

Parental Involvement with Education in Zimbabwe within a Total Quality Management Framework

V. C. Ngwenya¹ and S. G. Pretorius²

¹Mophato Private School, Francistown, Botswana

E-mail: chaboneka2003@yahoo.co.uk

*²Department of Educational Leadership and Management, University of South Africa,
P.O. Box 392, Pretoria 0001, South Africa*

KEYWORDS Attitudes. Community Participation. Decentralisation. Democracy. Segregation

ABSTRACT This paper investigated the attitudes of Zimbabwean education managers and school governors towards Parental Involvement (PI) programmes in Bulawayo Metropolitan Province. The economic realities of the nineties necessitated the adoption by Government of the Total Quality Management (TQM) philosophy in the delivery of education. A survey design was used to gather data by means of a questionnaire containing thirty-three pre-coded items on attitudes towards PI and the management style employed in the process. The findings of the combined responses of ninety-eight education managers and school governors purposely sampled revealed that a sound alliance exists between education managers and parents. Success and failure were collectively celebrated and condemned respectively. The notion of continuous improvement embedded in the TQM orientation employed, enhanced the quality crusade pursued as flaws were modified before the final product was realised. Disheartening though was the exclusion of parents in the formulation of the vision/mission statement and in academic issues as demanded by the engagement theory.