

**PARENTAL INVOLVEMENT IN DEALING WITH LEARNERS' BEHAVIOURAL PROBLEMS**

By

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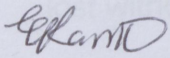
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## DECLARATION

I, Ndishavhelafhi Elizabeth Rankhododo (Student number 11585566) hereby declare that all the resources that were consulted for the dissertation PARENTAL INVOLVEMENT IN DEALING WITH LEARNERS' BEHAVIOURAL PROBLEMS.) are included in the reference list and that this study is my original work and has not been submitted before for any other degree or examination at any other university.



Ndishavhelafhi Elizabeth Rankhododo

Date... 09/06/2010 .....

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## DEDICATION

This study is dedicated to the following important people:

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- My friend Tshifhiwa Tshisikhawe.
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PARENT

INVOLVEMENT

LEARNERS

BEHAVIOUR

PROBLEMS

EDUCATIONAL MANAGEMENT

In this study, the multimethod strategy involving both the quantitative and qualitative approaches was employed so as to triangulate data. Data were gathered by means of questionnaires, and structured interviews were conducted with SGB members and principals. Amongst others, the most important findings were that parents are not fully involved as far as learner's behaviour is concerned. Also when parents are called to schools, they do not turn up. As a result, schools are spending more time trying to solve behavioural problems of learners instead of teaching.

The following are the recommendations:

- Establishing trust among the school, parents and learners.
- Assisting the school with means of curbing behavioural problems.
- Establishing other effective means of communication when inviting and addressing parents.
- Revisiting learner's code of conduct.
- Affecting facets that needs serious attention, *inter alia*.
- Visible facets like inactiveness of educators and learners that might cause learners to develop behavioural problems.

Debate has been raging as to what could be the cause of learners' poor performance. Apart from ineffective teaching leading to poor quality education, lack of adequate and suitable reading materials, some argue that lack of parental involvement in education could be the primary cause.

The primary aim of the study was to investigate parental involvement when dealing with learners' problematic behaviours in Nzhelele East circuit. The basic research question was formulated as follows: How can parents be actively involved in the problematic behaviours of their children?

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- Assisting the school with means of curbing behavioural problems.
- Establishing other effective means of communication when inviting and addressing parents.
- Revisiting learners' code of conduct
- Affecting facets that needs serious attention, *inter alia*,
- **Visible** facets like: Inactiveness of educators( and learners) that might cause learners to develop behavioural problems.



- **Hidden** facets: Educators (and learners) attitude and disposition towards already developed behavioural problems which can hamper the effectiveness in teaching and learning.
- Finding ways to motivate parents to be fully involved

## ORIENTATION TO THE STUDY

### 1.1 BACKGROUND

The first South African democratic elections in 1994 brought many changes, to the previously disadvantaged communities in particular. These radical changes, enunciated in the South African Schools Act of 1996, made Education a universal right.

According to this Act (1996), the Education Department's main responsibility is to promote effective teaching, monitor progress among learners, and to develop learners into responsible future leaders and citizens. However, entrusting the learners to the educators does not necessarily mean that parents should abdicate their responsibilities. Parents still have a major role to play in ensuring that learners receive quality education.

Parents invest a lot of money in educating their children. It is logical that they expect good results. But sometimes educators do not always produce the desired results. A case in point is the poor Grade 12 results, in Limpopo Province. So worrisome were the Nzhelele East circuit 2007 results which were the poorest in the district in that they earned the circuit the "dysfunctional" status.

Debate has been raging as to what could be the cause of learners' poor performance. Apart from ineffective teaching leading to poor quality education, lack of adequate and suitable reading materials, some argue that lack of parental involvement in education could be the primary cause.

### 1.2 AREA OF STUDY

In support of parent involvement, research has shown that active forms of parental involvement produce greater achievement benefits than the more passive ones. Research shows that situations where parents receive calls, read and sign written communication from schools, and perhaps attend and listen during parent teacher conferences, greater achievement benefits accrue than would be the case with no parent involvement at all. Considerably greater achievement benefits are noted when

parent involvement is active, that is when parents work with their children at home and also when they attend and actively support school activities.

Educators frequently point out the critical role of the home and family in determining learners' school success. It appears that the earlier this influence is "harnessed" the greater the likelihood of higher student achievement.

Research has shown the advantages of positive parent involvement for both school and home (Chaplain, 1995: 484). Among others, parent involvement is linked to learner achievement (Bloom, 1992). The benefits include lower failure rate, higher levels of school grades, improved attitudes to learning, lower failure and drop out rates and good relations with parents and teachers.

What is surprising in South Africa is that despite the legal instruments (South African Schools Act of 1996) that provide for the establishment of SGBs, schools still report rampant misbehaviour by learners in the middle school. Some researchers have attributed low student performance to misbehaviour. This however, needs to be empirically investigated.

## 1.2 STATEMENT OF THE PROBLEM

Educators have been criticised for students' poor school results. Some have attributed this to learners' misbehaviour and lack of effective parental involvement. This research seeks to establish if the involvement of parents could reduce students' misbehaviour and improve their school performance.

## 1.3. AIM OF STUDY.

This research study examined the involvement of parents in learners' misbehaviour. The following were the secondary objectives of the study:

- (i) To examine factors leading to non parental involvement in learners' misbehavior;
- (ii) To design a questionnaire / interviews, in order to elicit inputs and opinions

from parents, educators and learners with a strong interest in education;

- (iv) To examine ways of involving parents when dealing with behavioural problems; and
- (v) To make recommendations based on the findings of the study.

#### 1.4 SIGNIFICANCE OF THE STUDY.

This study is of importance because it might serve as a reference for future studies by the present and future generations. Different stakeholders could take cognisance of these research findings and apply them in relevant situations. Furthermore school managers, educators and learners will benefit as the results might be improved.

This research will make parents aware of their roles and as well as the importance of their support needed by the schools. Home and school constitute two of the most powerful influences in learners' lives. The school operates in a social context within the community. Family lifestyles, physical living conditions and attitudes, have a serious impact on the development of youth behaviour.

#### 1.5. RESEARCH QUESTIONS.

This research study focused on the question: **How can parents be actively involved in learners' behaviours?** The research study paid attention to the following sub-questions:

- (i) What causes learners to develop problematic behaviours?
- (ii) How can parents be involved in managing learners' problematic behaviours?
- (iv) How can learners' problematic behaviours be changed?

## 1.6 LIMITATIONS AND DELIMITATIONS.

### 1.6.1 Limitations of the study

In this research the constraints which are beyond the researcher's control might be that the respondents may influence one another when answering the questionnaire which is unethical. Money for traveling to school and time constraints due to work might form part of the limitations.

### 1.6.2. Delimitation of the study.

The research was conducted in sixteen secondary schools within Nzhelele East circuit. Selected school managers, teachers chairpersons of SGB and learners will be chosen randomly from secondary schools.

## 1.7 LITERATURE.

South Africa is not the only country faced with problematic behaviours of learners, which range from bullying, truancy, substance abuse, absenteeism, lack of respect, vandalism, assault and theft.

However, in South African newspapers, the problem is always featuring as seen through the headlines: "Too many teen mums", (23 June 2008.Daily Sun) "Drunk teens eaten in fire" (21 July 2008.Daily Sun) On the 11<sup>th</sup> September 2008, one secondary school indicated the seriousness of absenteeism by writing letters to parents requesting them to visit school so that the problem could be looked by teachers and parents. Garron and Gutierrez (1995) quoted Costa Rica's Ministry of Education which documented the need for stronger school-family partnerships. The parents must communicate honestly with their children; address drugs, corruption and behaviour problems; reinstate a positive family culture and encourage morally responsible behaviour.

In Russia too, alcohol and drug abuse is a social disaster. Levi and Levin (1992) made available review results of a study of parents and teachers which showed that: drugs

and alcohol are considered major problems in Russian schools. In the end, both parties agreed that parental use of alcohol is a primary factor in student substance use.

In his book, Alex, T (1995) dealt with concrete analyses on different crimes such as physical violence, sexual violence, property crime and suicide. Alex give an example of physical violence in Florida where a sixteen years old boy wanted to buy two cigarettes, but had 20c in his pocket. He shot a thirteen year old pregnant girl for a nickel. (Alex, 1995: 97).

Again, Alex identified hidden high risk problems on children with alcoholic parents. A family with alcoholic parents tend to use an amazing amount of denial, and to draw a veil of secrecy around the problem so that no one else will know. (Alex,1995). Problematic behaviour displayed at schools might be signs of these hidden secrets.

## 1.8 RESEARCH METHODS

In this study, I used the multimethod strategy where both the quantitative and qualitative methods were employed so as to triangulate the data.

### 1.8.1. The quantitative method

The research used quantitative methods which Van Schalkwyk 2000: 76 .as an “inquiry into a social or human problem, based on theory composed of variables; measurement with numbers, and analyzed with statistical procedures in order to determine whether the predictive generalization of theory holds truth”. I shall have the opportunity to study the influence of contexts in which the problem is occurring and also the dynamic processes of behaviour.

In quantitative research, instruments such as questionnaires are more structured and concepts are in the form of distinct variables (Van As and Van Schalkwyk, 2000:76)

## 1.8.2. The qualitative method

The research also employed the qualitative approach which assist the researcher to get well acquainted with people and circumstances. It is a method which, according to Van As et. al. (2000:10) describes events and persons scientifically without the use of numerical order. The observation method will be used as it entails the systematic noting and recording of events, behaviours and objects in any social setting. Close- ended questions can also be used.

## 1.9 POPULATION

Population refers to potential human respondents or participants in the study. McMillan and Schumacher, (1993:159) refer to population as a group of subjects.

In this study secondary school principal, educators, parents and learners made up the population of the study.

## 1.10 SAMPLING PROCEDURES

This refers to the way in which individuals for the study be will be selected. These individuals are selected in such a way that they represent the large group from which they were selected (Gay, 1992:123).

In this research the sample was selected through the stratified random sampling strategy. I divided the population into four groups based on the level of education, level of development and gender. Four lists were prepared, one for principals, one for educators, one for SGB chairpersons representing parents and one for learners.

## 1.11 SAMPLE

For the purpose of this research, I drew a random sample so that at the end, all four groups were represented in the sample. (Each principal was assigned a number after grouping schools according to their wings). In each wing, one school was selected and

in the same school two educators, two learners and one SGB member were selected. Therefore, the sample consisted of 4 principals, 8 learners who are members of the RCL, 8 SMT educators and 4 SGB members.

## 1.12 DATA COLLECTION STRATEGIES

Data were collected by using questionnaires with open and close ended questions. These assisted the researcher in obtaining information about the thoughts, feelings, attitudes, beliefs, values, perceptions, personality and behavioural intention of research participants.

Questionnaires items were prepared in a simple manner, in order to make them user friendly for all respondents. A five point scale was used in order to give the respondents opportunities to air their views. Examples of the scale that was used are as follows: strongly agree (5) agree (4) disagree (3) strongly disagree (2) uncertain (1) In case of the close ended questionnaires for a positive responses and a cross(x) for a negative responses were used. Again, Yes / No responses were used.

## 1.13 DISTRIBUTION OF INSTRUMENTS

Permission was sought from the District Senior Manager to do research. Thereafter the questionnaires were handed to principals from the eight selected schools that were requested to distribute to the rest of the group.

After a week when questionnaires were distributed, I undertook a pilot survey to make sure that the respondents understand the questionnaires.

Completed instruments were collected in the same manner in which they were distributed. This method assisted in ensuring a high degree of returning rate.

## 1.14. DATA ANALYSIS AND INTERPRETATION

All the information collected from the sample was statistically and scientifically analysed. Collected responses were sent to the University of Venda for capturing of data and for analysis by the research consultants. Qualitative data were analyzed using SPSS package. Together with the consultants, data were interpreted and coded.

## 1.15 DEFINITION OF CONCEPTS.

The following concepts were defined as follows:

**Parent :** According to the Oxford Advanced Dictionary 'parent', is defined as either a mother or father involve themselves in the lives of their children. For the purpose of this study, SGB chairpersons will represent parent

**Involvement:** According to the Oxford Advanced Dictionary (2001), involvement means to be concerned with, or connected with. The Oxford Dictionary refers to involvement as amorously associated. For the purpose of this study, I shall focus on the involvement of parents when it comes to learners' problematic behaviours, and try to establish whether their involvement can bring change to the behavior of students.

**Learners:** These are persons who are at school with the mission of learning in order to gain knowledge, skills and attitudes. Learning is made possible through study, practice or being taught. Formal learning takes place at an institution such as school where learners are taught by teachers. The Oxford Advanced Dictionary refers to a learner as a person who is learning a subject or skill. For the purpose of this study, learners who are part of the SGB were part of the sample.

**Behavioural:** This is from the verb 'behaviour,' which according to Oxford Advanced Learner's Dictionary of current English means 'treatment shown to others. Behavioural refers to the study of human behaviour, or the way of behaving. These behaviours can either be good or bad. For the purpose of this study, learners' bad behaviours will be focused on in order to come up with causes and solutions.

**Problems:** These are the difficulties a person is encountering. The Oxford Dictionary (2001) refers to behaviours which offer difficulties to others. According to Oxford Dictionary, problems refer to doubtful or difficult matters requiring a solution; sometimes they are hard to understand or accomplish.

## CHAPTER FIVE

**Educational:** The Oxford Dictionary defined the word 'educational' from the verb education and refers to as the development of character or mental power.

**Management:** This word is derived from the word 'manage,' which according to the Oxford dictionary means to organise; be in charge. Therefore, management is a process or an instance of managing or being managed.

**Perspective:** According to the Oxford Dictionary perspective refers to drawn or viewed rules of perspective. For the purpose of this study education Management Perspective assist in developing and managing learners in education to assists both educators and parents in a proper way of managing schools.

