

**PARENTAL INVOLVEMENT IN THE EDUCATION OF THEIR
CHILDREN: A CHALLENGE TOWARDS SCHOOL
EFFECTIVENESS**

BY

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Submitted in fulfillment of the requirement for the degree of

MASTERS OF EDUCATION

in the

DEPARTMENT OF EDUCATIONAL MANAGEMENT

SCHOOL OF EDUCATION

UNIVERSITY OF VENDA

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DECLARATION

I, NELWAMONDO MPFARISENI ROSE declare that “Parental involvement in the education of their children: A challenge towards school effectiveness is my own work and that all sources used have been indicated by means of a complete reference. This dissertation has ever been submitted before for any degree or examination purpose. It is submitted in fulfillment of the requirements for the degree of Master in Education in Management in the Department of Curriculum Studies and Educational Management, School of Education, University of Venda.

DEDICATION

I dedicate this study to my mother Mukondeleli Lilly Murathi, my elder brother Victor Murathi and my sister Elelwani. All three are always supportive and believe in me that I can make it. To my children, this study serves as a challenge that they must achieve more than what I did.

I would like to thank God Almighty who gave me power, courage knowledge and ability to go on with my studies. Thank you God for giving me protection and encouragement through your word of wisdom.

My husband Azwimbavhi Ronald Mbelembe thank you very much for being so courageous and to be very much side throughout my studies. You encouraged me even in times that I wanted to drop out, thank you so much.

My four children: Livhuvani, Unerine, Mutweli and Murendeni, thank you for your support, you supported me even in times where you needed me most and accept that I was studying. Thank you so much.

My supervisor, Dr A.P. Kutame and co-supervisor Mr. Ramshulana L.P for their support, understanding and encouragement during my studies. They were so patient and courageous.

All school managers and educators of primary schools around Vuwani Area, for being part of my studies and for sharing their experiences and views with regard to parental involvement in the education of their children: A challenge towards school effectiveness.

ACKNOWLEDGEMENTS

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ABSTRACT **CONTENTS** **PAGE**

Parental involvement in the education of their children in Vuwani area needs to be investigated. The aim of this study was to investigate whether parents contribute towards the academic performance of their children. The study used both qualitative and quantitative approaches to collect data. A total number of 150 questionnaires were handed out to be completed by respondents. Teachers, School Governing Body members and principals were selected through simple random sampling procedure. Results indicated that parents are making a meaningful contribution towards the academic performance of their children when they are involved. Parental involvement was seen as an important strategy for the advancement of the quality of education. Parents should work directly with their children on learning activities at home.

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CHAPTER 1: INTRODUCTION

1.1. Introduction of the study

In South Africa moves to improve parental involvement in the education of their children in public schools since 1994 had focused primarily on the knowledge of the rights of parents or guardians in the education of their children. The benefits of parental involvement in education were well documented. In numerous studies undertaken by Epstein (1995), Wolfendale (1992), Sun (1998) and Wherry (1999) it was found that when parents are involved in the education of their children, children try harder, achieve more, their behavior and self-esteem improves, and overall school effectiveness increases.

In view of this, various strategies for effective parent involvement have been developed to help schools obtain greater parent involvement. Listening to parents and encouraging their participation by giving them more power and responsibility (i.e. greater democratization) results in a better functioning school. School education is not to be offered for the school's sake, but for the sake of the child, family, community and even the state. Education is offered for cultural as well as socio-economic development.

Parental involvement was seen as an important strategy for the advancement of the quality of education. Expanding the involvement of parents in the education of their children had been viewed important in order to advance the effectiveness of schools and to improve the quality of education (Epstein, 1992).

Some areas in South Africa, for example, Lwamondo which is in the Limpopo province, were still experiencing a challenge with parental involvement and its effect on school effectiveness. Some of the parents were illiterate and thus they did not see the importance of their involvement in school matters. They did not recognize the student-family background as a significant contributor to the success of their children at schools. Some parents thought learners who came from low-income households had less school success than those who came from high socio-economic families. Parents in disadvantaged circumstances expected lower educational success and did not even see it as important to involve themselves in the education of their children.

Mayhard and Howley (1997) argue that many parent involvement programmes had not been developed with the needs of rural communities in mind.

1.2.1. Investigate whether parents were contributing towards learning and teaching through

Parents could contribute through insight and knowledge to complement the professional skills of teachers in ways that strengthened academic and social programmes. However, that is not easily observed in the schools in the communities around Lwamondo. Parents did not seem to work together with school staff to establish academic and social goals for the development and implementation of comprehensive school plans. Parents did not challenge the authority of principals and staff members and consequently they did not seem to provide perspectives on matters that serve the best interest of children to help improve school effectiveness.

