researcher has also discovered that some educators in the Tongaat Area regard parent and governor involvement as a threat to their relationships with learners and as an intrusion into their domain in the classroom.

In his study of parent-teacher relationship in English and Welsh schools, Swap (1993:28) indicates that the main aim is to avoid conflict between teachers and parents by separating teaching and parenting functions. The education of children is carried out at school by teachers. The parents' role is to make sure children get to school on time with the correct equipment. Parental involvement is seen as unnecessary and a potentially damaging interference in the efficient education of children. This approach is considered the most common model of parent-teacher relationships.

It is important to separate the roles of parents and educators so that confusion and conflict do not arise. This should be the duty of the principal and together with his/her management team hold workshops, meetings and seminars demarcating roles, duties and functions of parents and governors.

Turnbull and Turnbull (1986:39), in their research conducted with educators in English schools write that they found interactions with parents to be a major source of stress in their jobs. The researcher found in the analysis of the questionnaires that educators in local schools also experienced much stress in their jobs as a result of difficult parents and interfering governors.

Parents in English schools are often viewed as being either problems or adversaries and are even sometimes considered to be the cause of their children's problems. Therefore many educators adopt an attitude of "professional distance" (Hornby, 2000:6). By "professional distance" the writer means that educators do not want to communicate or associate with parents for fear of problems arising.

Arthur and Welton (1996:55) have found that the division of management responsibilities between the headteachers, teachers and the governors was unclear. "This has caused conflict and uncertainty in some schools and a plea from headteachers for clarification". They are also in agreement that the day-to-day running of the school should be delegated to the headteacher and teachers.

Earley (1994:51) in his research study reported that headteachers thought that governors needed help in "teasing out the differences between governance and management", which indicates, perhaps, that they found governors were becoming too involved in the day-to-day running of the school.

Jones (1999:483), in her article which is based on the results of a two year qualitative study of 12 primary headteachers in which she explores key issues for primary headteachers, found that some headteachers had experienced great problems in working with certain members of the governing body because they felt that they were interfering. Governors wanted to be more involved in the day-to-day running of the school and in classroom management. It was also reported that this was a contributory factor to headteachers and teachers deciding on early retirement.

“Although community participation and involvement in schools is certainly desirable in a democracy, does this necessarily extend to non-professionals taking a key role in educational decision-making and policy formulation? If it does, then perhaps we need to ask ourselves whether and why we still need educators and principals at all”? (Deem, 1993:25). The question posed by Deem is highly pertinent and relevant to this research. It encapsulates the essence of the research in which the writer seeks to establish the views held by educators regarding the roles of parents and governors in classroom management.

Irrespective of the duties of governors and parents, educators and principals are still the acknowledged authorities in schools and educational institutes. Parents and governors should be aware of the importance of educators and principals at all times.

Proper demarcation of roles, duties and functions of parents and governors and the teaching staff must be the priority of all schools to eliminate problems and interference in the day-to-day running of schools and in classroom management. Another key element is respecting and accepting one another's functions and in so doing there will be a better relationship between governors, parents and educators.

3.5. CONCLUSION.

The researcher believes that the roles of parents and more especially, governors should be re-examined so that problems can be resolved.

Although the researcher maintains that it is the function of the principal and senior management to educate parents and governors regarding their roles at school, other stakeholders should assist: for example, The South African Council for Educators (SACE), educator unions, tertiary institutions, supervisors, the Department of Education and The KwaZulu-Natal Department of Education and Culture.

3.6. SUMMARY.

In this Chapter the researcher examined and discussed the research methodology adopted, the findings of the research and provided an analysis of the questionnaires. The researcher concluded that the principal and senior management need to be actively involved in helping parents and governors understand the South African Schools' Act No. 84 of 1996 and their duties and responsibilities in order to minimise incidents of interference in classroom management.

The next Chapter deals with recommendations and measures which the researcher believes could bring relief to schools in the Tongaat Area, where educators are experiencing interference from parents and governors in classroom management. These recommendations may help to reduce parent and governor interference, improve educator morale and correct the attitude and conduct of parents and governors.