### 1.16 CHAPTER DIVISION.

The research will be reported in six chapters, which will be presented as follows:

#### CHAPTER ONE

This chapter contains an exposition of the background to the research problem, statement of the problem, research objectives, research approach, methods and structure of the research.

#### CHAPTER TWO

Review of literature was done. It covered the theoretical background for the investigation the researcher intended to undertake.

#### CHAPTER THREE

In this chapter research methodology was discussed. The discussion focused on both quantitative and qualitative methods.



## CHAPTER FOUR

This chapter focused mainly on data analysis and interpretation. In this chapter data were presented, analysed and interpreted.

## CHAPTER FIVE

This is a concluding chapter and the following were discussed:

overview of the study; findings; recommendations and recommendations for further study and concluding remarks.

Efficiency and effectiveness is expected from teachers, in order to produce high quality learners. Problematic behaviours of some learners form part of the barriers to lack of values among these learners cannot be addressed by school alone. Solidarity of these two groups is of utmost importance or else the learners' future will be shattered.

This research is going to assist much on the importance of partnership between parents and the school, in order to try and combat the development of behavioural problems in some learners.

2.2. Different types of learners' problematic behaviours

### Learners have got an enormous number of challenges facing them, and if not supported by the government, school, parents, and communities' fatal cases like suicides and criminal offences may build up in their challenged minds.

The problematic behaviour of learners includes truancy, fights, bullying, vandalism, etc. In addition, the following problematic behaviours were identified in this research: school dropout, substance abuse and use of sex and grade conscious behaviour, delinquency and problems of violence and youth suicide. (McWhirter, Benedict 1997) Poor and ignorant kids abuse their democratic rights to education and rights to good health without taking into consideration the loss of time. Teenage pregnancy is also a matter of concern. The MEC for health in Limpopo Province said,

## LITERATURE REVIEW

### 2.1. Introduction

It has been indicated in the introductory chapter that it is of importance that schools together with parents, should form partnerships, in order to combat the problematic behaviour of learners. Parents entrust schools on the safety and education of their children.

Efficiency and effectiveness is expected from teachers, in order to produce high quality learners. Problematic behaviours of some learners form part of the barriers to lack of values among these learners cannot be addressed by school alone. Solidarity of these two groups is of utmost importance or else the learners' future will be shattered.

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"We are worried as a department that the number of learners falling pregnant at our schools is very high and should focus on establishing and conducting HIV/Aids campaigns at high school level," He further said "that it was bad to see that learners engaging in sex at a very young age. It is high time that learners start refraining from engaging in sex .We is not saying you must use condom, but rather not engage in sex at all because you are still young for that. We want you to concentrate on your studies," said Motsoaledi. (Mirror, 2009 March 6 p13)

Learners can turn into juvenile delinquents and commit crimes such as: theft and burglary, robbery (often perpetrated by gangs), assault, rape, vandalism, sexual misconduct, traffic offence, cheating, drug abuse, kidnapping and black mail (Dr N. De Meillon: 1997:28).

The problematic behaviours of learners does affect other learners too, because they sometimes tend to be aggressive to others; they can be restless while in class, irritable for apparent reason be uninhibited, impulsive and discourteous. Imagine the innocent classmates with undistorted visions being affected by the problematic behaviours of either classmates or schoolmates and they are expected to cope in such situations. Teachers too are not safe working in such conditions.

Some of the problematic learner's behaviours emanate from relaxed discipline by both the school and parents. According to Joubert, R De Waal, E. and Rossouw, J. (2004:77), discipline is the establishment of acceptable norms of behaviour that will make efficient cooperation in the classroom possible, and that will gradually result in pupils being self-disciplined. In many South African schools discipline is virtually non-existent.

Again, Joubert et al. (2004:78) reveal that learners in many South African schools defy their teacher' authority and this creates a state of tension and hostility, resulting in for example, bullying which has become a daily routine in our schools which have been infested by gangsters.

## 2.2.1 Abuse of alcohol

Literature has shown that there are learners who abuse alcohol. However, Tether and Robinson, (1986:189) suggest that everyone concerned with the importance of alcohol-related problems recognises the importance of alcohol education for young people. According to Philip et al (1986:189) doing something about preventing alcohol-related problems should never be seen solely in terms of such education, but it is, nevertheless an important component of any local prevention programme, especially where young people are concerned.

It is beyond doubt that no effective teaching and learning can take place under the influence of alcohol. But it seems our society has ambiguous and equivocal attitudes towards alcohol, which makes it difficult for some people to appraise objectively their own prevention strategy.

Some people are ignorant about alcohol and the nature, range and extent of alcohol-related problems. Learners influence one another to drink alcohol and to drink excessively or inappropriately. Young and old are being seen drinking together. Those whose ages are prohibited from entering bottle stores and taverns are seen being drunk. On sports days, weekends and holidays they drink excessively.

Hixon, (1993:17) outlined three key strategies for parents who could curtail the use of alcohol and drugs in their children' schools:

- Learning the facts about alcohol and other drug use among young people;
- Practicing prevention at home; and
- Working with school to develop good prevention programmes.

## 2.2.2 School Violence

Kandakai and King (2002:432) state that: during 12 months preceding their report on school violence, 17 % of school children carried weapons, of which 5% were firearms and 12% other potentially lethal weapons. In February 11 the Daily Sun (2009: p2) reported that a student was accidentally killed by a fellow student in the school premises after he had brought a firearm to school. Again on the 3 April 2009 the Daily Sun ()

reported that: school kids aged between 14 and 16 who are brain-dead and bored during the holidays armed themselves with knives, big sticks and pangas and form gangs to fight each other. Police believe that they will soon be picking up mutilated bodies.

In one of the schools at the circuit in question, a grade 12 learner was stabbed to death by a grade 10 learner. Kruger (2002:416) highlights reasons for ill-discipline in the school system as: over emphasis on rights; and the negative attitude on the part of learners. These rights are also over emphasised by of parents.

Provincial regulations must be consulted in the compilation of a list of offences, which may lead to the suspension of a learner. Offences that may lead to such suspension include, but are not limited to the following:

- conduct which endangers the safety and violates the rights of others;
- possession, threat or use of dangerous weapons;
- possession, use, transmission or visible evidence of narcotic or unauthorised drugs, alcohol or intoxicants of any kind;
- fighting, assault or battery;
- immoral behaviour or profanity;
- falsely identifying oneself;
- harmful graffiti, hate speech, sexism, racism;
- theft or possession of stolen property including test or examination papers prior to the writing of tests or examinations;
- unlawful action, vandalism, or destroying or defacing school property;
- disrespect, objectionable behaviour and verbal abuse directed at educators or other school employees or learners;
- repeat violations of school rules or other codes of conduct;
- criminal and oppressive behaviour such as rape and gender based harassment;
- victimization, bullying and intimidation of other learners;
- infringement of examination rules; and

- knowingly and willfully supplying false information or falsely documentation to gain unfair advantage at school. ( Policy Handbook for Educators: 2003: B-36)

Immediately one discovers that a child is habitually guilty of misbehaving and people start to notice that his/her conduct is different, one should be certain that this is evidence of behavioural problems, which require immediate special attention. Secondary school learners use dagga or marijuana in order to escape from reality and it causes hallucination and deterioration of the short-term memory.

Hayward, (1997:143) made suggestions on child management. He said no matter how experienced the teacher, incidents of disruptive behaviour will occur and that children's behaviour can be a major source of teaching stress. Teenagers are sometimes hooked within their problematic behaviours which might lead to suicides. On the 2 April 2009 Daily Sun reported that an 18 year old girl had fallen pregnant that three months ago and was dumped by her boyfriend. She feared her father would be angry when he heard the news, so she carefully planned her own funeral and then hanged herself.

It is, therefore, imperative that all efforts be made to create a harmonious relationship between the teacher and the child. If parents are supportive, these disruptive behaviours can be minimised. Incident on the Mirror May 15<sup>th</sup> p1-2 a grade 10 learner has stabbed a grade 12 learner to death in the circuit in question.

In this research, the researcher will try to find out about the impact of problematic behaviour to other learners, and to try and come up with the recommendations in assisting both two types of learners.

### 2.3. The rights of parents.

Asmal (2001) gave notice in terms of section 16 (1) of South African Schools Act no 176 of the regulations regarding the visit to public schools by parents. He said parents have the right to visit public schools where their children have been admitted (Government Gazette no 2274 dated 12 October 2001).

In many countries, like Japan, the USA, Germany, Nigeria and South Africa, social structures like parents are expected to be involved in education (Dekker and Van Schalkwyk( 1989: 14-15).However, many South African parents, particularly in the previously disadvantaged communities, do not use this opportunity. They are reluctant and unwilling to be involved and participate in their children's activities. As a researcher I think that this is the main cause of the problematic behaviours of learners. If the partnership between parents and the school is not effective, cases like lack of effective teaching and learning, low pass rate may contribute to the behavioural problems in learners which might lead to, suspension, expulsion and/or arrest.

In this research, the researcher will try to find out how often parents visit the school. In terms of section 8 of the South African Schools Act, a school governing body is required to establish a code of conduct for the learners at the school, and to build into it safeguards in terms of due process. This code of conduct is to be spelled out clearly to both learners and parents. This code of course does not contain vaguely defined school rules, rigid school disciplines, any recognition of satisfactory conduct on the part of learners and impersonal relationships between staff and learners. Parental involvement on school issues is important. This research will assist in finding out whether there is effective partnership between the school and parents.

Educators are expected to abide by rules and regulations stipulated in the South African Schools Act (Act 84 Of 1996) (I). The rules and regulations stipulate that: ( i ) No learner may be subjected to corporal punishment at school; (ii) Any person who contravenes subsection (i) is guilty of an offence and is liable on conviction to a sentence which could be imposed of assault. (Unisa, 2003:71); and Law and Policy Handbook; (199:2A-11)

The learners' behavioural problems need to be attended to before they can develop in serious behavioural disorder. According to Coleman (1986: 237) "educators should expect routinely to be confronted with nonattendance, antisocial behaviour, sex-related problems, drug use and self-destructive behaviour". Again these problematic can lead to high risks like dropping out of school and suicide.

## 2.4 Teenage Pregnancy



When addressing church members on the 5<sup>th</sup> May 2009, the MEC in Education, Dr Aaron Motswaledi made references to the 2007 statistics of 5000 girls who fell pregnant some as young as Gr 5 girls. The MEC was pleaded with Christians to pray so that the problem can be minimised or solved. Teenage pregnancy affects scholastic performance.

The following are the statistics of Grade 12 results in Nzhelele East circuit.

YEAR	NUMBER WROTE	PASS %	STATUS
2007	1386	47.40	Dysfunctional
2008	1092	48.2	Dysfunctional
2009	1408	39,2	Dysfunctional

The above statistics are indications that there are serious problems in this circuit and through this research, the researcher will try to find out the impact of the problem in question. More than half of schools were dysfunctional. Schools and the Department of Education are blaming one another. Different strategies are being put in place and to some extent these are not functional. Nzhelele East is one of the most dysfunctional circuits. Kruger (2002:416) stipulates that in malfunctioning schools, where a culture of learning and teaching is absent, educator misconduct may also have a negative effect on learners' behaviour.

In his key note address to parents and learners during the excellence awards ceremony of Nzhelele East circuit on the 13<sup>th</sup> March 2009. Dr Tshifularo (Psychologist) indicated that: Parents must ensure that they get involved in the behaviours of their children and must never allow them to take alcohol as it affects the IQ; vision may be impaired liver and reproductive organs may be affected; development cells may be destroyed; taste buds may be affected; false confidence could be alcohol seriously interferes with the behaviour of learners.

## 2.5. The importance of parental involvement



According to Du Plessis (1992), parents are compelled to make use of specialised assistance to extend their educative endeavours, and that is the task of the school. This will assist in the identification of problematic behaviour at an early stage. Du Plessis added that partnerships imply relationships, duties, and responsibilities. The importance of parents is not just to instill a value system in their children, but they should also be actively involved in activities held by the school. This will be of help in curbing the problematic behaviours of learners at an early stage. Parents should develop a spirit of ownership.

Parents are natural educators of their children and they should always live exemplary lives and show their support to the schools. Home and school constitute two of the most powerful influences in children's lives, as the school operates in a social context within a community. Family lifestyles, physical living conditions, attitudes and parental involvement too, have a serious impact on the development of youths' behaviour.

Louw (2004:3) stated that it cannot be denied that the school has a responsibility to promote the academic development of learners, but educators are not always sure about which values to promote and how. This may tend to lead to two sets of conflicting values in which learners as the subordinate group may react by developing problematic behaviours.

Again Louw (2004:2) in his study found that: the three most important reasons parents gave for not being actively involved in school activities are lack of time, transportation problems, which can be linked to socio-economic factors like unemployment and poverty and too many activities which are held by the schools during the year.

Parents are obliged to ensure that their children attend school for as long as the child is required to do so by law. (National Policy for General Education Affairs Act 76 of 1995). The extent and seriousness of learner misconduct should not be underestimated and unless parents are actively engaged in solving these behavioural problems, schools cannot be free places for teaching and learning. Rossouw (2003: 416) quoted that:

some South African schools are increasingly beginning to resemble war zones. Dangerous weapons are being seized at school premises time and again.

Some parents are illiterate and, therefore are not aware that they should support schools in the education of their children. They shovel all the responsibilities to educators. They make no contributions if their children show or develop problematic behaviours at school. Kruger (2002:44) provides some reasons for parents' reluctance to involve themselves in school activities. These include: illiteracy, teachers' hostility and some parents assuming that all is well at school. Many educators are finding it difficult to work in such poor conditions, hence are resigning from their profession and joining other sectors.