1.2.2. Were parents contributing towards school effectiveness through the involvement in the

Parents did not seem to be doing what was expected of them because in some instances as observed in schools around Lwamondo, parents were not actively participating in assisting their children on school issues. Some parents did not know their roles and responsibilities within the school context as the parents of learners. School managers and parents did not always share the same perspectives on issues related to the effectiveness of schools for the improvement of learning and teaching. Against this background, it was not clear whether parental involvement in the education of their children had any effect on school effectiveness.

Based on the background given above, the following assumptions were made. The lack of

1.2. Statement of the problem

would not contribute to school effectiveness. Further, it was

assumed that there was no connection between the school and parental involvement in school

The problem to be investigated was whether parental involvement in the education of their children had an effect on school effectiveness. The study further proposed to investigate whether parental participation in the education of their children was related to academic performance.

1.3. Research Design and Methodology

1.3. Aim of the study

The aim of this study was to investigate whether parental involvement in the education of their children had an effect on school effectiveness. Further, this study sought to:

investigate whether parents were contributing towards learning and teaching through

investigate whether parents were contributing towards school effectiveness through the involvement in the

investigate whether parents were contributing towards school effectiveness through the involvement in the

investigate whether parents were contributing towards school effectiveness through the involvement in the

- 1.3.2. Investigate whether parents were contributing towards the academic performance of their children through their involvement in the education of their children;
- 1.3.3. Investigate whether parents were contributing towards learning and teaching through their involvement in their children's education;
- 1.3.4. Establish the impact of parental involvement on school effectiveness.

1.4. Research questions

This study was guided by the following research questions:

- 1.4.1. Were parents participating effectively in the education of their children?
- 1.4.2. Were parents contributing towards school effectiveness through the involvement in the education of their children?
- 1.4.3. Were parents contributing towards learning and teaching through their involvement in the education of their children?
- 1.4.4. What was the impact of parental involvement on school effectiveness?

1.5. Beginning assumptions

Based on the background given above, the following assumptions were made. The lack of parental involvement in schools would not contribute to school effectiveness. Further, it was assumed that there was no connection between the school and parental involvement in school effectiveness. Parents should form an integral part of the school governance for school effectiveness.

1.6. Research Design and Methodology

Research design is the way in which the researcher decides to execute the formulated research problem. Mouton (2001) defined a research design as a plan or a blueprint of how one intends to conduct research. Schumacher and McMillan (1993) argued that a research design refers to the plan, structure and strategy of investigation conceived so as to obtain answers to the research questions or statements and to control the variables.

The study made use of a triangulation of quantitative and qualitative design. The two approaches were complementary to each other and provided valid and reliable data to address the research questions.

1.6.1. Research design

This study is quantitative and qualitative in nature.

Quantitative research is a scientific approach which views findings of science as absolutely representative of reality and ignores the role of the scientist as human being. This is referred to as positivism. Studies indicate (Gall, Borg & Gall, 1996) that quantitative research is an inquiry posited on the assumption that features of the social environment constitute an objective reality that is relatively constant across time and settings. Gall, et al. (1996) further indicate that the approach is to describe and explain features of this reality by collecting numerical data on observable behaviours of samples and by subjecting this data to statistical analysis. Quantitative approach data will be collected through questionnaires that will be handed to the target group to complete.

The qualitative approach attempted to study human action from the inside perspective. Qualitative approach according to literature Edward, Vockell; William & Archer, (1995) admits that the analysis of human activities is by necessity largely subjective and attempts to make the subjective analysis of human behaviour as unbiased as possible. De Vos, et al. (2002) says that the qualitative research paradigm in its broadest sense refers to research that elicits participant accounts of meaning, experience or perception. Qualitative approach data was collected through interviews. The target group was asked to answer questions that were being asked.

1.6.2. Research Methodology

Population

The population for the survey consisted of teachers, principals, parents and learners from schools in Vuwani area in Limpopo Province.

Sampling

Based on the theoretical background provided, the study followed a purposive sampling procedure. Participants representing the target population group included principals of ten primary schools in the Vuwani area, teachers, parents and learners. The largest subgroups in the sample were parents of learners from selected schools. Only parents who had children in selected schools and those who were S.G.B members participated in the study. Further details regarding sampling are given in chapter 3.

1.6.3. Instrumentation

The questionnaires consisted of two sections.

In the first section, biographical information including gender, age, academic qualifications, religious qualifications and mother tongue was provided. In the second section, respondents were required to indicate the extent to which they agree or disagree with the statements provided.

The questionnaire was pre-tested on five teachers who were requested to give their comments on the appropriateness of the question content, wording, sequence, form, and layout before the final version was administered. For quantitative approach, the instrument that was used was a questionnaire which was distributed to the target group.

Interviews were conducted for the qualitative approach. The interviews for the qualitative approach were done with a sample of principals from five primary schools selected in the Vuwani area. Detailed description of the instrument is given in chapter 3.