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CHAPTER FOUR.

4.1. INTRODUCTION.

The South African Schools' Act No. 84 of 1996 has given governing bodies and parents rights and responsibilities to govern schools. Governors and parents have had to shape entirely new relationships with the educational establishment. The most fundamental and the most demanding and the one which has attracted most consideration is, firstly, the relationship with principals and secondly, the relationship with educators, especially during classroom management and in understanding the new curriculum being Outcomes-Based Education.

Schools, which are situated in a middle income and working class community, have a threshold of parent population and governors who lack knowledge and insight into the new curriculum, Outcomes-Based Education. Many of the problems experienced by educators regarding parents and governors interfering in classroom management have been as a result of the changes that OBE has brought about in the management of classrooms. This has been covered in Chapter 3, where the researcher analysed the questionnaires.

School governors and parents should know the parameters within which they should function at school and more especially, in classroom management. Only then will there be less incidents of school governor and parent interference in classroom management.

The researcher has ascertained through her survey, as well as from her experiences as an educator, that parents and governors did not fully understand Outcomes-Based Education and how this had impacted on classroom management in the Tongaat Area. As a result of this lack of understanding, parents and governors began to cause problems in classroom management, which appeared to some educators as interference. The researcher was, therefore, motivated to resolve this problem experienced in Tongaat schools by making certain recommendations.

The findings of the research conducted in this study, as well as information drawn from the body of literature that was reviewed in Chapter Two, will be used as the basis for drawing up a set of recommendations that can be used by educators and principals in the management of parents and governors in the classroom, thus overcoming issues of parental interference.

The purpose of this Chapter is to give educators and principals guidelines so that learners can gain the advantages of parental involvement. The role of principals in curriculum implementation and in ensuring classroom management will also be looked at. The Chapter will also make recommendations that include tasks for which parents and governors may be used in the classroom to assist educators and learners. Recommendations for workshops and meetings for governor and parent training to be held to ensure positive working relationships between educators, parents and governors will be advanced.

Carl (1995:12) feels that the duties of a principal entails empowerment of educators in such a way that they will be able to foster better working relationships with parents and also make a contribution to preparing pupils more effectively for society within which they will have to live. Nixon (1995:221) sees the role of the principal as that of building common understandings and shared purposes, to construct a community of learning. He feels that the curriculum needs to be managed if it is to add up to a set of learning experiences that are meaningful and coherent for the learner. The findings drawn from the data analysis show that many parents and governors lack understanding of OBE and the management of classrooms. Therefore, as Nixon states, it is the duty of principals and educators to help them understand the new curriculum and how it impacts on classroom management. Principals have an important role to play in managing the curriculum and the learning programmes in schools, including the fostering of good working relationships with parents and governors to assist educators in making learning experiences more meaningful for learners. A principal also has the duty of assessing an educator's skill and ability in classroom management thereby assisting in overcoming problems experienced by the educator.

Principals, as head teachers, are seen as having the responsibility for the implementation of educational policy management which includes the assistance of parents and governors where they are required to work in

close proximity to educators. Principals are seen as curriculum leaders of their schools. The impact of this leadership on educators varies from person to person. Principals who are more involved with what is happening in the classroom are more influential. They are of greater assistance to the educators with regard to their teaching and in classroom management (Ross, 1990 : 219-221). The implication of these observations is that managing curriculum change and implementation is an important task for both educators and principals. As the leader of the school it is the responsibility of the principal to initiate parents and governors into the new system of education and the new Outcomes-Based Education classroom. The principal is expected to head the academic programme in the school and when this is being done it does not open the way for parental interference but parental co-operation.

4.2. PARENTAL INVOLVEMENT IN THE CLASSROOM.

As the South African Schools' Act No. 84 of 1996 and Outcomes-Based Education have involved parents in schooling, a way must be found to accommodate them in the best interests of learning. Parents have, since time immemorial, played a vital role in the education of their children and their role and responsibility cannot be neglected as it has many advantages for the formal education of their children.