Griessel (1993) indicates that "Before undertaking parent guidance with a view to solving specific problems, it is advisable to take cognizance of the general educational styles employed by parents because such specific problems as theft, concentration problems, laziness and the like are often mere symptoms of underlying relational problems at home and at school".

Parents should be fully aware of their roles, tasks, as well as the possibilities and limitations of their responsibilities as regard their children. Louw (2004:5) quoted Beck and Earl's five ways of mutual involvement between the schools and parents namely:

- that parents be seen as having the right to appropriate forms of information about various aspects of the work of the school;
- that parents are seen as having the right to engage in consultation with the school on a range of matters of policy and principles, for example the approach the school should take with the handling of sensitive and controversial issues like sex education.
- that parents cooperate with the school in relation to matters like fundraising;
- that parents should be given the right to engage in shared decision-making and its implementation with the school on various matters, for example policy formulation; and



- that parents should, together with other stakeholders such as educators, the community and the church, be responsible for the personal, social, moral and spiritual education of their children.

In the Educator's Voice newspaper of January/February 2004 Vol. 8 No 1 SADTU congratulated learners and their parents who supported them and the teachers who prepared them for the examinations. This is an indication that partnerships result in a positive performance of learners.

Parent involvement in the education of their children can be divided into four different types, namely: those who are supportive but inactive; not supportive and inactive; not supportive but participate actively ;and those who are supportive and active participants Vandergrift and Greene (1992: 58). Through statistics the researcher will find out the different groups of parents. Cooperation, participation and partnership by parents make it easy for the school to identify and assist learners who develop behavioural problems at an early stage. The good type of parents must be supportive and active in the education of learners. Some parents believe that once the governing body is elected, these are the people who will take full care of children on parents' behalf.

## 2.6 Ways of involving parents

Dekker and Lemmer (1994: 155, 158) suggested ways of involving parents which are:

- *Cooperation*: parents and educators need each other and are in pursuit of a common goal, namely effective educative teaching.
- *Participation*: Participation does not mean that every parent must participate in everything, but rather that parents are represented sufficiently at all levels.
- *Partnership*: Participation in turn leads to partnership. Parents and teachers have to be partners because the demands made by society on the education of children necessitate cooperation between partners.



Paula and Stuart (1999: 672) also indicated that student participation in education has been correlated with improved academic progress and student achievement, increased self-esteem and social skills.

SADTU, through (The Educators' Voice January/February 2004) asked a series of questions as follows:

What happens to all the youngsters who dropout – often for reasons of poverty?

Why have the numbers of learners writing Matric dropped in recent years?

What provision is there for the 27% of candidates who failed Matric this year?

Mofokeng, (2004) also revealed that parents in Phuthaditjaba School District are not actively involved in the school matters. Most schools are unable to effect quality education due to lack of finances.

In some places this partnership has been looked at for some time now. In order to be successful parent, the Plowden committee confirmed the findings of the research studies undertaken that there was a statistically significant association between parental interest and encouragement of their children at school and educational performance in academic tasks (Meighan 1986: 50).

Meighan (1986) again cited Sharp and Green's four key dimensions of good parent role as follows: The good parent needs to be knowledgeable about the way the school operates and its ideology of education; there must be a strong interest in the education of their children and a motivation for them to succeed; The parent has to be capable of cueing into the teacher's interpretation schemes, in particular the teacher's definition of good parents; and the parent has to be good at impression management and must be both willing and able to play up to the teacher's view of the "good parent" Meighan (1998: 52)

Family background might also be a contributing factor in the development of a problematic behavior. For example, lack of parental love, poverty, neglect, fights between parents, parents being always drunk and overcrowded families can lead to

problematic behaviours. In their research, Coetzee and Reed (2001) discovered that: “minority or low-income parents are often underrepresented among the ranks of parents’ involved with schools”. For the majority of black youth in South Africa, access to secondary education was restricted to traditional secondary schools where places were limited, facilities were not up to standard and access to subjects such as Mathematics, Physical Science, Economics, Business Economics, Accounting, etc was limited because of a shortage of teachers qualified in these subjects”. ( Slabbert, Malan, Marais, Olivier and Roirdan 1994: 102) This was the picture of the previous South Africa education system which was characterised by racial inequality and segregation, but now learners are free to choose subjects they want to learn and all learners receive the same type of education. The problematic behaviour of learners might be provoked by challenges such as lack of support from parents in the choosing subjects.

Dekker et al. (1994: 158) stated that when parents become more involved in the teaching programme of the school, they are more likely to make school a priority for their children are more likely to achieve better.

The democratisation of the new curriculum suggests the need for participation in school activities by all stakeholders including parents, teachers, learners, the state and the community. This has been endorsed in the South African Schools Act of 1996, which states that parents, learners, and teachers shall promote and accept the responsibility for the organization, governance and funding of the schools, in partnership with the state (South African Schools Act, 1996:2) The introduction of the New Curriculum can be seen as a challenge to teachers as they were not well trained for it. One wonders whether parents were engaged in this curriculum from the onset. What the department did was to workshop these teachers and to provide them with documents. The 2003 Grade 12 results were poor. One wonders whether this was caused by lack of parental support and whether problematic behaviours displayed by learners were due to frustration.

This leads the researcher to have serious questions like:

- What are the contributing factors to this poor performance?
- Were parents regarded as partners in the introduction of the curriculum?

- Were all these learners competent enough when they were promoted from grade one up to grade nine?
- Who assisted the learner in the choice of subjects?

This problem is coupled with the fact that the shortage of relevant teachers might be because of a growing HIV/AIDS crisis amongst teachers. Natural attrition as teachers die, retire or leave the profession are contributing to teacher strategies. This has resulted in overcrowded classrooms and some learners get the opportunity to develop behavioral problems.

This research will assist in finding out whether the shortage of human resources has contributed to the development of problematic behaviour and recommendations will be made thereof on the importance of partnership between the school and parents in order to rescue the situation.

Some learners might be developing the problematic behaviour because they fail to see the end of their tunnel and this can lead to the development of a truant character. Kauffmann (1984: 359) regards truancy as “a sign of future unemployment, criminal offence, drug abuse and other offences”. Meighan’s findings in 1998 are about the collapse of dominant activity in modern industrial society and UK with the current unemployment figures of over three million.

Gaustad (1992: 1) quoted (Moles 1989) who states that student discipline has two main goals:

- To ensure the safety of staff and students, and
- To create an environment conducive to learning.

In some schools, the above goals are not so effective and if these schools are keen to improve on learners’ behavioural problems, they must ensure that parents are actively involved in school issues. In order to encourage responsible behaviour and to provide all students with a satisfying school experience both parties must be positive when handling discipline matters.

Intensive parental involvement in dealing with learners' problematic behaviour is important because where there is no effective schooling, end of the year results will always be bad. The following progressive steps have been set out in an attempt to curb this problem: verbal warning; written warning; suspension and expulsion as the last resort (Department of Education, 1999:19).

In his research, Sphok (1998) identified the following results on factors which influence Jonas and Cloete (2006:116) analysed their findings on research about parents and learners' participation on school issues. They concluded that at John Craig school there is a high level of participation by parents and learners in school governance matters. Parents could almost be seen on a daily basis participating in school improvement activities within the school premises and for the school. At Vuyolwethu school there is an almost non-existent response in this respect. The parents' participation is severely impaired by the vast lack of knowledge, skills and time necessary for this kind of involvement.

According to Van Zyl et al. (2004) Characteristics of South Africans schools include: class sizes that are often in the region of 50 to 60 students per teacher; and also facilities that are more than not hopelessly inadequate. These types of abnormal classes need effective partnership between parents and school or else this might be a contributing factor to problematic behaviour.

The pressures and demands from the outside world such as the job market can Again Van Zyl et al (2004) added that low literacy levels among South Africans results in parents often not being able to function as proper educators of their children. Through this research, the researcher will try to find out whether similar problems are experienced in our community, and then come up with strategies and recommendations to address the problem in question.

Gallant (1992: 10) discovered in his findings that "there is a general lack of sex education in the home and those children regard parent's sex education as irrelevant." In this research, the researcher will try to find out whether parents are still regarding sex-education as a taboo as this practice of learners engaged in sexual matters without relevant education leads to the development of problematic behaviours like; truancy, going home late and pregnancy. Straughan (1988: 100) argues that teachers and

parent have in the end to come to some decisions about whether they can and should try to teach children to be good, and they will never do this by continuing to sit on the fence indefinitely, fearful of reaching conclusions because of the complexities of the problem”

In his research, Sithole (1999) identified the following results on factors which influence parental involvement in some high schools. Unemployed parents were significantly more likely than employed parents to seek contact with teachers; Seventy- two percent of parents indicated that they attend school meetings; Sixty- one percent of the parents indicated a lack of involvement whenever the school governing body is elected. Females were significantly more likely than males to indicate that the lack of transport would prevent them from attending a general meeting; Males were significantly more likely than females to indicate that work commitments would prevent them from attending.

The above findings are some of the reasons, which affect parental involvement in the education of their children, and they have a serious impact on the behavior of learners. Through this research, the researcher will try to find out whether similar problems are experienced in the community.

The pressures and demands from the outside world such as, the job market can seriously hamper the relationships between home and school. For example, parents who work far away from home put more family responsibility pressure to their children. Parents are, therefore, expected to get satisfaction by seeing their children get the benefits of a balanced education. The behaviour of some youths may deteriorate until it is socially unacceptable behaviour such as sensationalism, sex perversion and violence. Peer pressure also plays a major role in the development of learners' problematic behaviours. Not infrequently, parents are not interested in their children's friends. This results in these children acquiring unacceptable friends. They spend some of their time with friends who come from different backgrounds and, in order to be accepted in a group they may sometimes be expected to conform and behave like their friends.

regardless of the kind of characters. The learner or child may find himself/herself trapped between the school/home and peers.

Being hypercritical and distrusting to every child with whom their own children associates, gives rise to extensive socio-pedagogic problems because the child is forced to uphold a system of values.

The researcher will try to discover the impact made by peers on the researched problem. If not assisted, a child might fear rejection by peers. My speculations are that maybe the contributing factors may be that some parents are careless when it comes to their children choices of friends. Through this research, findings will be made about the involvement of school on peer influences.

Some of the causes of problematic behaviours which can dent a child for the rest of his life might be failure in a grade. This may lead to anxiety withdrawal and feelings of inferiority and an inability to achieve success. It might also lead to depression, lack of enthusiasm in trying something new because of fear of failure. Paula et al. (1999: 673) quoted the information by Sheridan about the importance of a conceptual framework for promoting home-school collaboration that is "using CBC with students with attention deficit/hyperactivity disorder who exhibited social skills deficit".

In Nzhelele East circuit, the Department of Education has built sixteen secondary schools. Some learners from the same family choose to attend in different schools, but within the circuit. The schools have security and the researcher thinks the reason why learners are seen at the gate and always roaming the streets during school hours. Others go to school very late, while others leave before end of lessons. Learners are mostly seen in-groups. There is a jukebox, which runs for twenty-four hours during weekends. Youths are seen there in numbers. Bottle stores, taverns and shebeens are countless. Young and old are the main customers in some of these businesses.

Parental involvement in school activities ensures that a learner behaves well. Improvement in learner attendance can also eliminate discipline problems and criminal activities that might be performed by learners. On the day of social grant pay out, most

female learners do not attend school because they will be getting the grant for their children. Some of these learners have more than one child and this might be a result of problematic behaviour such as truancy, parental neglect and lack of sex education which might have been a contributing factor of teenage pregnancy.

Parents in our community form a combination of literate and illiterate groups. There are those who work and those without jobs. Some of the illiterate parents spend most of the times enjoying traditional beer.

This research is going to dwell on the importance of partnership between parents and school, in order to try and combat the development of behavioural problems in some learners.

Some ideas and recommendations on how to help the school, parents and those learners who are already the victims of the situation will be provided. Factors which provoke these behaviours will also be found as well as the means of getting rid of them.

Educators might be feeling helpless because of this challenge and as the researcher thinks lack of cooperation between schools and parents is one of the major contributors to their frustrations. Garron (1995) indicated that to have safe schools through comprehensive, effective and positive strategies, principals must become empowers, protectors of values, instructional leaders and climate managers. The impact of these behavioural problems affects people widely, for example parents whose children are delinquents are expected to take responsibility of any crime committed by them; fellow students who fall prey to these behaviours may seek lawful security against perpetrators; the school itself more especially schools with hostels can be used as a hiding place for drugs.

Eugene (1995:6) confirmed that because school lockers are potential hiding places for drugs, some schools are eliminating them. Some schools and homes are being vandalised in search for money to buy drugs. Once learners are under the influence of drugs, they develop learning behaviours that are problematic.



De Meillon cited in Hurlock (1967:435) showed the following criteria of behavioural problems: The act shows lack of respect for the person of an individual or group; It demonstrates lack of respect for the possession of an individual or group; It shows lack of control and rejection of authority and it could place the perpetrator(s) or others in danger if, for example, it involves speeding or sexual misbehaviour.

Cooley (1999) showed in his article the effect of extracurricular participation on students and indicated that although extracurricular activities cannot be heralded as abuse prevention, students involved in these activities are not using substances to the extent of those who do not participate.

Edwin (1994) shows how the ravages of illegal drugs and gangs are growing in many American cities and indicated that “schools and school boards are going to have a sustainable hope by finding the courage to oppose youth violence, gang terrorism and drug trafficking and consumption”. In my area of research, there is no school without a school board or governing body. Therefore, I will try to find out their position in curbing this crisis in our schools.