1.6.4. Data collection procedure

Data was collected using the following procedure:

For quantitative approach the questionnaires were constructed and consisted of two sections. In the first section biographical information including gender, age, academic qualifications, religious qualifications and mother tongue were given. In the second section, respondents were required to indicate the extent to which they agree or disagree with the statement provided.

Questionnaires were given to a sample of 150 participants selected from teachers, principals, and learners from schools around Lwamondo cluster. The purpose of the survey was to investigate the reaction of respondents about their level of involvement in school effectiveness. 11 primary schools were visited and questionnaires were distributed to teachers, principals, and learners from 5 secondary schools.

An unstructured, in-depth interview was conducted through face-to-face questioning. The interviews were conducted in order to identify how parents support their children's school development. Cohen et al. (2000) define the interview as an interchangeable set of views between two or more people on a topic of mutual interest. Cohen (2000) further sees the centrality of human interaction for knowledge production and emphasizes the social implications of research data.

For qualitative approach, a survey was conducted through the use of face-to-face interviews with 15 respondents. Interviews were also conducted with a sample of five principals from the Vuwani area. The interviews were aimed at identifying how parents support their children's school development.

1.6.5. Data Analysis

Analysis is the process of working with data, organizing and breaking data into manageable units to discover the main points about what is to be learned and thereafter decide what to report on. The collected data was analysed using the Statistical Package for Social Sciences for Windows to examine the association between principals, teachers and parents about their level of involvement in the effectiveness of their respective schools. Qualitative interviews were conducted and data was analysed.

1.7. Delimitations

The study was conducted in Vuwani with principals, teachers, learners, and parents despite limited resources of time and finances.

1.8. Ethical Considerations

According to Elsner (1991) codes of ethics insist on safeguards to protect people's identity and those of the research locations. Confidentiality in qualitative research assured unwanted exposure. The participants were fully informed about the purpose of the research and were assured of confidentiality. Permission to collect data from participants was asked before any interview was conducted and only willing participants were interviewed.

1.9. Significance of the study

No similar research was carried out in Vuwani. The study therefore added to the knowledge base regarding parental involvement as a challenge towards school effectiveness and benefited both parents and the schools in achieving ways that helped in the development of effective schools. The findings helped the Department of Education and schools to involve parents in the decision-making process for the development of their schools.

1.10. Structure of the research chapters

The study is organized in the following way:

Chapter 1: Introduction and general orientation

This chapter consists of a broad overview outlining the background and rationale of the study, statement of the problem, purpose, research questions, research design and methodology, conceptual framework, assumptions and preliminary reviews of literature, delimitation of study, ethical considerations, significance of the study and organization.

Chapter 2: Literature review

This chapter provides the literature on Parental Participation: A challenge towards school Effectiveness.

Chapter 3: Research design and methodology

This chapter gives an overview of the research design methodology used in this study including sampling construction of data collection instruments, data collection procedures and how data was captured and analysed.

Chapter 4: Data presentation, analysis and interpretation

In this chapter, the results of the investigation are presented, explained and analysed. Each analysis is followed by a discussion of responses from participants.

Chapter 5: Model presentation and summary

This chapter provides a summary of the main findings of this study and a discussion of the implications of the importance of parental involvement in school effectiveness.

CHAPTER 2 LITERATURE REVIEW

2.1 Introduction

This chapter provides a conceptual framework of the study followed by a presentation of literature review on parental involvement in the education of their children as a challenge especially for low-income parents in primary schools. This chapter includes: parental involvement and the effectiveness of the school, the advantages of learner achievement when parents partner with a school, the factors that promote involvement, and the socio-economic factors and challenges that affect low-income parents when involving parents in education.

2.1.1 Core conceptual framework

The present study was informed by two main concepts – parental involvement and school effectiveness.

Parental involvement refers to a wide range of activities that have been characterized by a number of psychologists (Lambert, 1979; Gronick & Slowiaczek, 1994) developed by Epstein and colleagues (Epstein, 1995; Epstein & Dauber, 1991). These activities include: parenting, school work, volunteering, support for learning at home, participation in decision making, and collaborating with the community. The current emphasis on parental involvement is based on the belief that parents and the home environment play a critical role in a child's intellectual and social development (Ardles & Harold, 1996).

Hattie (2002) reviewed the evaluations of 41 school and district level parent involvement programmes and concluded that there is little empirical evidence to support the claim that a causal link exists to improve parental involvement ultimately improves students' outcomes. Only one of the parental involvement studies that Hattie (2002) considered to be adequately designed to determine the effects of parental involvement programs.

Epstein, Van der Weide, and Reardon (1987), Stevenson and Baker (1987), and Upton (1992) indicated that the previous studies have associated high levels of parent involvement with improved

CHAPTER 2: LITERATURE REVIEW

2.1. Introduction

This chapter provides a conceptual framework of the study followed by a presentation of literature review on parental involvement in the education of their children as a challenge towards school effectiveness in primary schools. This chapter includes: parental involvement and the effectiveness of the school, the advantages of learner achievement when parents partner with schools, the barriers to parental involvement, and the socio-economic factors and challenges that schools experience when involving parents in education.