Parents and governors can, under the instruction and guidance of educators, assist in, for example, group reading, individual reading, testing and project-making. They can also assist educators by collecting and supplying enough resources and learning materials needed for the different phases and programmes which are taught during the school year. Many schools are experiencing shortages of funds and are in financial difficulties and thus cannot afford to purchase resources and learning materials. Parents and governors can assist educators and schools by helping to get these learning resources. They can also help educators in classrooms by setting up resources and assisting learners in using them correctly, thereby helping them to achieve educational goals.

Parents and governors can also assist educators, who generally have heavy teaching loads, to make worksheets and to staple them into booklets. Distributing these worksheets and booklets to the learners in the classroom and collecting them will be of help to educators because most schools have very large classes ranging between 45 and 60 learners. In the Foundation Phase, learners take longer to settle down and commence working. These learners constantly require the assistance of educators and it is extremely difficult for educators to see to every individual learner's need as class sizes are very large. Parents and governors can help educators by attending to their classroom needs, for example, sharpening their pencils, showing them how to rule "platforms", how to hold a book correctly and many other needs that these learners may have.

Outcomes-Based Education requires group work, paired work and individual work being done in the classroom. This most often presents difficulty for educators because of the noise level and the fact that they must supervise and assist every learner and every group within a specified time limit. This is an excellent time for parents and governors to come into the classroom and assist educators and learners to make education more meaningful and successful. The assistance and support of parents and governors must be under the direct instruction and supervision of educators.

Curriculum 2005 calls for co-operative learning and teaching. Parental involvement in the classroom is encouraged. Some schools in the greater Durban Area, which were interviewed, invited parents to sit in, at least once, with their children when they were taught. Educators had to be adaptable, flexible, innovative, creative and resourceful to meet the demands of the curriculum (Made, 1999 : 6). This is a good way for parents to observe educators and listen to what is being taught so that revision can be done at home and learners who are experiencing learning difficulties will benefit.

Research and practice indicate that schools which work closely with parents and encourage their active involvement, are more effective than those that do not. Kruger and Van Schalkwyk (1997:148) have documented many advantages of close communication and collaboration between parents and educators. Parents'

involvement in their children's schooling is associated with higher academic achievement, better attendance, more positive attitudes and behaviour and greater willingness to do homework.

From a classroom management perspective there are real benefits to working closely with parents. Knowing about a child's home situation provides insight into his/her behaviour in class. Once parents understand what the educator is trying to achieve, they can provide valuable support and assistance. Parents can help develop and implement behaviour management plans and parent volunteers can make classroom management easier by assisting in the classroom. In this regard they can staff learning centres, read to children, assist with group work and other learning activities (Weinstein and Mignano, 1993 : 226).

In his study Brandt (1989:27) shows from his data that "schools would be surprised by how much help parents can be if the parents are given useful, clear information about what they can do to help at home and at school". Principals and educators must take advantage of this opportunity where parents and governors can come into classrooms and help both learners and educators. Helping out in classrooms should not end up in parents and governors interfering with classroom management. This will evidently end up in conflict rather than in co-operation which would in turn have a detrimental effect on the learners, the learning process and on educators.

Communication with parents includes matters such as face-to-face interaction with parents as well as issuing report cards and progress reports, memoranda and notes, having open days and parent-teacher conferences and making telephone calls. These techniques must be effective – simple, understandable, clear, friendly, inviting and attractive - and must respect the dignity of the parent (Kruger and Van Schalkwyk, 1997 : 149).The researcher believes that effective communication with parents and governors prevent misunderstanding, anger and frustration which leads to parental interference in classroom management.

Parents' involvement in classroom events necessitates a shift in emphasis and an adjustment in the training and behaviour of teaching staff. An educator who has only had to work with children in the past, will have to work more with adults in the future; an educator who has merely conveyed knowledge in the past, will have to become more of a manager of teaching events in the future. Until now, educators have worked alone in the class with learners, but will also have to be assisted by competent parents from time to time. The classroom teacher or manager of the future will definitely not only work with children, but will have to manage children and some parents in the classroom, so that the teaching events may be a success (Kruger and Van Schalkwyk,1997:150).