My concern on the unattended learners problematic behaviours is that there will be no effective teaching and learning if teachers or other learners are assaulted with problematic behaviour or if lessons are being interrupted by such behaviours or if school properties are being vandalised and damaged or if some learners come to school under the influence of substances or if parents are not co-effective managers of the school or if the set school policies are not followed.

Russell (2003) findings revealed the following: in school, African- Americans received drug education classes less often than those in other regions; and students who the pressure of likely to receive drug education classes than students who reported that drugs were not available. In South Africa, the new curriculum is nationally benchmarked, regardless of colour or race.

Alcohol initiation is more related to binge drinking and if it is not attended to, can lead to impaired reasoning, problematic behaviours that can affect other learners and again which can affect progress.

Tendero,(1999) underwent a year long project with a group of fourteen eighth grades. The aim was to conduct interdisciplinary research on teenage sexuality and pregnancy. To be a mother and at the same time a learner is a complicated situation. Parents' involvement in school issues will assist learners to be transparent and link the knowledge on sex gained from school to home guidelines. These learners have the right to learn. They are to be kept at school until a few weeks before giving birth, and others give birth at school. The culture of teaching and learning is being affected in one way or the other.

## **2.7 Factors that hinder parental involvement.**

If parents cannot be made part of the school, problematic behaviours of learners will remain unsolved. This means that the future of such learners is doomed. According to Dekker and Lemmer (1994: 161); Heystek and Louw (1999: 26-27),parents do not know why and how they can be involved in school activities. They are thus unsure of their responsibilities as parents and how education at home can serve as the basis for education at school.

Other parents may be entrusting everything to educators and have a feeling that educators are qualified enough and pay to take care of all issues happening at school. Learners who tend to develop problematic behaviours are sometimes too difficult to handle for educators.

According to Myeko (2000:51-52) the following factors hinder parental involvement: lack of time; financial constraints; family problems; illiteracy and transport problems.

Through interviews, Rossouw (1999:422-421) identified the causes of misconduct which originate outside the school as follows: many schools report that there is “a total or partial lack of discipline maintained by parents at home”, and that this is one of the major reasons for disruptive behaviour in school.

Serious, traumatic experience such as alcohol and drug abuse, sexual abuse, exposure to pornography and assault result in disruptive behaviour at many schools. Principals in lower socio-economic areas report that unstable or dysfunctional homes caused inter alia by poverty, disinterested or illiterate parents, have a negative influence on school discipline. “HIV/Aids has an enormously destabilising effect “, some educator added.

Lack of care in homes across all socio-economic levels causes some learners to look for attention through misbehaviour, They therefore fail to prepare homework properly. Bad relations with specific educators (individually or as a class group) are caused by the personality or approach of the educator. Victimisation of specific educators by groups of learners was also reported.

The obvious decline in discipline, according to some respondents in this research,, originate in the community, rather than in schools. Parents show a lack of tolerance and respect towards government authorities as well as educators, and have some laissez-faire approach towards child education. Parents expect schools to teach their children proper conduct, but do not realise or admit their own responsibilities.

Unless parents and schools execute their roles in educating learners, cases of learners with problematic behaviours will hinder progress in improving pass rate. In this research, the researcher will try to check whether some of these external causes are contributors to the problem and make some recommendations thereof. Instead of being partners, some parents are, like their children, cause more frustration to the school authorities. The Sowetan of 3 March 2009 reported that parent of a pupil at one school was talking to the principal when an argument started. The parent pulled out a gun, shot the principal in the neck and fled.

## 2.8 What school characteristics are associated with discipline?



Before 1994, problematic behaviours of learners were punishable and corporal punishment was the main way of solving the problem. After 1994, new Acts of Parliament were formulated and corporal punishment was abolished.

The reasons behind why there are learners with behavioural problems is because schools lack discipline and parents are not involved. Gaustad (1989:2) quoted some characteristics (cited in Gottfredson 1989) as follows: Rules were unclear or perceived as unfairly or inconsistently enforced; students did not believe in the rules; teachers and administrators did not know what the rules were or disagreed on the proper responses to students' misconduct; teacher-administration and cooperation was poor or the administration inactive; teachers tended to have punitive attitudes; misconduct was ignored; and schools enrolments were too large or lacked adequate resources for teaching.

Rossouw (2003:425) indicated a number of internal causes of learners' misconducts as follows:

- The male-female ratio of staff seems to have an influence on the disciplinary climate in schools. As evident that where there is a higher percentage of male educators, there are fewer disciplinary problems;
- Learners often have a negative influence on one another; the group often admires and imitates those individuals who are unruly and arrogant; and
- Large numbers in classes cause disruptive behaviour and some educators have difficulty in controlling large groups.

The implementation of the Outcomes-Based Education may cause those learners with an inclination to misbehave to misuse the less formal atmosphere during group sessions. Human dignity is not respected by some learners. This leads to victimization and bullying of younger learners.

This research will assist the researcher to find out whether schools have codes of conduct; whether parents were part of drawing these codes; and whether the codes of conduct are actively executed.

## 2.9 Conclusion

Literature on parental involvement, different types of learners' problematic behaviours, abuse of alcohol, school violence, the rights of parents, teenage pregnancy, the importance of parental involvement, ways of involving parents and factors that hinder parental involvement was discussed. The following chapter deals with the research design and methodology.

### 3.2. Research design

The research design can be used to guide the data collection and interpretation. The research design is going to give an understanding of how the research is conducted. De Vos et al (2005:132) defines a research design as a plan or strategy of how you intend to conduct a research project. Mouton (2002: 16) defines a research design as a set of guidelines and instructions to be followed in addressing the research problem. Again, the research design shows which individuals will be studied, where, when and under what circumstances. For the purposes of the study on parent involvement, a survey research design was used to collect data from the respondents. A survey method was used because it enabled the researcher to collect data from a relatively large number of respondents (Deet & Khan, 1993:107).

### 3.3. Methodology and justification

The literature study on parental involvement in dealing with learners' behavioural problems led to the researcher to use both quantitative and qualitative methods in order to ensure triangulation. The quantitative method was chosen because it produces research findings reached by statistical summary or analysis and quantification while the qualitative method was chosen because it is the type of method which produces descriptive data: people's own written or spoken words and observed behaviour (Booyse 1993:22).

## RESEARCH METHODOLOGY

### 3.1. Introduction

The purpose of the chapter is to examine the involvement of parents in learners' misbehaviour. This chapter looks at the methodological design that was used to collect the data. It also looks at the sample technique that was used to select the respondents of the study. It also focuses on the questionnaire that was used to collect data for the study. Lastly, the chapter explains how the data will be analysed and explained.

### 3.2. Research design

The research design can be used as a guide for data collection and interpretation. The research design is going to give us direction when solving the research in question. De Vos et al (2005:132) defines a research design as a plan or blueprint of how you intend to conduct a research project. Mouton (2002:107) defines a research design as a set of guidelines and instructions to be followed in addressing the research problem. Again, the research design shows which individuals will be studied, when, where and under what circumstances. For the purpose of this study on parent involvement, a survey research design was used to collect data from the respondents. A survey method was used because it enabled the researcher to collect data from a relatively large number of respondents (Best & Khan, 1993:107).

### 3.3. Methodology and justification

The literature study on parental involvement in dealing with learners' behavioural problems led to the researcher to use both quantitative and qualitative methods in order to ensure triangulation. The quantitative method was chosen because it produces research findings reached by statistical summary or analysis and quantification while the qualitative method was chosen because it is the type of method which produces descriptive data: people's own written or spoken words and observable behaviour' (Booyse 1999:22)

### 3.3.1. Quantitative Research Method



An essential part of the quantitative tradition is inductive reasoning. This involves the making of observations and then drawing conclusions from these observations. The researcher remains an objective outsider and is detached from the study to avoid bias. Predictions and control are possible. This research attempts to establish universal, context-free generalisations. (McMillan et al. 1993:15).

Results were analysed by the researcher and presented statistical form.

#### 3.3.3.1. Characteristics of quantitative research method

Van As and Van Schalkwyk (2000:76-77) highlighted the characteristics as follows:

- Data is in the form of numbers;
- The focus is concise and narrow;
- Data is usually gathered using more structured research instruments such as questionnaires;
- The results are based on larger sample sizes that are representative of the population;
- The research can usually be replicated or repeated, given its high reliability;
- The analysis of the results is more objective;
- Hypothesis can be tested;
- Concepts are in the form of distinct variables;
- Measures are systematically created before data collection and standardized;
- The reasoning is logically deductive and goes from the general to the specific;
- The basis for knowing is the relationship between cause and effect; and
- Analysis proceeds by using statistics, tables and charts and discussing how, what they show relates to the hypothesis.

The fact that can be used in collecting data and that results are more objective will effectively facilitate my research and lead to the solution of the problem.

### 3.3.2. Qualitative research method



This method is based on the notion of context sensitivity, which makes us to understand that the physical and social environment is a direct function of human behaviour.

De Vos et al. (2005:74) defines qualitative research as multi a perspective approach to social interaction, aimed at describing and making sense in interpreting or reconstructing this interaction in terms of the meaning that the subject is attached to it.

Once I have selected a paradigm, I will make decisions regarding the extent to which theory and the literature review should guide investigation. As stipulated by De Vos al (2005:265) it is important for a qualitative researcher to select a paradigm or a frame of reference that underpins and guides his study.

### 3.3.3. Characteristics of qualitative research method

De Vos et al. (2005: 74) highlight the following characteristics of the qualitative approach:

The researcher attempts to gain a first-hand, holistic understanding of phenomena of interest by means of flexible strategy of problem formulation and data collection, shaped as investigation proceeds. Methods such as participant observation and unstructured interviewing are used to acquire in-depth knowledge of how the persons involved construct their social world (the inside role).

As more knowledge is gained, the research question may shift and the data-collection methods may be adjusted accordingly. To do this, the investigator is constantly analysing data by using formal logical procedures, although final analysis is ordinarily completed after early, immersion phase of the study. The qualitative methodology rests on the assumption that valid understanding can be gained through accumulated knowledge acquired at first hand by a single researcher.

This method has a number of advantages and the following are the most important:

- In-depth understanding of the situation and the meaning for those involved; and
- Lived experience and deeply held beliefs or feelings cannot truly be determined through quantitative survey questionnaires, in which the set numbers of items are expressed in predetermined language, formulated by the researcher.

Through interviews, participants narrated their experiences more effectively. In this research, participants like principals and parents were interviewed. Four schools situated in Nzhelele East circuit' Vhembe district in Limpopo province were visited by the researcher during which principals and SGB parents were individually interviewed. Only secondary schools were selected. Some schools are situated deep in rural area while others are in semi-rural areas. Interviews were structured and were conducted and transcribed by the researcher.

### 3.3.4. Population

Population refers to potential human respondents or participants in the study. McMillan and Schumacher (1993:159) referred to population as a group of subjects. According to Gay (1992:124), population is defined as a group that is of interest and to the researcher to which the results of the research study are to be generalised. In this research, I have drawn participants from the population. The word "generalize" has been mentioned time and again by the researcher, which means it carries an important value. I did not consult everybody in the population as it might have incurred more expenses, but the results can be generalized to the population.

In this research the population is made up of school principals, School Governing Body of parents, School Management Team educators and the Representative Council of Learners.

### 3.5. Sample and Sampling procedures.



Lecompte, Preissle and Tesch (1993:60) defined the term sampling as extracting some smaller portion of that group systematically from a larger group so as to represent adequately the larger group. Sampling involves decisions taken by the researcher about which people to be observed and on which setting, during which events, behaviours and social processes.

#### 3.5.2. Structured questionnaires

Lecompte et al (1993:56) indicated that sampling involves selecting smaller subset from the original population to ensure representativeness so as to generalize from a group of key informants to the larger population, or to reduce the size of the group under study.

making a cross on the provided box.

The sample in this research was drawn from public secondary schools in Nzhelele East Circuit of Vhembe District in Limpopo Province. Out of the sampled schools, 4 principals that is one principal from school number 4 according to the alphabetical arrangement per wing, 2 educators in each school, 1 parent per school and 2 learners per school were selected through multistage sampling.

working days for the completion of the questionnaire by 800 learners and SMT

### 3.6. Data collection techniques

attached letter. High returns of the questionnaires were received.

In this research, after obtaining the permission from the District Senior Manger, sampled principals were interviewed. (On request after school) SGB Chairpersons were interviewed per arrangement.

The interviews, according to Soudien (1997) are:

Mouton et al. (2002:67) maintain that data collection involves applying the measuring instrument to the sample. Two techniques were used in collecting data, namely questionnaires and interviews.

The interviews may be used in the following ways:

undertaking. Squelch (1998) defines an interview as:

conversation initiated by the researcher to obtain

relevant information.

### 3.6.1 Unstructured Interview

Data were collected from principals and parents using unstructured interviews. Questionnaires were used as a data collection technique and these were applicable to educators and learners as they enabled one to generalize. No field staff was necessary. A discussion of structured questionnaires is as follows:

### 3.6.2. Structured questionnaires

Structured questionnaires were issued to RCL learners and SMT educators. Each set responded to a maximum of 20 questions and answers were to be responded to by making a cross on the provided box.

### 3.6.3. Administration of questionnaires

Through the Circuit office, I approached the sampled principals to enlist their support. Questionnaires were delivered and collected personally. I allowed a period of seven (7) working days for the completion of the questionnaires by RCL learners and SMT educators. The time and date of collection was communicated to the principals in the attached letter. High returns of the questionnaires were achieved.

### 3.6.4. Interviews.

The interviews, according to Squelch (1999: 81), may serve three purposes. Firstly, it may be used as the principal means of gathering information having direct bearing on the research objectives. Secondly, it may be used to test hypothesis or to suggest new ones, or as an explanatory device to help identify variables and relationships. Thirdly, the interviews may be used in conjunction with other methods in a research undertaking. Squelch (1999:80) defines research interviews as “a two- person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information.”