2.1. Conceptual framework

The present study was informed by two main concepts -- parental involvement and school effectiveness.

Parental involvement refers to a wide range of activities that have been characterized by a number of typologies (Gordon, 1979; Grolnick & Slowiaczek 1994) developed by Epstein and colleagues (Epstein, 1995; Epstein & Dauber, 1991). These activities include parenting, communicating, volunteering, support for learning at home, participating in decision making, and collaborating with the community. The current emphasis on parental involvement is rooted on the belief that parents and the home environment play a critical role in a child's intellectual and social development (Accles & Harold, 1996).

Mattingly (2002) reviewed the evaluations of 41 school and distinct level parental involvement programmes and concluded that there is little empirical evidence to support the claim that a school's efforts to improve parental involvement ultimately improves students' outcomes. Only half the parental involvement studies that Mattingly (2002) considered to be adequately designed found positive effects of parental involvement programs.

Fehmann, Keith, and Reimers (1987); Stevenson and Baker (1987); and Useem (1992) indicated that a few national studies have associated high levels of parent involvement with improved

educational outcomes for children, but others have reported that parental involvement is negatively related to children's educational outcomes (Fan 2001; Milne et al. 1996).

School effectiveness as defined by Scheerens and Bosker (1997) means the extent to which a school can adapt to the internal and external constraints and achieve the multiple goals of its consistencies in the long run. In this study school effectiveness refers to the extent to which a school can achieve its goals by producing learners who have gained knowledge, who are disciplined and who have developed the appropriate skills and moral values to be functional in society.

According to Cotton and Wickelund (2001), many benefits are accrued for the school and for parents themselves when parents become involved in their children's school activities. They maintained that school personnel benefit from the improved rapport generally accompanied with an increase in parental involvement. Adewuyi (2002) also indicated that active parent involvement and positive home-school community relations have been shown to positively influence effective schooling and students' achievement. Based on literature that has been reviewed so far, it is clear that parental involvement in school activities has a positive relationship with school effectiveness.

According to Rumberger (1995), student family background is widely recognized as the most significant contributor to success in schools. Rumberger's research supported the findings of earlier researchers who argued that the home has a major influence on student school success, and that it is the quality of relationships within student's home environments that has an important effect on school performance (Niesser, 1996; Selden, 1990; Caldas, 1993).

The benefits of parental involvement in education are well documented. Numerous studies indicated (Epstein, 2001; Wolfendale, 1992; Sun, 1998; Wherry 1996) that when parents are involved in education, children try harder and achieve more at school, their behaviour and self-esteem improve, and school efficiency increases. In view of this, various strategies for parental involvement have been developed to help schools obtain greater parental involvement

programmes. Thus, Mayhard and Howley (1997) argue that many parental involvement programmes have not been developed with the needs of rural communities in mind.

Vogels (2002) shows parental involvement in Dutch education to be an important factor, although the involvement in primary education is much greater than in secondary education. Vogels (2002) further concludes that four groups of parents can be distinguished: partners, participants, delegators and invisible parents. The first groups are closely involved in the child's school. Both partners and participants are actively involved in formal school support activities (e.g. assistance with school activities and help with maintenance and tasks).

According to Muller (1998), within the parental context specifically, parents respond to their adolescents' needs and adjust their involvement at home or in school accordingly. The contextual nature of involvement helps to explain the general disengagement of parents over time, but it also sheds light on why the parents of more successful students may be more likely to disengage. When students are doing well in school, their parents see less need to monitor their progress and have less reason to meet with teachers. Whereas when students are having trouble in school, their parents may be more likely to become involved (McNeal, 1999; Sanders 1998). Home-school communication is one type of parental involvement that is critical to home-school relations. The extent to which the school communicates with parents determines the parent's involvement in the activities of the school (Stein & Thorkildsen, 1999). To promote effective communication with families, schools should design a variety of school-home as well as home-school programmes or strategies with all families each year centered on school programmes and about learners' progress (Hanhan, 1998). Furthermore, this communication should be part of a co-equal relationship. Home-school communication should strive to give parents a voice and avoid patronizing parents.

In the quest for a comprehensive model of parent involvement, Epstein (1995) categorized parent involvement into a six dimensional typology: school assisting parents in parenting tasks, two-way communication between the school and the home, parent volunteering, parent in decision-making, parents assisting learners with learning at home, and community partnership. Epstein (1995) further indicated that to realize the six types of parent involvement, schools are faced with

the task of implementing multiple strategies simultaneously to involve parents in the education of learners.