4.2.1. THE MANAGEMENT OF PARENT AND SCHOOL GOVERNOR INVOLVEMENT IN THE CLASSROOM.

The writer proposes the following management of parent and governor involvement in the classroom as advanced by Kruger and Van Schalkwyk (1997:150-155).

4.2.1.1. Planning.

A parent's involvement in the classroom activities should take place in a purposeful and functional manner. The educator must know exactly why (aim) and how (function) to involve the parent and this requires careful planning. If, for example, the educator should decide that practising reading skills can be made more effective by enlisting parents' help, he/she will have to plan in advance when they will be needed and the duration of their assistance in the classroom.

4.2.1.2. DELEGATION.

Tasks which can be handled by parents (after some training) are delegated to them. The educator must see to it that each parent clearly understands the assignment. Parents are only "teacher's aides" who assist the educator in attaining his/her objectives. The educator remains the classroom manager and must take full responsibility. For this reason the educator must see to it that all helpers are trained, informed and competent to assist in classroom management.

4. 2.1.3. PARENT SELECTION.

Competent parents who are available and can offer their assistance in the classroom must be selected for specific tasks. Selection begins by identifying parent's knowledge, experience and competence. It is, therefore, a very good idea to establish this at a parents' meeting at the beginning of the year. Some parents who are willing to assist may be trained to help throughout the year for a wide variety of tasks. The educator must maintain a good and open relationship with pupils' parents so that they will be willing to assist on an ongoing basis.

4.2.1.4. PREPARATION AND TRAINING.

Parents who have been selected are individually or jointly prepared for their task. They must understand the exact aim and method to be used. Below is an example of a manual for parents who are going to help with practising reading skills.

PARENTS' MANUAL

Listen how the child reads. The child should learn to read with self-confidence and with pleasure. Pay attention to the following:

- Everyone should sit comfortably in a circle.
- First have a friendly chat with the children.
- Smile.
- Find out whether they like the story.
- Say: "Let's start reading."

- Ask: "Who will start?"
- Read the entire word or only the first letter to a child if he/she is uncertain.
- Let the child carry on reading if he/she cannot read a certain word. After a sentence has been completed, attention can be given to the difficult word.
- Praise the child.
- Each child should only read a few sentences at a time.
- The other children should follow in their books
- Ask the child whether he/she understands what was read.
- Encourage them to re-read the piece at home.
- Do not push a child to read faster if he/she is a slow learner.

4.2.1.5. CONTROL AND DIRECTING.

After the lesson has been presented and the class has been divided into smaller groups of eight to ten pupils around a parent, the educator will move from group to group and determine whether the parent is acting correctly. Should the parent make mistakes, he/she should be called to one side and be guided to understand his/her mistakes and to correct them. Thus, the educator remains fully in control of the teaching and learning activities ensuring that the lesson objectives are being attained by providing guidance where necessary and applying corrective measures.

4.2.2. TASKS FOR WHICH PARENTS CAN BE USED IN THE CLASSROOM.

The writer proposes the following tasks for which parents can be used in the classroom as advanced by Kruger and Van Schalkwyk (1997: 154-155).

Class tasks in which parents can take part meaningfully can be divided into three categories: tasks related to teaching, to teaching media and to administration.

4.2.2.1. Teaching.

In this category, tasks such as the following may be distinguished.

Lesson presentation: Parents and school governors who are good at speaking, roleplaying and dramatising may be used on a regular basis for literature programmes. A minister, who can communicate well with children, may be asked to conduct certain religious classes. A nurse or dentist can be involved in health teaching and an engineer may be asked to take part in certain science lessons. Sometimes parents have useful and interesting hobbies, which can be used in certain lessons or in enrichment programmes. Although the educator will not be presenting the lessons in these cases, he/she should be involved throughout. Ensure that the entire scope of the syllabus is covered and the objectives are attained. Parents trained in working with a computer can teach pupils individually or in small groups to master basic computer skills.