The standardised open-ended interviews were conducted with 4 principals and 4 SGB members. I collected data through direct verbal interactive communication. Though it was time consuming to interview one respondent this as an information rich session and the information was analysed as all interviews were recorded and transcribed verbatim.

### **3.6.4.1 The interviews process**

Through the Circuit office, I approached the sampled principals to conduct interviews. Dates and times of the interviews were set for both the principals and SGB members per school.

## **3.7. Data analysis**

After collecting the questionnaires from respondents, I sent them to research consultants at the University of Venda for data capturing and analysis. With the help of the consultants, I analysed and interpreted the data using items and factor analysis techniques, responses to individual questions were analysed and compared

## **3.8. Validity, reliability and trustworthiness of the study**

### **3.8.1. Validity**

The term validity refers to the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration (Babbie & Mouton, 2007). Validity is an indication of how sound one's research is. It is the accuracy, meaningfulness and credibility of the research project as a whole (Research Methods, 2008).

The structured questionnaires directed to educators and learners were valid instruments used to source valuable information.

### 3.8.2. Reliability of the research study

Reliability is the degree to which an instrument measures what it is supposed to measure (Gay & Airasian, 2003). Reliability thus refers to the degree of consistency and/or accuracy with which a questionnaire measures its variables (Mulder, 1989:209). Mason (1996:24) maintains that reliability involves the accuracy of the research methods and techniques used.

I have taken reliability into consideration because the measuring instrument that is reliable will provide consistent results when a given individual is measured repeatedly under near-identical conditions.

### 3.8.3. Trustworthiness of data

Denzin and Lincoln (2003) and Lincoln and Guba (1985) suggest the following, in order to increase trustworthiness in a qualitative study:

- Credibility;
- Transferability;
- Dependability; and
- Conformability

### 3.10.2. Privacy

For the purposes of this study I sought to increase the credibility of the interview data by implementing member checking and peer review. It was my obligation to maintain trustworthiness throughout the study. This was ensured by following Guba's model of trustworthiness as endorsed by Schulze (2002b: 79) by indicating four criteria of trustworthiness that should be applied in research were indicated as follows: Truth value ensured by strategy of credibility; applicability ensured by the strategy of transferability ensured by the strategy of dependability; and neutrality ensured by the strategy of conformability.

### 3.9. Delimitation of the research study

This research was conducted in Nzhelele East circuit of Vhembe District in the Limpopo Province. Participants were selected from the schools, namely: principals, SMT educators, SGB parents and learners.

### 3.10. Ethical considerations/ issues

Data was collected from participants. Since the study involved ethical issues were taken into consideration. Ethics refer to discussions around what is considered acceptable or justifiable behaviour in the practice of social research (Makhanya, 2006:28).

Taking the above information into consideration, I ensured that all ethical measures were taken care of throughout the study.

#### 3.10.1. Anonymity

The participant's identities were protected throughout the study. No names were expected from the questionnaires. Instead of disclosing their real names, place, status or positions or schools, fictitious names, letters and numbers were used.

#### 3.10.2. Privacy

No private information from participants was asked for. Their beliefs, backgrounds and behaviours that may reveal intimate private details were treated with privacy.

#### 3.10.3. Confidentiality

One possible strategy aimed at gaining participants' confidence was my emphasis on anonymity. Mouton (2002:157) points out that respondent tend to be reluctant to provide interviewers with information on sensitive matters and they tend to regard the investigation as an invasion of their privacy. Participants were assured that neither their names nor any traceable information from any one of them or from the school, would

disclosed and research records that may bear implications that could lead to discovery of participants' identities were removed

## DATA ANALYSIS AND INTERPRETATION

### 3.10.4. Consent

The voluntary consent as a measure of security was sent to schools thoroughly studied before the collection of data from participants. This is because participants must, under no circumstances, be humiliated, degraded or harmed.

analysis of the findings.

### 3.11 Conclusion

In the first section, 8 SMT and 5 PCG members of three schools responded to the

This chapter explained the methodological design, the sample, the data collection instruments, procedure and data analysis. The following chapter looks at the presentation and analysis of results.

included 4 school principals and four SGT members.

## SECTION A: DATA COLLECTED THROUGH QUESTIONNAIRE

### 1.2 Biographical information of SMT members

The biographical details obtained from the questionnaire are presented in the following gender of the respondents.

#### Gender of respondents

Respondents were requested to indicate their gender. Results are presented in Table 4.1 below.

Table 4.1. Frequency of the respondents

	Frequency	Percentage
Valid - Males	5	62.5
Females	3	37.5
Total	8	100.0

## DATA ANALYSIS AND INTERPRETATION

### 4.1 Introduction

In this study, data collected from the respondents was analysed by using descriptive statistics such as frequencies and percentages. This chapter looks at the presentation and analysis of the findings.

In the first section, 8 SMT and 8 RCL from 4 different schools responded to the questionnaires described in section 3.3.3. In line with the triangulation described in section 3.3.4 data was collected through the interviews. These interviews were conducted with a total of eight secondary schools within the circuit of which, participants included 4 school principals and four SGB members.

### SECTION A: DATA COLLECTED THROUGH QUESTIONNAIRE

#### 4.2 Biographical information of SMT Members

The biographical details obtained from the questionnaire are discussed in the following gender of the respondents.

#### Gender of respondents

Respondents were requested to indicate their gender. Results are presented in Table 4.1 below:

**Table 4.1. Frequency of the respondents**

	Frequency	Percentage
Valid Males	5	62.5
Females	3	37.5
Total	8	100.0

Table 4.1 shows that there were more males (62.5%) than females respondents. Females comprised 37.5% of the sample.

**Table 4.2 Frequency distribution of parental involvement in school matters**

	Frequency	Percentage
Valid Yes	2	25
No	6	75
Total	8	100

Table 4.2 above shows that three-quarters of the respondents (75%) are stated that parents are not actively involved in school matters. Only a small percentage of respondents (25%) said that they are actively involved. Dekker and Lemmer (1994: 161) and Heystek and Louw (1999: 26-27) confirmed that parents are not actively involved in school matters. Freer and Steuart (1999: 672) confirmed the positive impact of parents who are actively involved in school matters.

**Table 4.3 Frequency distribution of functional code of conduct.**

	Frequency	Percentage
Valid Yes	5	62.5
No	3	37.5
Total	8	100.0

In table 4.3 above, more than half of the respondents (62.5%) stated that the school's code of conduct is functional. while a small percentage (37.5%) of respondents stated that it was not functional. The issue of codes of conduct was supported by Section 8 of the South African Schools Act, which stated that a school governing body is required to establish a code of conduct for learners at the school.

	Frequency	Percentage
Valid Yes	8	100
No	0	0
<b>Total</b>	<b>8</b>	<b>100</b>

In the above table 4.4 all respondents (100%) are saying bullying and fights are experienced in their schools. If these problematic behaviours are not receiving serious attention from both parents and schools, the performance of the perpetrators and the victims will be affected and this can even lead to drop-outs among victims. These practices were confirmed by Joubert et al (2004:78).

**Table 4.5 Frequency distribution of truant/ kidnapping/ vandalism**

	Frequency	Percentage
Valid Yes	8	100
No	0	0
<b>Total</b>	<b>8</b>	<b>100</b>

In table 4.5 above all respondents (100%) stated truancy is dominant in the schools. Also prevalent is the kidnapping of some students and to be engaged in vandalism while absent from school. The seriousness of these actions have been confirmed by Kauffmann (1984: 359).

**Table 4.6 Frequency distribution of rape/ risky sexual behaviour**

	Frequency	Percentage
Valid Yes	2	25
No	6	75
Total	8	100

In table 4.6, three quarters of the respondents (75%) do not have rape/ sexual behaviour cases in their schools, while (25%) have such cases. If, parents are not actively involved in dealing with these problematic behaviours, there may be a serious impact in the present and future lives and plans of the students as others may be arrested. Some may contract dangerous diseases. On the 5<sup>th</sup> May 2009, the MEC in Education in Limpopo Province Dr Aaron Motswaledi, made references to the 2007 statistics of 5000 school girls who fell pregnant.

**Table 4.7 Frequency distribution of gangs/ aggressiveness**

	Frequency	Percentage
Valid Yes	5	62.5
No	3	37.5
Total	8	100

In table 4.7 above, a substantial majority (62.5%) of the respondents are experience gangsterism and aggressiveness behaviour among learners. This indicates that learners do influence one another and aggressiveness is an indication that some learners come to school under the influence of substances. Only 37.5% respondents do not have gangsters/ aggressive learners and these might be schools which have parent support. The Daily Sun (3 April 2009) reported that: school kids aged between 14 and 16 who arm themselves, ready to be aggressive.

**Table 4.8 Frequency distribution of parents in disciplinary committee**

	Frequency	Percentage
Valid Yes	4	50.0
No	3	37.5
Total	7	87.5
Missing system	1	12.5
Total	8	100

In table 4.8 above half the respondents (50%) indicated that parents form part of the disciplinary committees, while 37.5% say that parents are not part of the disciplinary committees. In cases of problematic behaviours, such schools might be encountering serious challenges. Dekker and Lemmer (1994: 161) and Heystek and Louw (1999: 26-27) indicted how crucial it is for parents to be members of disciplinary committees.

**Table 4.9 Frequency distribution of problematic behaviours affecting performance**

	Frequency	Percentage
Valid Yes	8	100

Table 4.9 shows that all respondents (100%) agreed that in schools where there are cases of problematic behaviours, and where parents are not actively involved, performance is affected. Kruger (2002:416) confirmed the situation in malfunctioning schools. The performance statistics from the circuit, which are not good might have been caused by unattended problematic behaviours.

**Table 4.10 Frequency distribution of experience of problematic behaviours**



	Frequency	Percentage
Valid Sometimes	2	25.0
Regularly	4	50
Total Always	2	25.0
Total	8	100

All schools experience problematic behavioural cases in different degrees. Half (50%) experience these problems on a regular basis. This might be the source as SMT and parents spend more time solving problems instead of teaching.

**Table 4.11 Frequency distribution of consultation with parents on problematic behaviours**

	Frequency	Percentage
Valid Yes	8	100

All respondents (100%) agreed on the fact that parents are consulted on issues relating to problematic behaviour of their children. Their inputs and contributions can make a difference. Roger Straughan (1988: 100) confirmed this though there are still some gaps to be filled as parents seem to be failing to take a stance.

**Table 4.12 Frequency distribution of whether pregnancy affects performance**

	Frequency	Percentage
Valid Yes	7	87.5
No	1	12.5
Total	8	100

The majority of the respondents (87.5%) agreed that pregnancy does affect performances of learners mainly because some pregnancies were unplanned and the stigma encountered may have an impact on performance. Only 12.5% shows that pregnancy does not affect performance of learners.

**Table 4.13 Frequency distribution of whether pregnancy affects others**

	Frequency	Percentage
Valid Yes	2	25.0
No	6	75.0
Total	8	100

More than half (75%) respondents do not see an impact of pregnancy in one learner affecting others. However (25%) respondents agree that pregnancy in class can affect the performance of other learners. Though morning sickness is experienced by the pregnant learner, classmates sometimes have to take care in case the educator is not in class.

**Table 4.14 Frequency distribution of teaching sex education**

	Frequency	Percentage
Valid Yes	7	87.5
No	1	12.5
Total	8	100

The majority of respondents (87.5%) say that sex education is taught in subjects like Life Orientation, However, is compulsory and Life Skills. However 12.5% respondents indicated that there is no teaching of sex education in the schools.

**Table 4.15 Frequency distribution of teacher- parents discussion of performance**

	Frequency	Percentage
Valid Yes	5	62.5
No	3	37.5
Total	8	100.0

The majority of the respondents (62.5%) say that they discuss learners' performance with parents, while 37.5% of the respondents say there is no parent-teacher discussion of learner's performance. Dekker and Lemmer (1994: 155, 158) urged cooperation, participation and partnership between both parties.

**Table 4.16 Frequency distribution of meetings with parents**

	Frequency	Percentage
Valid Quarterly	4	50.0
Monthly	4	50.0
Total	8	100

Fifty percent (50%) of the respondents expect to have quarterly meetings with parents, while the other group (50%) prefers monthly meetings. In my view, meetings have to be scheduled to suit the type of participants and the necessity of such schedules. Myeko (200:52-52) and Louw J.M (2004:3) indicated the factors and reasons that hinder parental involvement.

**Table 4.17 Frequency distribution of school managers ensuring discipline.**

	Frequency	Percentage
Valid Yes	8	100

All groups (100%) of respondents agreed that school managers make sure that there is discipline within their schools, though there are some challenges of problematic behaviours in some instances. As problematic cases are still found in our schools, this is an indication that managers alone cannot curb the problem. A joint venture is needed.

**Table 4.18 Frequency distribution of security measures on safety of learners**

	Frequency	Percentage
Valid Yes	5	62.5
Valid No	3	37.5
Total	8	100

The majority (62.5%) of respondents are positive that there are security measures in the schools. This can ensure safety for learners. However a small percentage (37.5%) is saying there are no security measures in place to safeguard learners. The Mirror of the 23 May 2009 confirmed that security in some of our schools still need serious attention.

**Table 4.19 Frequency distribution of school code of conduct to be amended**

	Frequency	Percentage
Valid Strongly agree	3	37.5
Valid Agree	5	62.5
Total	8	100

All respondents were positive about the amendment of the schools' code of conduct which is a sign that all parties are now aware that something needs to be done about this. If section 8 of the South African Schools Act is studied by all parties before establishing the code of conduct, less problems are going to be encountered and they would be easier to curb. (37.5%) strongly agrees while (62.5%) agree.

