

**The Impact of Community Involvement in School Progress at Masedi Combined  
School in Tshikota, Makhado**

by

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## ABSTRACT

The study was designed to identify the impact of community and parent involvement in school matters at Masedi Combined School in Tshikota Location at Makhado town in the Limpopo Province, Republic of South Africa. The study sought to identify the extent of community involvement at Masedi Combined School in Tshikota Location at Makhado town in the Limpopo Province of South Africa. It also sought to investigate the impact of community involvement in school matters and to come up with possible strategies for members to be active involved in school matters. A thorough literature review on community involvement in school matters was undertaken in order to have an understanding of the problem under discussion. The study was both qualitative and quantitative in nature and SPSS version 21 was used as a method of analysis, the ANOVA and T- Value were used to analyse data collected through questionnaires. Information gathered through interviews were analysed by summarising the main findings and categorising them according to their research questions. The findings from this study will assist the Department of Education in identifying systems gaps in community involvement in school matters.

The study as stipulated above yielded that parents and community members in the study area had no or less knowledge in what parents and community members' involvement in school matters is all about, educators and SMT members were left with a lot to do rather than focusing on their day to day professional matters. Their focus to take part in school matters impacted negatively on the general performance of the school. There were no strategies in place to encourage parents and community to be actively involved in the school's affairs. Parents and community members were unaware that they should be part and parcel of development plans of the school.

The researcher recommended that policy documents, circulars and letters issued in English should be translated into three local African languages, which are: Northern Sotho, Tshivenda and Xitsonga. It is further recommended that parents and community members must be motivated and educated on the affairs of the school. Strategies should be put in place to encourage and make parents and community members to be aware that they should be involved in community matters.

**Keywords:** *impact, community involvement, school progress, combined school*