Keeping pupils efficiently busy in an educator's absence: When an educator is absent, parents and governors may keep the pupils occupied

with enriching activities such as reading stories, supervising their projects, intellectual and educational games, listening to radio or cassette programmes, showing colour slides and films. This will have to be planned beforehand with the educator.

Educational outings: Parents and governors may assist with supervision, pupil safety, group activities and pupil support.

Practising skills: When the educator has taught the learners a certain skill, the learners are divided into smaller groups in order to practise these skills under the guidance and supervision of parents and governors. Such skills include reading, writing, speaking and the mastery of certain mathematical concepts.

Checking work: Parents and governors may be used to check assignments and homework. They can also assist in marking simple and uncomplicated work. The educator must use his/her discretion in this regard. In the case of essays, only the educator can mark and evaluate essays and tests.

Revision: When certain subject matter has been taught, parents and governors may help pupils with revision and exercises.

Remedial Teaching: Parents and governors can be of great value for assisting slow learners individually or those who require additional help to master subject matter and skills.

Group work: It often happens that learners work on an assignment or project in small groups, making it difficult for the educator to help every group. A parent's assistance may be very useful here.

Discipline: Competent parents and governors can make a valuable contribution by assisting an educator to enforce discipline.

Pupil transport: Pupils must be transported on educational outings. Parents and governors may make a valuable contribution by supplying transportation. There are, however, regulations which protect both parents and children in this regard.

4.2.2.2. TEACHING MEDIA.

Manufacture: Parents and governors who are artistically or technically inclined can be asked to draw posters, compile scrapbooks, make sketches (which can be copied for pupils' workbooks) and manufacture apparatus.

Maintenance: Damaged books and broken apparatus must be repaired. Parents and governors make a useful contribution here.

Class decorations: It is important to create a stimulating, rich learning environment for the child. If this environment is constantly changed and adapted to suit the learning programme, it makes a special contribution to teaching. Competent parents and governors can carry out this task under the educators' guidance.

Practical work: Parents and governors can assist children in carrying out practical tasks. The researcher recommends that before parents are called in to assist in the classroom, educators should endeavour to develop a good relationship with parents so that they will volunteer assistance and agree to the directions of educators.

4.2.2.3. ADMINISTRATIVE TASKS.

There are many administrative tasks which can be carried out by parents and governors, such as filling in forms and checking mark lists. However, the educator must take final responsibility for the accuracy of these tasks.

Documents such as school reports and children's progress reports must be filled in by the educator.

Parents and governors' involvement has many advantages, but then one must know how to manage this involvement. Making use of parents and governors' help requires planning, guidance and organisation, that is, management. Educators together with the help of principals should embark on a training programme which will assist in parents and governors becoming competent helpers in the classroom.

4.3. SCHOOLS IN ENGLAND AND WALES.

In a Telegraph article entitled "Teachers sign deal on classroom assistants" dated 16 January 2003, the following was written:

"All but one of the six Teacher Unions in England signed an agreement with the Government allowing classroom assistants to take lessons. In return teachers will be allowed to use at least 10 percent of their teaching time for preparation and marking. In addition, 25 administrative duties will be transferred to support staff and contracts will be changed to include a requirement that all teachers should enjoy a reasonable work/life balance" (Lightfoot,2003:19). Charles Clark, the Education Secretary, stated that "it was a 'historic' agreement between the school workforce unions and employers, which would raise standards and ease the workload on teachers. The Government is putting extra money into schools to help recruit more teachers and support staff to meet the cost of the deal, predicted to be one billion pounds a year by 2005"(Lightfoot,2003:19). The researcher recommends that the South African education system should adopt the English and Welsh idea of assigning classroom assistants to educators in order to alleviate the heavy workload that educators have.