**Table 4.20 Frequency distribution of parents to be part of drawing code of conduct**

	Frequency	Percentage
Valid Strongly agree	6	75.0
Agree	2	25.0
Total	8	100

In table 4.20, the majority (75%) agreed that parents must form part in drawing the school's code of conduct while (25%) do not see the necessity of involving parents in the drawing of the school's code of conduct. All respondents were positive in the drawing of the existing codes of conduct.

#### 4.2.2 DATA FROM REPRESENTATIVE COUNCIL OF LEARNERS

##### 4.2.2.1 Biographical information of RCL.

The biographical details obtained from the questionnaire were as follows:

**Table 4.21 Frequency distribution of gender of respondents**

	Frequency	Percentage
Valid Males	5	62.5
Females	3	37.5
Total	8	100.

In the table 4.21 (62.5%) males outnumbered female respondents. Females comprised 37.5% of the sample.

**Table 4.22 Frequency distribution of availability of codes conduct**

	Frequency	Percentage
Valid Yes	4	50.0
Valid No	4	50.0
Total	8	100

The respondents in table 4.22 above are divided into half, with 50% saying codes of conduct are available and 50% saying codes of conduct are not available. This is not convincing and I think the results are like this because some might not know on what code of conduct is.

**Table 4.23 Frequency distribution of gender in problematic behaviour**

	Frequency	Percentage
Valid Males	1	12.5
Females	1	12.5
Both	6	75.5
Total	8	100

The majority (75.5%) are convinced that both sexes do dominate in causing problems in the school premises, other 12.5% believe that convinced that males dominate. and the last (25%) say females dominate. Rossouw (2003: 425) Joubert et al (2004:78) Kandakai and King (2002:432) indicated different problematic behavior but did not make reference to gender distribution.

**Table 4.24 Frequency distribution of problematic behaviours disturbing teaching and learning**



		Frequency	Percentage
	Yes		
Valid	Yes	5	62.5
	No	3	37.5
Total		8	100

The majority (62.5%) agreed that where there are learners with problematic behaviours, teaching and learning is disturbed, while 37.5% do not blame problematic behaviours for disturbances in teaching and learning.

**Table 4.25 Frequency distribution of bullying/ fights**

		Frequency	Percentage
	Yes		
Valid	Yes	7	87.5
	No	1	12.5
Total		8	100.0

Table 4.25 above shows that the majority (87.5%) agree that bullying and fights are common in schools, while 12.5% are believe that there are no bullying and fights in their schools.

**Table 4.26 Frequency distribution of truancy / kidnapping/ vandalism**

	Frequency	Percentage
Valid Yes	5	62.5
No	3	37.5
Total	8	100

Table 4.26 above shows that 62.5 % of the respondents say that truancy / kidnapping/ vandalism is prevalent in their schools and that these can disturb teaching and learning. The perpetrators may end up in jail, unless the problem is attended to at an early stage. However 37.5% argue that there are no such cases.

**Table 4.27 Frequency distribution of drug abuse**

	Frequency	Percentage
Valid Yes	8	
No		
Total	8	100

All the respondents 100% agreed that they had drug abuse cases in their schools. This again is a serious offence which needs serious parental involvement, in order to curb the situation before it can lead to addiction.

**Table 4.30 Frequency distribution of...**

	Frequency	Percentage
Valid Yes	6	75%
No	2	25%
Total	8	100

The majority (75%) agreed that they are part of the community... remaining 25% indicated that they are not part of the community...

**Table 4.28 Frequency distribution of rape/ risky sexual behaviour**

	Frequency	Percentage
Valid Yes	2	25.0
No	6	75.0
Total	8	100

The majority (75%) do not believe that there is rape and risky sexual behavior, while 25% confirmed having this. As a result, teenage pregnancies are common in their schools. Margaret Cecil Coleman (1986: 237) and De Meillon (1997:28) confirmed that there are many cases of teenage pregnancies in high schools.

**Table 4.29 Frequency distribution of gangs/ aggressive behaviour**

	Frequency	Percentage
Valid Yes	3	37.5
No	5	62.5
Total	8	100

Table 4.29 above shows that the majority (62.5%) are of the opinion that there are no gangs and aggressive behaviors in their schools, while 37.5% confirmed that there are such problems in their schools.

**Table 4.30 Frequency distribution of RCL being part of disciplinary committee**

	Frequency	Percentage
Valid Yes	6	75.0
No	2	25.0
Total	8	100

The majority (75%) agreed that they are part of the disciplinary committee, while the remaining 25% indicated that they are not part of the disciplinary committee.

**Table 4.31 Frequency distribution of support from parents**

	Frequency	Percentage
Valid Yes	6	75.0
No	2	25.0
Total	8	100

Most respondents (75.0%) agreed that they receive parental support if they have problems, while 25% of the respondents do not get parental support. Dekker and Lemmer (1994) strongly argue that children need support from parents for them not to misbehave.

**Table 4.32 Frequency distribution of seized weapons in 2008**

	Frequency	Percentage
Valid Yes	2	25.0
No	5	75.0
Total	8	100

The majority (75%) respondents said no weapons were seized in their schools while 25% agreed that weapons have been seized from their schools. These results may suggest that schools and parents, should join hands, in order to curb the problem.

**Table 4.33 Frequency distribution of seized drugs in 2008**

	Frequency	Percentage
Valid Yes	8	100
Total	8	100

All respondents (100%) agreed that drugs had been seized from their schools. These results suggest that more needs to be done by both the school and parents in order to curb the problem.

**Table 4.34 Frequency distribution of yearly pregnancy of female students**

	Frequency	Percentage
Valid Yes	8	100
Total	8	100

All respondents (100%) agreed that pregnancies are common on a yearly basis and this is an indication that learners are involved in risky sexual behaviours.

**Table 4.35 Frequency distribution of peer pressure as a source of learners' behavioural problems**

	Frequency	Percentage
Strongly agree	2	25.0
Agree	4	50.0
Disagree	1	12.5
Not certain	1	12.5
Total	8	100

Table 4.35 shows that the majority of respondents agree that peer pressures is a source of learners' behavioural problems. Only 12.5% respondents disagreed that peer pressure plays a role, the other 25% respondents are not certain whether it does play a role or not. These figures indicate that the majority of the respondents say peer pressure is contributing to the development of learners' behavioral problems

**Table 4.36 Frequency distribution of parents, SMT, RCL ensuring discipline**

	Frequency	Percentage
Agree	7	87.5
Not certain	1	12.5
Total	8	100.0

The majority of the respondents (87.5%) agreed that parents, SMT, RCL ensure that there is discipline in their schools while the remaining 12.5% of the respondents are of the view that parents, SMT, RCL do not ensure discipline in their schools.

**Table 4.37 Frequency distribution of impact of problematic behaviour in performance**

	Frequency	Percentage
Valid Agree	3	37.5
Disagree	5	62.5
Total	8	100

There were 37.5% of respondents who maintained that problematic behaviour has an impact in the performance of learners while the majority of the respondents saw no correlation between performance and problematic behaviour. Rossouw (2003) and Joubert et al, (2004) state that problematic behavior affect learner performance.

**Table 4.38 Frequency distribution of security to minimise drug trafficking**

	Frequency	Percentage
Valid Strongly agree	1	12.5
Agree	4	50.0
Disagree	2	25.0
Not certain	1	12.5
Total	8	100

Table 4.38 shows that the necessity of having security to minimise drug trafficking was supported strongly by 62,5% of the respondents, while 25% of the respondents disagree. The remaining 12.5 % were not certain as to whether security would minimize drug trafficking or not.

#### 4.3.1 Data collection through interviews with school principals

Unlike the above mentioned groups, principals were not requested to complete a questionnaire. They were interviewed, in order to obtain more personal and qualitative information. In this case, the sample size of principals was too small for meaningful statistics to be calculated, and their responses are then judged as anecdotal and subjective:

The data collected from interviews with the school principals were categorised into 15 main categories:

1. Length of service as a principal;
2. Problematic behaviours experienced;
3. Solved problematic cases in 2008;
4. Internal and external causes of behavioural problems;
5. Ways of identifying behavioural problems;
6. Educator learner ratio;
7. Moment of informing parents on behavioural problems;
8. Existence of an operational school code of conduct;
9. Existence of disciplinary committee;
10. Participants in disciplinary committee;
11. Frequency of parent meetings;
12. Means of inviting parents to a meeting;
13. Reasons for less or non attendance of parents to meetings;
14. Existence of sex education programmes; and
15. Availability of security measures.

I will discuss each of the above categories.

#### 4.3.1.1 Length of service as a principal



On average, the four interviewed principals have occupied their positions for nineteen years. It can be assumed that such principals have a wealth of experience. Another interpretation may be that these experienced principals had had a taste of dealing with learners' misbehaviour.

#### 4.3.1.2 Problematic behaviours experienced

All interviewed principals had the following common behavioural problems: truancy; bullying; fights; substance abuse; risky sexual behavior; gangs and aggressiveness; possession of weapons.

If the principals are genuine in their responses, it is obvious that unless parents and schools work together, the above behavioural problems will persist and have a serious negative impact on the future of learners and future generations.

#### 4.3.1.3 Solved problematic cases in 2008

All interviewed principals indicated that they had solved numerous cases in 2008. On average, twenty one cases were solved. Table 4.38 above summarises cases solved for each principal. This is alarming, it is alarming, it is clear that more time is wasted in solving problems instead of teaching and learning.

Table 4.39 Solved problematic cases in 2008

Schools principal	problematic cases
1	25
2	27
3	20
4	23

On average, solved cases are 21

#### 4.3.1.4 Internal and external causes of behavioural problems



All principals interviewed agreed that learners' behavioural problems are caused by both internal and external forces. The main internal causes, according to the participants, are: less monitoring by educators; lack of commitment on the educators' side; insufficient time of motivating learners; lack of intrinsic motivation; peer pressures; fighting and bullying and less extra-curricular activities.

External forces, according to interviewed principals, included to be: lack of parental involvement; child-headed families; shebeens and taverns; lack of extrinsic motivation; less extra-curricular activities; peer pressure; loss of power and frustrations on the parents' side; and lastly; drug trafficking in the community.

#### 4.3.1.5 Ways of identifying behavioural problems

On ways of identifying behavioural problems, all principals interviewed indicated that: sometimes a learner can display a sudden change of behavior. This could manifest itself through deteriorating academic performance, absenteeism without valid reasons, lack of respect for educators, parents and other learners. Sometimes the learner might be found in possession of drugs like cigarette or marijuana or might be pregnant.

#### 4.3.1.6 Educator learner ratio

The educator learner ratio, according to the interviewed principals, differed.

**Table 4.40 Educator learner ratio**

School	Ratio
1	1: 30
2	1: 56
3	1: 44
4	1: 46

On average, the educator -learner ratio is 1:44, which is not bad but the most of the principals interviewed indicated that there is still a shortage of classrooms. One could assume that the principals are failing to identify behavioural problems at an early stage because some classes are overcrowded.

The principals' view is that more classrooms should be provided to enable better teaching and learning and to make it easy to identify behavioural problems at an early stage. I assume that in this case parents (SGB) are not playing their part of working with the schools in drawing motivations for the relevant departments.

#### 4.3.1.7 Moment of informing parent on behavioural problems

All principals' responses bear similar understanding but on different levels. One of the interviewed principals stated that parents are informed immediately the school detects any form of behavioural problems while others say that they do detect the problem, reprimand or talk to the learner if the case is not so serious then invite the parents if the problem persist as it is not easy to get hold of the parents and posing danger to the learner and other learners.

Another group of principals indicated that they become frustrated, confused and disappointed by the resentment of parents in cases where there is a problem. In fact, all principals interviewed claimed that they involve parents in trying to solve learners' behavioural problems. Some complained that, in most cases, parents fail to appear when invited. Myeko (2000:51-52) argues that factors that hinder parental involvement namely, lack of time, financial constraints, family problems, illiteracy and transport problems, might be genuine.

#### 4.3.1.8 Existence of an operational school code of conduct

All interviewed principals were positive in the fact that an operational school code of conduct exists in their schools. However, the fact that not all relevant stakeholders took part in the drawing of the school code of conduct, might, be a contributing factor that may cause parents and the school not to speak in one voice. The perpetrator may grab this opportunity and defy the set code of conduct.

#### 4.3.1.9 Existence of disciplinary committee

All interviewed principals indicated that a disciplinary committee which is constituted by SMT exists in their schools because behavioural problems of learners are so vast in these schools, one could recommend that this structure be beefed up.

#### 4.3.1.10 Participants in disciplinary committee

All principals interviewed indicated that SMT and some co-opted educators are the main participants in the disciplinary committee. In case of behavioural problems, it is the SMT's prerogative to inform SGB and RCL.

#### 4.3.1.11 Frequency of parent meetings

All principals interviewed had different versions when it came to parent meetings.

Interviewed principals experienced negative parent involvement and the main reason was that due to the fact that most parents have jobs. Other reasons include: parents working away from home; parents who do not see themselves as part of the school and therefore entrust everything to teachers.

#### 4.3.1.14 Existence of sex education programme

All interviewed principals confirmed that sex education programmes are part of Life Orientation and Life Sciences which are taught at school. The problem which is experienced by all interviewed principals is that they experience teenage pregnancies.

**Table 4.41 Distribution of meetings**

School                      Frequency of meetings

1	Quarterly
2	Monthly
3	Quarterly
4	Quarterly

Most parent meetings are scheduled. Emergency meetings do occur but rarely. If a school had monthly meetings, according to the interviewed principal, it is because the school is failing dismally on monthly tasks, therefore they want parents to be updated on the school's progress. The only challenge according to the principals is that some parents do not attend these quarterly meetings.

