

The Legal Framework Governing Parental Involvement with Education in Zimbabwe

V. C. Ngwenya¹ and S. G. Pretorius²

¹*Mophato Private School, Francistown, Botswana*

²*University of South Africa, Pretoria, South Africa*

E-mail: ¹<chaboneka2003@yahoo.co.uk>; ²<pretosg@unisa.ac.za>

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ABSTRACT This research aimed at investigating the legal framework for the implementation of Parental Involvement (PI) programmes and school governors' and managers' understanding of the legal documents. A survey design was used to gather data on the biographic information, legal statutes and perceptions of the respondents towards PI by means of a questionnaire consisting of twenty-four pre-coded response items. The combined responses of fifty-one education managers and forty-seven school governors (98) indicated that participants were cognizant of the legal engagement of parents in the delivery of education and the resultant impact it could have on school performance. The research also revealed that citizen participation adopted by schools within the Total Quality Management (TQM) philosophy enhances the availability of educational resources and the quality of service delivery. Significant, though, was the failure of educationally sound school governors, to hire and fire personnel although mandatory. Empowerment workshops were recommended for both stakeholder groups.