While many are of the view that teacher assistants have a positive influence, Doug McAvoy, general secretary of The National Union of Teachers, said that "the Union would not accept the Government's plan that 'highlevel' teaching assistants could cover for absent teachers and take 'routine' lessons because this will mean a return to the Victorian era where pupils were taught by

unqualified staff in doubled classes of 60”(Lightfoot, 2003:19). This would not be the case because educators would be present in the classroom during parental involvement and would be supervising parents during classroom management. The Educational Authorities in England and Wales have already enlisted the help of parents and governors to be assistants in the classroom thereby lessening the heavy workload of the teacher. The KwaZulu-Natal Department of Education and Culture should follow the examples set by the English and Welsh education authorities and also enlist the help of parents to assist in schools and more especially in the classrooms. This is will be welcome in schools where the class sizes are very large.

Wragg and Partington (1995:72) strongly advocate a precise policy on governor training. The writer suggests that educators and learners would gain by the assistance of parents and governors in classroom management and would recommend the aforementioned policy by specifically including on the training programme roles, duties and functions of parents and governors in classroom management as priority. The following basic principles should be incorporated:

- Involve all governors, educators and principals. If one involves principals and other education personnel in the training programmes, they would be able to give realistic and first hand information on problems such as parental and governor interference in classroom management present in schools.

- Make it practical – it is important for governors to simulate imaginary meetings. Use case studies and where possible use good video material from media or tertiary institution libraries. Since governors and parents do not understand the new curriculum, which is Outcomes-Based Education, video material on this aspect will be highly beneficial to facilitate better understanding.
- Bring in as many governors as possible to these training courses. If possible, regional courses should be mounted for two or three representatives from each school governing body and circuit courses for a larger group of people from each school in the Tongaat Area. If parents and governors are unable to attend, school principals must schedule separate workshops that are convenient for governors.
- Provide back-up material – often people go to training courses and then find they cannot recall the details. A copy of The South African Schools' Act No. 84 of 1996, a booklet or pamphlet summarising the contents of the workshop on classroom management, a set of guidelines, letters of information or news sheets will give people a useful record of proceedings to which they can refer at their leisure.
- Follow through – often courses are put on and then forgotten about. Governors, who have been to an induction course in the early stages of their governorship, may require something more exacting after a year or

two. Furthermore, it should be remembered that in the Tongaat Area new governors are elected every year, in many cases for the first time.

Thus, a course may have to be repeated every year or two to cater for all newcomers.

The writer believes that workshops and training programmes of this nature will definitely alleviate problems of parental and governor interference in classroom management in schools found in the Tongaat Area. Governor development and training in the Tongaat Area, both formal and informal, have an important role to play in shaping the future of a school as a progressive institution. A trained parent or governor is an asset to a school and therefore, it is important that sufficient attention is devoted by a school governing body to parent and governor training.

The writer recommends that workshops conducted by officials of the KwaZulu-Natal Department of Education and Culture (KZNDEC) in the Tongaat Area be properly planned and organised. Consideration should be given to issues relating to parental and governor involvement in classroom management and demarcating roles, duties and functions of governors. The following factors should be considered:

- these workshops should involve school principals and governors as organisers and presenters as they are aware of the realities at schools;

- materials and resources provided at these workshops should be bilingual (English and Zulu);
 - workshops should be scheduled at a time that is suitable for parents and governors;
 - workshops should be decentralised as problems differ from area to area.
- Decentralisation will also assist organisers in working with a smaller group of principals and governors.

School principals should also play an active role in empowering and training their school governing bodies and parents on the requirements of Outcomes-Based Education, The South African Schools' Act No. 84 of 1996 and how they can play a role in classroom management. They must ensure that they conduct workshops and training programmes on an ongoing basis for their governors and parents. This will help governors who are unable to attend workshops organised by the KZNDEC. Schools in the Tongaat Area are in close proximity to one another. School principals can work together in planning workshops common to the school governing bodies of all five schools.

In order to assist and support governing bodies and school management teams in the KwaZulu- Natal region, the KZNDEC School Governance Training Unit held a workshop in July 1998 to demarcate leadership and management functions thereby separating the professional component and the school

governing body. Management personnel and governors who attended this workshop found it to be highly relevant, informative and well presented. The workshop helped to put duties of governors and principals in the proper perspective thus eliminating confusion and doubt as to what is really expected of governors. The writer recommends that more workshops of this nature be held in the Tongaat Area to ensure that there are less incidents of parental and governors' interference in classroom management.