In his discussion of Coleman's work, Halpern (2005) identifies three kinds of capital that families provide -- financial, human and social. Financial capital is roughly equivalent income. A substantial amount of evidence shows that socio-economic status can be a strong predictor of children's educational success (Coleman, 1998). Nevertheless, financially poor families may however still have educational success. Parents with greater formal education provide home environments that support and encourage educational and associated activities (Halpern, 2005).

According to MacDonald (1989), teachers and parents have been frequently described as natural allies who share the common goal of wanting to assist children to develop their full potential. Moreover, the benefits of teacher and parent co-operation are strongly supported by research (Henderson, 1994).

Sandel (1998) indicates that in practice, parents and teachers do not always work comfortably with each other. Schools and families do not always share the same perspectives on what is wanted or needed in the child's best interest. Maharaj (2005) indicates that although in theory parental involvement is not explicitly "classed," in practice, it is middle class parents who are mostly involved and visible. This implies that parents with lower social stratum are in the background. A number of studies reported that many parents in Black African schools often defer decision-making to teachers because of the teacher's class position / identity rather than being up-front and vocal. (Grant, Lewis & Naidoo 2004; Soudien, 2003; Martin, 1995; Walker et al., 1989) indicate and most would agree that students who come from low income and single parent homes have significantly less school success than the students from high socio-economic and intact families. Parental involvement as defined by Muller (1995) refers to the parents' management of their adolescent's careers, active assistance with school, (e.g. helping to select courses) active assistance at home (e.g. helping with homework), and encouragement of educational goals and participation in school events.

Epstein (1992, 2001) has distinguished six types of parental involvement reflecting different types of cooperative relationships between schools and parents:

1. Parenting - Schools must help parents with the creation of positive home conditions to promote the development of children. Parents must prepare their children for school, guide them and raise them.
2. Communicating – schools must inform parents about the school programmes and the progress of children’s school careers.
3. Volunteering - The contributing and help of parents during school activities.
4. Learning at home - Activities aimed at the support, help and monitoring of the learning and development activities of one’s school-going children at home.
5. Decision-making - The involvement of parents in the policy and management of the school and the establishment of formal parent representatives.
6. Collaborating with the community - The identification and integration of community resources and services with existing school programmes, family child-rearing practices and pupil learning.

According to Cotton and Wickelund (2001), many benefits are accrued for the school and for parents themselves when parents become involved in their children’s school activities. Additionally, Henderson (1987), Hicks and Sammons (1992) and Hillman and Mortimore (1995) showed in their various studies that parental presence in school activities and participation in committees’ events and other activities all had positive effects on achievement. Also, Ajayi (2007) posited that the school and the community are interdependent and interrelated and for relationship between them to be meaningful, worthwhile and productive, they must be willing to assist each other to achieve their respective goals in an atmosphere of love, mutual trust and cooperation.

Parental involvement in schooling emerged as such a powerful predictor of school performance that it mediated almost all of the effects of parental education in one study (Stevenson & Baker, 1987). Furthermore, Stevenson and Baker (1987) indicated that parental school involvement has been associated with teacher outcomes. Teachers are more apt to believe that children of highly

involved parents are achieving up to their ability, compared with children of less involved parents.

Section 4 (M) of the National Education Policy Act (Department of Education of SA 1996) stipulates that community participation in the development of an education policy should be realized as one of the guiding principles in education and that all interested partnerships in education situations are of particular importance in their interrelationship between family, the church, and the school as societal relationships.

The parent's rights of access to the information concerning the child held by both the Department of Education and a public or private school as stipulated in the Act (RSA, 1996) also has implications for home-school communication. This implies it is the school's responsibility to communicate regularly and coherently with parents about the school programme, curriculum and the learner's total development.

Stacey (1991) emphasizes that the working together of parents and educators focused on the development of the child is of utmost importance. Both parents and educators should be able to work together in partnership where each has equal rights to the benefit of the child. When the partnership is established, it should be borne in mind that the child needs to be at the heart of any decision. Stacey (1991) further indicates that the responsibility of parents to the children they have brought into the world is irrevocable, permanent and comprehensive.

Oosthuizen (1997) indicates that the family is regarded as the basic societal relationship and is therefore primarily responsible for educational training of the learner. The caring function of the family plays a vital role and should be fulfilled in educational training. Oosthuizen (1997) further indicates that parents can make a meaningful contribution to school effectiveness that fall outside the expertise of educators, but in which the parent is an expert as a result of his professional background and / or interest. Research has further shown that the direct personal contact is the most effective form of communication between the parent and educator.

Wagner (1989) indicates the three main objectives for parental involvement:

1. Through involvement, parents and other citizens will become more knowledgeable about school affairs.
2. Through participation by parents and other citizens, the school will receive ideas, expertise and human resources all of which will improve school social-decision-making and the educational program of the school.
3. Through involvement, parents and other citizens will be in a much better position to evaluate the school fairly and effectively.