#### **4.3.1.12 Means of inviting parents to a meeting**

Different ways, according to the interviewed principals, are used depending on the reason for the invitation. Ways range from letters which are handed to learners to media like radio.

#### **4.3.1.13 Reasons for less or non -attendance of parents to meetings**

Different reasons for none or less attendance were given by interviewed principals. Interviewed principals experienced negative attendance and the main reason was that due to the fact that most parents were illiterate. Other reasons include: parents working away from home; parents who do not see themselves as part of the school and therefore entrust everything to teachers.

#### **4.3.1.14 Existence of sex education programme**

All interviewed principals confirmed that sex education programmes are part of Life Orientation and Life Sciences which are taught at school. The problem which is experienced by all interviewed principals is that they experience teenage pregnancies

on a yearly basis and according to one of the principals, this is an indication that learners do not link what they learn in the subject to their daily lives.

#### 4.3.1.15 Availability of security measures

All interviewed principals, were not satisfied about the security measures in their schools. Security staffs at the gates are not trained and anything may happen at any time. SGB employs parents to do security jobs.

#### 4.3.2. Data collection through interviews with SGB members

##### Introduction

Data was collected from four SGB members in schools separate from those where the principals interviewed. The data collected from interviews with the school principals were categorised into 15 main categories as follows:

1. Identification of a child with behavioural problems;
2. How often parents meet;
3. Invitation to disciplinary meetings;
4. Types of behavioural problems identified outside the school environment;
- 5 Partnership with the school;
6. Community plans for curbing behavioural problems;
7. Informed about school's code of conduct;
8. Familiarity with South African School Act;
9. Drop-outs and causes;
10. Working away from home;
11. Financial support for school materials;
12. Disciplining children at home;
13. Limits on learners' rights;
14. Provisions of co-curricular activities in the community and
15. Factors leading to non- parental involvement.

### 4.3.2.3 Invitation to disciplinary meetings

#### 4.3.2.1 Identification of a child with behavioural problems

According to three of the interviewed parents, invitations are sent as a last resort, that All four parents interviewed indicated that they are able to identify some of behavioural problems. On further response three of the four parents interviewed indicated that some of the behavioural problems are picked up by the school which in turn alerts parents.

#### 4.3.2.4 Types of behavioural problems identified outside school environment

Some of the identified behavioural problems include: possession of drugs and weapons; alcohol consumption; peer influence; teen pregnancies; change of behaviours; coming home late lack of respect; fights and bullying; gambling and vandalism. Literature also shows that some of these behavioural problems are matters of concern in the schools. De Meillon cited in Hurlock, 1967:435).

#### 4.3.2.2 How often are parents meetings?

All four parents interviewed indicated that there are schedules for meetings, though sometimes they are some emergency meetings which are called as per need.

**Table 4.3.42 Frequency distribution of meetings**

School	meetings
1	Quarterly
2	Monthly
3	Quarterly
4	Quarterly

On further response to this, the four interviewed parents were not satisfied by the attendance. According to one interviewee, some parents do not bother themselves even when it comes to the collection of quarterly reports let alone meeting with school officials to discuss issues pertaining to their children.

The reasons provided by the interviewed parents were that some parents work away from home, while others are just ignorant when it comes to the future of their children.

### 4.3.2.3. Invitation to disciplinary meetings

#### 4.3.2.3.1. Partnership with the school

According to three of the interviewed parents, invitations are done as a last resort, that is, after the SMT has done disciplinary logistics. One parent, however indicated that they only get information during meetings.

According to them, they are only informed about disciplinary meetings after the fact.

### 4.3.2.4. Types of behavioural problems identified outside school environment

There are similar and different types of behavioural problems depending on the schools of the interviewed parents.

The following table shows the frequency of distribution of behavioural problems in the schools.

**Table 4.43 Frequency of distribution of behavioural problems**

The last interviewed parent was not sure of the frequency of distribution of the behavioural problems in their school.

Behavioural problems	Parent of school 1	Parent of school 2	Parent of school 3	Parent of school 4
Truancy	*	*	*	*
Possession of drugs	*	*	*	*
Risk sexual behavior	*	*	*	*
Possession of weapons	*			*
Alcohol consumption	*	*	*	*
Fights and bullying	*	*	*	*
Gambling	*		*	*
Vandalism	*		*	*

This supports the information obtained from principals and educators. In view of the table above one is convinced that truancy, possession of drugs, risky sexual behavior, alcohol consumption and fights and bullying are behavioural problems which are dominating followed by gambling and vandalism.

However, they are not sure of the frequency of distribution of the behavioural problems in their schools.

According to the table above, interviewed parents from school 1, and 4 indicated the seriousness of the behavioural problems in their schools followed by school 3 and lastly school 2.

#### 4.3.2.5. Partnership with the school

Two of the interviewed parents claimed that they try their level best to work in partnership with the schools, but that schools are not engaging them that much. According to them, they are only informed about resolutions taken against problematic behaviours of their children.

One of the interviewed parents indicated that due to work commitments, the partnership is not so effective. However where time is available, support is provided to schools.

The last interviewed parent was not sure that the partnership existed. The interviewee indicated that the school is entrusted with everything, parents only support the school ideas. Dekker and Lemmer (1994: 161) Heystek and Louw (1999: 26-27) also noted that in their studies.

#### 4.3.2.6. Community plans for curbing behavioural problems

Three of the interviewed parents mentioned community plans like inviting motivational speakers such as prominent people/ veterans. The three who are in the majority of the interviewed parents say parents use motivational strategies. One parent added that they also have awareness campaigns from the hospital staff, clinic nurses and police officers. However this too, is not bearing fruit.

#### 4.3.2.7. Informed about school's code of conduct

All interviewed parents agreed that they are aware that their schools have a code of conduct. However they are not sure about the functionality or effectiveness of the codes of conduct.

#### 4.3.2.8. Familiarity with South African School Act

Three of the four interviewed parents indicated that they are not familiar with the South African School Act. However on further questioning they agreed that they are aware that children have the right to learn. One of these interviewed parents also mentioned that these rights are the ones which influence learners to develop behavioural problems.

My assumptions are that these parents are not familiar with the South African School Act and schools should take it as a challenge or gap to be filled, so that at the end parents are made familiar with their roles They should know that children's rights have limits and that it is their responsibility to instill values on their children at a tender age.

#### 4.3.2.9. Drop-outs and causes

All the interviewed parents mentioned almost similar views that most drop -outs are jobless, hopeless, trouble-some to parents and the community and also that there are a few who are surviving by doing temporary or piece jobs.

Different opinions on causes of dropping out were given by the interviewed parents. These included child-headed homes; poverty; behavioural problems which lead them to jail; or being expelled from school.

#### 4.3.2.10. Working away from home

Three of the interviewed parents do not work away from home and only one is working away and is only available one weekend per month. The availability of parents however is not bearing any fruit because children are developing behavioural problems in their presence.

#### 4.3.11. Financial support for school materials

All interviewed parents were positive that they financially support the schools. One of the interviewees further indicated that the only challenge is that of parents whose latest

statuses are not known to the school. These parents fail to avail themselves may be due to poverty.

#### 4.3.12. Disciplining children at home

The responses from all the interviewed parents were positive, that children are disciplined at home. The how question drew different responses like: manual work; withdrawal of pocket money; limiting of play time and sometimes giving a hiding.

#### 4.3.13. Limits on learners' rights

Different views were aired by the interviewed parents and three indicated that their children do not do as they like. They limit these rights, while one of the interviewed parents indicated that the new government has given these children too much freedom and parents are no longer able to control them.

None of these parents indicated that these rights are coupled with responsibilities. That is why teenage pregnancies and other behavioural problems are numerous even if children's play times are limited.

#### 4.3.14. Provisions of co-curricular activities in the community

All four interviewed parents were open and indicated that the only co-curricular activity available is soccer for boys. On further questioning, only one parent indicated that sometimes if time allows parents would avail themselves for this activity and the rest showed no interest as most of the children show no respect for old people.

Girls are not catered for and my assumptions are that they may end up being involved in all sorts of behavioural problems. Again, the majority of boys who are not players are not catered for in co-curricular activities.

### 4.3.15. Factors leading to non- parental involvement

Different factors were mentioned by all interviewed parents ranging from time constraints, transport problems, ashamed of humiliation and not getting invitations. Louw, (2004:2) has also noted the same problem.

The results may suggest that schools do not plan with parents, but impose meeting schedules on them. Parents are not made part of the vision and mission of the school.

## 4.4 CONCLUSION

Chapter 4 dealt with the analysis and interpretation of data. The next chapter will deal with findings' recommendations and recommendations for further studies.

### OVERVIEW OF THE STUDY, FINDINGS AND RECOMMENDATIONS

#### 5.2. Overview of the Study

##### 5.1. Introduction

In this last chapter, the study provides answers to the research questions through the discussion four topics. These were derived from themes that emerged from the information presented by school principals, educators, parents and learners namely causes, eradication, involvement and improvement of parent involvement in their children's education.

From Chapter four, causes, ways of eradication, involvement of parents were identified. Furthermore this study highlights the implications of these findings for future research. This chapter ends with concluding remarks on parents being actively involved in dealing with learners' problematic behaviours.

The research topic presented in chapter one guided this study to inductively probe the constructs (institutional, educational, social, ethical and political) that involve parents in dealing with learners' problematic behaviours and how the present status quo can be improved. Addressing these questions build profound comprehension of how parents' transformative, participative and interactive involvement might improve and create conducive teaching and learning environment for both educators and learners. In review, these questions are:

- What causes learners to develop problematic behaviours?
- How can parents assist educators in eradicating learners' problematic behaviours?
- How can parents be involved in managing learners' problematic behaviours?
- How can learners' problematic behaviours be changed?

This chapter will strive to answer the above mentioned questions.

## 5.2. Overview of the Study

The most important aim of the study was to investigate parental involvement in Nzhelele East circuit in dealing with learners' problematic behaviours. In answering the research questions, the discussion was organised around topics that are also grounded within literature. The basic research was formulated as follows: How can parents be actively involved in the maintenance of policy governing learners' behaviours?

The subsequent chapters examined in different ways. The factors influencing positive behaviours of Nzhelele East circuit learners with the hope of having an impact on teaching and learning.

**CHAPTER ONE:** The introduction and background of the topic were clearly outlined. Research topics, research problem and statement of the problem were clearly exposed. The significance of the research study, the aim of the research, research methods, research objectives, research approach and the structure of the study were explicitly stated.

**CHAPTER TWO:** The chapter provided the review of literature relating to the historical background of parental involvement in problematic behaviours displayed by learners as well as the possible impact on the school and educators affected by such behaviours. It provided the theoretical background for the investigation undertaken by the researcher. This review was undertaken in order to establish a theoretical understanding of and a basis for developing the research instrument used.

**CHAPTER THREE:** In this chapter, research methodologies that is, quantitative and qualitative approaches were discussed. The chapter further discussed and examined the rationale for the research design and methodology.

**CHAPTER FOUR:** This chapter focused mainly on data analysis and interpretation. In this chapter data was presented, analysed and interpreted

**CHAPTER FIVE:** This chapter summarised the study and conclusions were drawn. Recommendations for further research were made and where applicable policies on learner's code of conduct be amended.

### **5.3 Major Findings of the Study**

#### **5.3.1 Findings based on the questionnaires completed by educators (quantitative data)**

In the sampled schools, most of the variables that, according to the responses from the questionnaires confirm an impact on lack of parental involvement. In dealing with learners' problematic behaviours.

The most important variables which emerged from the analysis were different types of behavioral problems displayed by learners and lack of parental involvement, including their inactiveness when dealing with such behaviours.

Frequency meeting with parents had no relationship with the circuit results statistics. Suggesting that parental involvement must be planned in such a manner that partnerships are strengthened so as to overcome and dissolve behavioural problems that may be impacting on the results.  
impacting on the results

#### **5.3.2 Findings based on the questionnaires completed by learners (quantitative data)**

Inactiveness of parents was experienced by the bigger percentage of respondents and this is a sign that child-headed families and parents who are working far from home are not playing their roles, particularly where problematic behaviours are experienced.

Even taking into account the fact that much of the information compiled from learners could be considered biased in one way or the other, one finds it interesting that some of the information was confirmed by educators. For example, behavioural problems displayed by some learners like, peer pressures was seen as a source of learners' behavioral problems and it seems parents are ill informed about this.

### **5.3.3 Findings based on the interviews with school principals (qualitative data)**

My findings in this problem were that schools are spending more time trying to solve behavioural problems of learners instead of teaching. Parents are not actively involved from the onset and on average, twenty- one cases were solved, but these keep on persisting. In other words, support from parents is limited.

In fact, all principals interviewed claimed that they involved parents in trying to solve learners' behavioural problems and some complained that, in most cases parents failed to turn up when involved by the school. My findings in this are that schools do not have timing when inviting parents. They only follow their meeting schedules, disregarding the majority of parents. Child-headed families create serious problems as the school gets less if no support from homes.

### **5.3.4 Findings based on the interviews with school parents (qualitative data)**

Parents are not active partners of the schools and in some cases reason are work commitment.

Parents claimed that they were trying their level best to work in partnership with the schools, but that schools were not engaging them that much. According to them, they are only informed or engaged when problems arise.

## 5.4 Limitation of the study.

Though the sampled number of schools was reasonable, the outcomes cannot easily be generalised due to the fact that there are some schools within the circuit which were not part of this study. However at a distance, one could see the harmony between them and parents.

Lesser behavioural problems might be experienced in these schools and this may bear good results in terms of learners. The unfortunate part is that not all schools were sampled and the sample is representing them.