The KZNDEC School Governance Training Unit should authenticate information before it is presented at workshops. Training documents are not effective if there are ambiguities. Principals must have internal workshops to discuss the powers and functions of governors and how they can assist in school without upsetting the balance between governance and the professional functions of the educators and the principals. It is important for all parties to understand the exact nature of their functions to promote efficiency within the school.

4.4. RECOMMENDATIONS.

4.4.1. To alleviate the problem of parents and governors interfering in classroom management and the resultant stress experienced by educators, the following recommendations are advanced whereby the KwaZulu-Natal Department of Education and Culture can take a firm stand in assisting to address the issues in question:

- Ensuring management and leadership of School Governance Development.

Ensuring the understanding, interpretation and implementation of school governance policy documents (i.e. The South African Schools' Act No. 84 of 1996, legislation, regulations, resolutions, directives, etc. and the School Governance Structures.

- Through advocacy, ensuring that newly appointed principals and deputies, and governors can manage their schools properly and transparently and have a thorough knowledge of their role functions at schools.
- Putting policies and systems in place to implement the school management policy as envisaged in the South African Schools' Act No. 84 of 1996.
- Providing general induction of newly appointed School Governing Body (SGB) members and by elected SGB members.
- Training School Governing Bodies, focusing on seven upgraded School Governance Manuals to ensure understanding of role functions thereby preventing problems arising in schools and in classroom management.
- Developing women governors as many are housewives and have time on their hands to assist schools.
- Monitoring school governance development activities in regions and districts.
- Devising ways and means for school governance-related policies to be implemented effectively in regional, district offices and schools.

4.4.2. The researcher makes the following recommendations to accommodate parents and governors in the classroom:

- Prior arrangements should be made between principals and governors and permission should be sought from principals before governors enter the classrooms of educators.
- Principals and educators must be in agreement regarding the entry of governors into classrooms during their teaching and learning time.
- Governors coming into schools should negotiate an agreement with principals before visiting or inspecting any particular classroom with reference to its structure or maintenance whilst educators are engaged in teaching.
- It is courtesy for principals, governors and parents to inform educators of their impending visit and details of time, duration and reasons should be furnished to educators prior to classroom visit.
- In the case of governors entering classrooms whilst educators are teaching, it would be a matter of courtesy for governors to say “ May I come in” rather than just barging in because this would offend or threaten educators.
- In the case of parents wanting to visit educators in the classroom during teaching hours, prior permission must be sought from principals and appointments should be made before entry is possible.

- Principals should arrange for parent and governor evenings to highlight and inform them of the differences of OBE in comparison with the traditional teaching system and how this impacts on the classroom and on learners and how they can come in and help in classroom management.
- Governors have to be informed about the requirements of OBE, the seating of learners, the arrangement of desks and furniture, the noise levels and the different classroom management style in comparison with the traditional methods.
- As referred to the Swaps' models of parental involvement, which had been outlined by Decker (1995:38-40) in Chapter Two, the writer recommends that they be adapted to South African schools in order to promote parental involvement and to maximise learning amongst learners.
- A change in thinking by educators, parents, governors and principals regarding parental involvement would be highly beneficial for classroom management and in promoting education.

These were the problems which have been outlined at the outset and which had led the researcher to undertake this study with the hope of finding a solution. It is hoped that educators should be allowed to get on with their jobs with minimal interference and maximum support from parents and governors in the management of their classrooms. It is also recommended that the British system

be brought in and closely looked at and be adapted for South African schools. Educators do need help from parents. The results from the analysis of the questionnaire indicate that educators would like parents and governors to play a “supportive role” in the classroom. Since principals are the leaders of the schools in which they are employed, they should initiate positive parent and governor involvement in classrooms so that they would play a supportive role to alleviate the stressful workload of educators. It would also be recommended that principals in the Tongaat Area workshop this aspect and the new curriculum “Outcomes-Based Education” thoroughly so that there would be clarity and lesser incidents of parents and governors’ interference in classroom management.