Although Wagner (1989) indicates that there are advantages when involving parents in school governance, he also speaks about the factors that limit parental involvement. In most two-parent families, both parents are employed, and in single-parent families the parent may be employed, and as a result, parents are frequently no longer available for meetings during the school day or may be too tired to go meetings in the evenings. Wagner (1989) further indicates that lack of incentives and rewards is another barrier to increasing community involvement and improving other aspects of the school-community relations. Parents are not sure if they have the necessary skills and knowledge to get involved in school affairs because they are untrained.

Lack of knowledge and skills to build a successful connection between parents and teachers is the most crucial barrier. Hoover-Dempsey and Sandler (1995) indicate that on one hand, parents need guidance from teachers about their child's development and on the other hand, teachers ask for parents' involvement in schools, but parents are not equipped with the skills or knowledge to promote such an involvement (Brouzos, 1999; Leitch & Tandiri 1988; Morris & Taylor, 1998)

Potential heterogeneity in the casual effects of parental involvement has profound implications for the effectiveness of parental involvement as a school reform strategy. If Desimone (2001), Lareur and Horvat (1991), and Mc Neal (199) were correct that the positive effects of parental involvement are the strongest for the most advantaged families, a general increase in parental involvement activities may actually widen gaps in educational achievement rather than ameliorate them. Barrow (1983) asserted that schools provide valuable instruction to economically well off families.

Smith and Liebenberg (2002) have highlighted the central role that schools can and often do play in exasperating such circumstances. Children, especially those from troubled backgrounds tend to leave school prematurely as a result of unawareness and insensitivity to their needs and contexts on the part of their teachers. Teachers in turn, often believe that behavioural and discipline problems are due to home factors and therefore the responsibility of parents. As a result, parents are blamed and children do not receive the support they require (Walker et al., 1995).

Karlsson (2002) cautions that instead of warding off the South African apartheid era inequalities in power struggles, social class, gender and race, SGBs in South Africa tend to exacerbate them. Parents, who are excluded from making crucial decisions on matters affecting the education of their children, are an example of this. McPherson (2000), Mncube (2005) and Mncube (2007) found that the functioning of SGBs varies from the school to school. Because of the greater managerial expertise among the parents from the former model C schools, these schools tend to operate more effectively than other schools. Additionally, there are vast differences between urban and rural schools.

Delgado-Gaitan (1991) believes however that if parents are knowledgeable about the school and its operations, they may be able to act in a congruent fashion, thereby contributing to the ultimate success of children. Parents need to be involved in the schooling of their children in a proactive manner. Atkin, Bastiani and Goode (1998) highlight research showing that development and change within individual schools is most likely to be achieved or to fail as a result of constructive teacher, parent and pupil interaction.

Townsend and Dawes (2005) indicated that in South Africa, current data suggests that 13% of children aged 2 – 14 years have lost a mother, father or both parents due to HIV / AIDS and will grow up without the benefits of an intact family life. Ebersohn and Eloff (2002) show that in a significant number of cases, the eldest siblings have to assume the responsibilities of the parents, thus taking on unfamiliar roles that they are not prepared to do. Ebersohn and Eloff (2002) further indicate that loss of a breadwinner in the home is the reduction of the ability to care for

and protect the children. Research by Halpern (2005) indicates that many children who are orphans underperform because of problems in the social lives of their homes. Coombe (2002) indicates the paradigm of education is shifting in learning institutions due to challenges posed by the AIDS pandemic.

After reviewing the evaluations of 41 schools and district-level parental involvement programs, Mattingly et al. (2002) concluded that there is little empirical evidence to support the claim that school's efforts to improve parental involvement ultimately improve student's outcomes. Stone (1988) was of the opinion that the fact schools originated to help parents when civilization became increasingly differentiated cannot be disputed. People have a right to either undertake the upbringing of their children themselves or delegate these responsibilities to others.

Parental involvement in children's literacy education has long been accepted as a central element in effective schooling (Delgado-Gaitan, 1990; Schneider & Coleman, 1993). The literature reviewed so far has clearly shown that parental involvement in school administration has a positive relationship with school effectiveness.

The U.S. Department of Education (1996) found that parents with higher levels of education report less satisfaction with school practices than parents with lower levels of education, suggesting that more highly educated parents feel more comfortable criticizing the school. A number of studies suggest that socioeconomic status, of which parental education is a component, is a risk factor for parental involvement. Kohl et al. (1994) and Reynolds et al. (1992) found parental involvement increased with families with high mobility, when compared to families with low social economic status and minority status.