Another consideration is that while it might be desirable to find the link between lack of parental involvement in dealing with learner's problematic behaviours and their performance, this was not directly addressed in this study.

## 5.5 Conclusion

Assuming that qualitative and statistical results can be used as the basis for noteworthy results, I, therefore, conclude that my main expectations have to do with active parental involvement, in order to employ the spirit of team work or partnership when dealing with the problem in question. This may limit the learners in boosting their characters as both parents and the school would be working together.

If all behavioural problems could be dealt with, at an early stage by both parties, some learners' futures could be saved.

A school running calmly with fewer problematic cases can breed better future leaders. In conclusion, the involvement of parents in students' academic work and behaviour can be expected to have beneficial effects on good morals and values among learners.

## 5.6 Recommendations

### 5.6.1 Recommendations relating to the study

In spite of all limitations, the conclusions do suggest practical strategies that both the school and parents could employ, in order to improve the status of learners.

These strategies are valuable and if all principals within the circuit can come together to make suggestions on why learners from the same communities sharing the same parents behave differently in schools. The strategies could be described as follows:

- Establishing trust between the school, parents and learners;
- Assisting the school with means of curbing behavioural problems;
- Establishing other effective means of communication when inviting and addressing parents;
- Revisiting learners' code of conduct;
- Effecting facets that needs serious attention, *inter alia*;
- **Visible** facets like: Inactiveness of educators(and learners) that might cause learners to develop behavioural problems;
- **Hidden** facets: Educators (and learners) attitude and disposition towards already developed behavioural problems which can hamper the effectiveness in teaching and learning;

### 5.6.2 Recommendations for further study

For further studies, this topic needs to be widened to fully explore and answer the following questions:

- Are meetings with parents solely for disciplinary reasons, or are parents regarded as partners?
- Are there links between learners' performance, their behaviour and inadequate parental involvement?

- Are educators trained to can change learners' behaviour patterns from the negative to positive?

## 5.7 CONCLUDING REMARKS.

To address the challenge in question, a number of matters deserve attention. Training of educators to deal with problematic behaviours of learners, as well as facilitation of parental guidance programmes on how to deal with such learners before it is too late need to be considered.. Consideration should, for example, be given to the training of SGB parents who may, in turn, train other parents on parental involvement in solving problematic behaviours of their children.

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School of Education  
University of Venda  
Tlohoenyandou 0920  
2009-04-12

Dear Principal

I am currently conducting research in Parental involvement in dealing with learners' problematic behaviours in Ntabelole East Circuit for the years 2008 to 2010 and I have been granted permission by the Vhembe District Department of Education to conduct research in the school in which you are currently managing as it has been selected to take part in this research.

1. An interview will be conducted and it will take approximately 30 minutes.
2. There is no known risk involved in the research.
3. There is no cost involved.
4. Questionnaires will be distributed to SMT and PCT members and collected after seven (7) working days.

You are assured that your identity and responses to the interviews and questionnaires will be regarded as extremely confidential at all times and that they will not be made available to any unauthorised user.

Should you have any queries or comments, you are welcome to contact me.

N. E. RANKHODODO

CONSENT

Enquiries: Rankhododo N.E

Cell no: 0822024613

School of Education

University of Venda

Thohoyandou 0920

2009-04-12

Dear Principal

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1. An interview will be conducted and it will take approximately 30 minutes.
2. There is no known risk involved in the research.
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4. Questionnaires will be distributed to SMT and RCL members and collected after seven (7) working days.

You are assured that your identity and responses to this interviews and questionnaire will be regarded as extremely confidential at all times and that they will not be made available to any unauthorised user.

Should you have any queries or comments; you are welcome to contact me.

N..E. RANKHODODO

---

CONSENT



In terms of the ethical requirements of the University of Venda, you are now requested to complete the following section:

\_\_\_\_\_

have read this letter and understand the terms involved.

On condition that the information provided by me is treated as confidential at all times. I hereby (MARK the appropriate section)

give consent

do NOT give consent that the results may be used for research purposes.

Signature \_\_\_\_\_

Date \_\_\_\_\_

QUESTIONNAIRE FOR SMT MEMBERS ON PARENTAL INVOLVEMENT



AN ANALYSIS ON PARENTAL INVOLVEMENT IN DEALING WITH PROBLEMATIC BEHAVIOURS OF LEARNERS.

This study aims to examine parental involvement in dealing with learners' problematic behaviours in Nzhelele East Circuit.

Your anonymity is absolutely guaranteed. You are not required to state your name in the questionnaire. The integrated results will, however, be made available to each school involved in this study.

There are no rights or wrong answers, but please answer as honestly as you can. It should take you about 30 minutes to complete the questionnaire.

FEMALES | MALES | BOTH

PLEASE ANSWER ALL QUESTIONS

YOUR ASSISTANCE IS VERY MUCH APPRECIATED

YES | NO

Bullying/ Fights	
Truancy/ kidnaping	
vandalism	
drug abuse/ Alcohol	
Rape/ risky sexual behaviour	
Gangs/ aggressive behaviour	



INSTRUCTIONS: Make a cross (X) next to the relevant box.

1. Gender

MALE	FEMALE
------	--------

2. Are you aware of the existence of the school's code of conduct?

YES	NO
-----	----

3. Which sex dominates in showing problematic behaviours?

FEMALES	MALES	BOTH
---------	-------	------

4. Do the problematic behaviours disturb teaching and learning?

YES	NO
-----	----

5. Which of the following behavioural problems are found at school?

Bullyng/ Fights	
Truancy/ kidnapping /vandalism	
drug abuse/ Alcohol	
Rape/ risky sexual behaviour	
Gangs/ aggressive behaviour	

6. Is the RCL part of the disciplinary committee?

YES	NO
-----	----

7. Do learners receive lessons on sex education?

YES	NO
-----	----

8. Are you repeating the grade in 2009?

YES	NO
-----	----

9. Do you get support from parents if you have problems at school?

YES	NO
-----	----

10. Do you see parents playing a role in ensuring discipline in the school?

YES	NO
-----	----

11. Do you see school managers playing a role in ensuring discipline in the school?

YES	NO
-----	----

12. Are there any dangerous weapons that were in the school seized from 2008 to date?

YES	NO
-----	----

13. Are there any drugs seized that were from 2008 to date?

YES	NO
-----	----

14. Female learners are falling pregnant every year.

YES	NO
-----	----

To what extent do you agree/ disagree with the following statements?

15. Peer pressure plays a major role in the development of problematic behaviours.

Strongly agree	
Agree	
Disagree	
Strongly disagree	
Not certain	

16. Parents are not active members of the school

Strongly agree	
Agree	
Disagree	
Strongly disagree	
Not certain	

17. Parents, Staff Management Team and the Representative Council of Learners play a role in ensuring discipline?

Strongly agree	
Agree	
Disagree	
Strongly disagree	
Not certain	

18. Learners' problematic behaviours have an impact on their performance.

Strongly agree	
Agree	
Disagree	
Strongly disagree	
Not certain	

19. Security can minimise drug trafficking.

Strongly agree	
Agree	
Disagree	
Strongly disagree	
Not certain	



## INTERVIEWS FOR PRINCIPALS ON PARENTAL INVOLVEMENT.

### AN ANALYSIS ON PARENTAL INVOLVEMENT IN DEALING WITH PROBLEMATIC BEHAVIOURS OF LEARNERS.

This study aims to examine parental involvement in dealing with learners' problematic behaviours in Nzhelele East Circuit.

Your anonymity is absolutely guaranteed. You are not required to state your name in the questionnaire. The integrated results will, however, be made available to each school involved in this study.

There are no rights or wrong answer, but please answer as honestly as you can. It should take you about 30 minutes to complete the questionnaire.

PLEASE ANSWER ALL QUESTIONS

YOUR ASSISTANCE IS VERY MUCH APPRECIATED

Interviews questions:

1. For how long have you been serving as the principal of this school?
2. Which forms of problematic behaviours are you experiencing?
3. How many problematic behaviour cases did you resolve in 2008?
4. What are the internal and external causes of development of problematic behaviours in learners?
5. How do you identify learners with problematic behaviors?
6. What is the educator learner ratio? Does it have an impact on learners problematic behaviours?
7. When do you inform parents with a problematic behaviour child? How do you inform them?
8. Do you have an operational school code of conduct?
9. Do you have a disciplinary committee in your school?
10. How is the disciplinary committee constituted? Briefly highlight disciplinary measure processes?.
11. How often do you invite parents for meetings?
12. How do you invite parents for meetings?
13. Do parents come to the meetings? What do you think are reasons for non or less attendance?
14. Do you have a sex education programme in the curriculum? Does it have an impact on improving learners' problematic behaviours?
15. Are there any security measures to curb problematic behaviours of learners?

# QUESTIONNAIRE FOR SMT MEMBERS ON PARENTAL INVOLVEMENT.

## 1. Gender

### AN ANALYSIS ON PARENTAL INVOLVEMENT IN DEALING WITH PROBLEMATIC BEHAVIOURS OF LEARNERS.

This study aims to examine parental involvement in dealing with learners' problematic behaviours in Nzhelele East Circuit.

Your anonymity is absolutely guaranteed. You are not required to state your name in the questionnaire. The integrated results will, however, be made available to each school involved in this study.

There are no rights or wrong answers, but please answer as honestly as you can. It should take you about 30 minutes to complete the questionnaire.

4. If your answer above is NO, state the reason why.  
PLEASE ANSWER ALL QUESTIONS

5. Have you already solved cases of ... above ...  
YOUR ASSISTANCE IS VERY MUCH APPRECIATED

Bullying/ Fights	
Truancy/ kidnapping	
Vandalism	
drug abuse/ Alcohol	
Rape/ risky sexual behaviour	
Gangs/ aggressive behaviour	

6. Do parents form part of the disciplinary committee?

YES	NO
-----	----

INSTRUCTIONS: Make a cross (X) next to the relevant box.

1. Gender

YES	NO
MALE	FEMALE

2. Are parents actively involved in school matters?

YES	NO
-----	----

3. Does the school have a functional learners' code of conduct.

YES	NO
-----	----

4. If your answer above is NO, state the reason why-----

-----

5. Have you already solved cases of: Indicate by a cross solved cases(X)

Bullying/ Fights	
Truancy/ kidnapping /vandalism	
drug abuse/ Alcohol	
Rape/ risky sexual behaviour	
Gangs/ aggressive behaviour	

6. Do parents form part of the disciplinary committee?

YES	NO
-----	----

7. Do problematic behaviors of learners affect school pass percentage?

YES	NO
-----	----

8. If your answer is NO state the reason why-----

9. How often do you experience behavioural problems from learners?

SOMETIMES	
REGULARLY	
NOT AT ALL	
ALWAYS	
UNCERTAIN	

10. Do you consult parents whose children display behavioural problems?

YES	NO
-----	----

11. Does pregnancy in learners affect their performance?

YES	NO
-----	----

12. Does pregnancy in learners affect the performance of other learners?

YES	NO
-----	----

13. Does the school offer a sex education programme?

YES	NO
-----	----

14. Does the school discuss learners' performance with parents?

YES	NO
-----	----

15. If your answer is NO state the reason why-----

-----

YES	NO
-----	----

16. How often do you have meetings with parents?

Quarterly	
Monthly	
When there are problems	
Not certain	

17. Do you see school managers playing a role in ensuring discipline in the school?

YES	NO
-----	----

18. Is there any security measure in place to offer safety for other learners?

YES	NO
-----	----

19. To what extent do you agree/ disagree with the following

22. statements?

20. The schools' code of conduct must be amended?

Strongly agree	
Agree	
Disagree	
Strongly disagree	
Not certain	

21. Parents must be involved in drawing the schools' code of conduct

Strongly agree	
Agree	
Disagree	
Strongly disagree	
Not certain	

22. There are possibilities of being dysfunctional for 2009 Grade 12 learners performance.

Strongly agree	
Agree	
Disagree	
Strongly disagree	
Not certain	

## INTERVIEWS FOR PARENTS ON PARENTAL INVOLVEMENT

2. How often do you attend parents' meetings?

## AN ANALYSIS ON PARENTAL INVOLVEMENT IN DEALING WITH PROBLEMATIC BEHAVIOURS OF LEARNERS.

school environment?

This study aims to examine parental involvement in dealing with learners' problematic behaviours in Nzhelele East Circuit.

6. Does the community have a plan in place to ensure that learners are not

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9. What is happening with the drop outs in the community? in your opinion,

There are no rights or wrong answers, but please answer as honestly as you can. It should take you about 30 minutes to complete the questionnaire.

11. Do you financially support your child with school fees?

PLEASE ANSWER ALL QUESTIONS

13. Do rights and responsibilities of your children have any impact?

YOUR ASSISTANCE IS VERY MUCH APPRECIATED

15. Which factors lead to non-parental involvement on readers affecting their children?

1. Are you able to identify a child with behavioural problems?
2. How often do you attend parents' meetings?
3. Does the school invite you for disciplinary hearings?
4. Which types of behavioural problems are displayed by learners outside the school environment?
5. Do you work in partnership with the school on problems identified in question 3 above?
6. Does the community have a plan in place to ensure that learners are not engaged in problematic behaviours?
7. Are parents informed about the schools' code of conduct?
8. Are you familiar with the South African Schools Act ?
9. What is happening with the drop outs in the community? In your opinion, what are the causes of drop-outs?
10. Do you work away from home? How often do you visit your children ?
11. Do you financially support your child with school materials?
12. Do you discipline children at home?
13. Do rights and responsibilities of your children have some limits?
14. Are there any provisions for co-curricular activities in your community?
15. Which factors lead to non-parental involvement on matters affecting their children?