4.5.CONCLUSION.

Parent involvement in the form of school governing bodies has been legislated and it is important that a mutual relationship exists between educators and governors so that the learner benefits. Many governors, in trying to become involved in every aspect of school affairs, anger principals and educators. Principals in the Tongaat Area have noticed that they are not consulted when governors visit educators in the classroom to discuss issues of a professional nature. Governors are of the opinion that they are within their rights to visit educators when they are responding to complaints from the community. However, this partnership can be problematic and Macpherson (1996:65)

warns that mutual trust, respect and clarification of roles are essential to bring benefits to the school but the absence of a well designed training programme can lead to “governors exercising their accountability role and particularly interpreting it to include intervention in the day-to-day management, are likely to provoke conflict between themselves and the head teacher”. Parent and governors should know exactly what their functions are in ensuring progress for the school. DiGiulio (2000:vii) states that “parents give teachers little support when in fact teachers need and want help, but they need and want the right kind of help because they face challenges that were once not even imaginable”. Teachers respond well to help that is constructive and supportive. The responses from the various questionnaires which the writer had analysed echo the same sentiments.

The findings of this research has been helpful in permitting educators and the writer to see more deeply into the nature of classroom management and that supportive intervention of parents and governors are proactive and fruitful than corrective interventions which are reactive and destructive.

Professor Kader Asmal, Minister of Education, states the following:

“ Let us work together to nurture our children, to let them experience the excitement and the joy of learning and to provide them and our nation, with a solid foundation for lifelong learning and development”(Department of Education, 2001:2). This profound statement encapsulates the implicit fact that when

parents and educators work together, the educational benefits are tremendous but parental and governor interference in classroom management will definitely be to the detriment of the learners' education (Education White Paper Five(5) on Early Childhood Development, Department of Education, 2001). As indicated by the literature and as outlined above, building a sense of shared commitment facilitates learning and increases levels of learner achievement.

4.6. SUMMARY.

This Chapter focused on the role of principals and educators in initiating training programmes focusing on the involvement of parents and governors in classroom activities. Certain aspects of governor training which involved OBE were studied and appropriate sections were selected for the use of developing a training programme for governors in the Tongaat Area of Kwa-Zulu Natal. The African Schools' Act No. 84 of 1996 was studied to obtain an insight into and the understanding of the duties, functions and powers of elected governing bodies.

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APPENDIX 1
LETTER OF INFORMATION

139 Genazano Road
Seatides
Desainagar
4405

School:
c/o Tongaat
4400

Dear Sir/Madam.

Request to conduct research on educators and principals

Topic of Research.

An investigation into classroom management in an Outcomes-Based Education context: Implications for parents and school governors.

I am presently registered for the M. Tech. Education coursework and dissertation. This study will involve educators filling in questionnaires so that the researcher will be able to establish:-

1. whether parents and school governors have a role in classroom management in their respective schools and if so, what are these roles,
2. whether there were incidents of interference in classroom management from these parents and school governors,
3. educators views regarding classroom management.

I would therefore like to appeal to you for your assistance in permitting me to obtain this information which will be used only for research purposes. No names of persons or institutions will be used and the strictest of confidentiality will be maintained.

Your willingness and cooperation will be greatly appreciated and will also ensure in the successful completion of my research.

Yours faithfully

Ms. L. Govender.
Contact details: 031-9433031/0837833031.

Student Number: 0004273.
Durban Institute of Technology
Department of Education
Steve Biko Campus
Durban
4000.

APPENDIX 2.

QUESTIONNAIRE

1. What is your understanding of “classroom management”?

2. What is the role of the educator in classroom management in Outcomes-Based Education?

3. What are the roles of parents and governors in classroom management?

4. How do the roles of parents and governors in classroom management impact on the educator and pupils?

5. Is the professional status of the educator being threatened and if so, how?

6. Were there incidents of parent or governor interference in respect of classroom management? Quote incidents if any.

7. Are there solutions to excessive powers claimed by parents and governors and if so, please state these solutions.