The quality of the involvement according to Kohl and colleagues (1994) is another important component of parental involvement. Kohl and colleagues (1994) further indicate that the quality of the relationship is more strongly associated with child outcomes than the amount of parent teacher involvement. Moles (1993) writes of disadvantaged parents that those with low income and minority status have less involvement in school. Rumberger (1995) in his research supported the findings of earlier researchers who argued that the home has a major influence on

student school success (Swick & Duff, 1978) and that it is the quality of relationships within student's home environment that has an important effect on school performance.

Parents are not only partners in education, but also consumers of the services and products of a school (Sallis, 1997). Parents at the independent school paid considerable school fees for their children and they repeatedly supported the high fees and additional expenses for extra curricular activities. Parents linked their experience of parent involvement to the disgruntled feeling that they were not always getting their money's worth.

As Bourdieu and Passeron (1997) argue regarding education, the standards of the school are not neutral, the school's request for parental involvement may be laden with the social and cultural experiences of the intellectual and economic middle and upper classes. Lareau (1987) finds that middle class parents with required educational skills tend to see education as a shared enterprise and therefore scrutinize, monitor and supplement the school's experience of their children.

Parents are an important component within the school system, to which head teachers and teachers must be responsive. Policy makers of decentralization expect parents to be active partners who have influence over the school decision-making and participate in school activities and governance (Goldring & Sullivan, 1996) and (Murphy, 1991). In this regard parents have influence over educational reforms although they are not formal partners in the policy making processes (Conley, 2003). Other researchers have claimed that parents' empowerment and teachers professionalization have intensified existing conflicts between the two parties (Mawhinney, 1998). Empowered parents, particularly when they are from a high socio-economic status background, may be perceived as powerful clients who may affect teachers' control over the content of their professional judgment (Abbot, 1988 and Fredson, 1986).

Although teachers have a major interest in cooperating with, and being supported by parents, they express discomfort with parents' participating in schools and may resist their intervention (Addi-Racah & Arvir-Elyashiv, 2008). Teachers attempt to preserve their social position as a professional group by having control over a particular type of knowledge and do not like parents interfering in their work (De-Carvalho, 2001). The increase in parent's participation in school

decision-making has the potential of turning schools into an arena and battle turf (Blasé', 1991; Malen, 1995). Intensive parental involvement in school is perceived as threatening a teacher's professional position, lowering their social status, and undermining their professional considerations (Cohn and Kattkamp, 1993).

According to Lewis and Forman (2002), when teachers are disempowered, parent-teacher relations are ambivalent and this fuels competing demands. In this case, teachers strive to keep parents away. Addi- Raccach and Aviv-Elyashiv (2008) indicate that parents' lack of involvement in schools may also reflect their attitudes toward teachers' professionals work. Parents' intervention in teachers' judgment according to Mawhinney (1998) is a source of conflict between the parties. Lareau (2002), Weininger and Lareau (2003) show that when parents are interested in influencing the school so as to transmit their social and cultural capital to their children, teachers attempt to preserve their social position as a professional group by having control over a particular type of knowledge and do not like parents to interfere in their work.

Hanke (2006) pointed out that lack of parental involvement is due to lack of helpful information to parents. E-mails, phone, letters, and personal contacts can be made by schools to reach out to parents. If families show high levels of interest, students' expectations and achievement will increase (National PTA, 1998). Reenay and Vivivan (2007) explained that even though the invention of new technologies has made it easier for schools to communicate with parents, the use of traditional methods in communication has been found to be an effective way for schools to communicate with parents. Weifengand, Jialing, (2007) and Blanchard, (1997) also indicate that despite the fact that technology is a tool providing new channels for communication, studies have shown that parents and teachers find difficulty in using them or lack access to them.

Studies indicate that (Re-Jing, 2003, Comer, 2004, Edwards, 2004) parent involvement Parental involvement according to Allen and Daly (2002) benefits children, parents, as well as the community at five different levels. Parents have a better understanding of the school curriculum activities and it makes parents more comfortable with the quality of education their children are receiving. Studies show that parental involvement leads to greater self-satisfaction, self-direction, control, social adjustment and competence. It also leads to more supportive relationships, positive peer relations, tolerance, successful marriages, and less delinquent

behaviours (Desforges, Abouchaar, 2003; Gillum, 1977; Rich, Van Dien, Mallox, 1979; Comer, 1980). Henderson and Berta (1994), indicate that when parents are involved in education, teachers maintain high expectations for learners and have high expectations for parents and their ability to help their children at home.

Matsagourus (2005) developed four types of teacher-parent collaborations in order to explicitly describe teachers and parents' role and responsibilities according to their perceptions: a) the school-centred type, in which teachers are being responsible for children's academic achievement, and parents being responsible for children's social and emotional growth, b) the collaboration type, according to which both teachers and parents interact, with teachers maintaining the dominant roles and responsibilities and parents being restricted to supplementary roles, c) the negotiative type, in which teachers and parents' roles are deemed equal and responsibilities are symmetrically distributed to both of them and (d) the family-centred type, in which the parent's role is central and teachers act as guides to the decisions about the child.

According to Keane (2007) parental involvement improves the chances of children's success at school, yet research suggests that parent participation may be on the decline. National School Public Relations Association (2005), shows that enhanced parental involvement leads to better academic performance, better attendance, and improved behaviour at home and at school. Desforges and Abouchaar (2003) indicate that parents should start getting involved in their children's education from pre-school, which can also make a positive difference at all levels, especially in the early years of school. Allen and Daly (2002) indicate that children whose parents are involved show greater social and emotional development.

Studies indicate that (Redding, 2005, Comer, 2004, Edwards, 2004) parent involvement programmes must be targeted to local needs. Schools should devise ways of corresponding to specific problems and the dynamic of each school and the community it serves. Lazar & Slostad (1999) show that parents are willing to get involved in the education of their children, but the negative perceptions of parents persist because teacher education programmes do not educate teachers to work with parents. Studies indicate that (Henderson & Mapp, 2002 Patrikakou Weissseberg, Redding & Walberg, 2005) there are positive academic outcomes stemming from

parent involvement ranging from benefits in early childhood to adolescence and beyond. Studies further indicate that children whose parents are involved in early childhood or participate with their children in early childhood programs, such as Head Start, have higher cognitive and language skills than do children whose families are not involved or part of such programmes. Zins et al. (2004) also indicates that children whose families were actively involved displayed much less delinquent behavior later in life than those who did not. Zins et al. (2004) further indicates that social and emotional learning is shown to be fundamental to children's academic learning, social and emotional development, health, mental well-being, motivation to achieve and citizenship.

Casel (2003) also indicates that social and emotional learning is the process of understanding how to recognize and manage your emotions, demonstrate caring and concern for others, make responsible decisions, establish positive relationships with adults and peers and handle challenging situations effectively. Casel (2003) further indicates that social and emotional types of learning have been shown to improve understanding of academic subject matter, increase motivation to learn and commitment to school, reduce anxiety, enhance attention, and improve study skills and time devoted to school work, as well as improve attendance and graduation rates.

According to Gaintain (2004) creating cultural awareness of school-family partnerships, school systems can reduce cultural discontinuities and create diverse learning opportunities that improve ethnic and racial perceptions and attitudes as well as foster interethnic friendships. Gaintain, (2004) further indicates that providing parents with materials and activities that are adapted to accommodate the needs of families from different cultural and linguistic backgrounds will enhance parent involvement and contribute to the creation of a positive home-school climate.

Coelho (1992) indicates that parents of immigrant children, however may not get involved since in many countries, parental involvement is neither expected nor desired. Coelho (1992) further indicates that schools may have to take an active role in getting parents involved. Suggestions for getting parents of immigrant children involved in their children's learning are:

- Welcoming parents and children to the school .
- Speak clearly in a normal tone with a new family
- Invite the parents to visit the school and watch a class in action

- Basic information about the school be provided to parents e.g. school address and telephone number
- Encourage parents to become involved in the education of their children
- Material that would assist students should be acquired by the librarian and teachers

Kaiser and Delaney (1996) show that the parent-child relationship is the primary context for early behavioural, social and cognitive development. Negative effects on parents due to poverty in turn have a negative effect on the development of the child. Kaiser and Delaney (1996) further show that parental support and involvement in school activities is lower among poor parents and this does not necessarily indicate lack of interest, it reflects issues related to poverty such as time, availability and affordability of child care and transportation as well as possible negative personal experiences between the parent and the school.

Raffaele and Knoff (1999) indicate that home-school collaboration is particularly important for children of poverty in helping to facilitate better educational outcomes. Teachers and schools need to make an extra effort to reach out to parents and families of poverty, helping them to help their children. McGee (1996) also indicates that teachers and schools can schedule conferences and activities at school during convenient times for parents. Parents should be encouraged to attend meetings held at community centres or locations more accessible to families without transportation.

Studies indicate (Epstein, Sanders, Simon, Salinas, Johson & Voorhis, (2002); Fehrmann, Keith & Reiners (1987) the importance of home support to children's learning and the impact on a child when there is consistency of support from an adult who takes the time to nurture the learning development and growth from early years. Studies also confirm the natural phenomenon that when children know they are being held responsible for their learning, they will be encouraged to learn and therefore, the interest to learn and motivation to stay in school longer, will move over and assist in their achievement level (Ingran, Wolfe & Lieberman, 2007).

McGregor and Rain (2005) emphasize that many home-school partnership strategies and policies fail because they treat parents and families as homogenous groups having similar kinds of

beliefs, attitudes and skills. Histler & Maiers (2000) indicate parents find difficulties in participating in school activities, yet to increase the awareness of their children's potential, participation is key.

Henderson and Map (2002) show that various studies indicate that increased involvement on the part of parents in schools positively affected the cognitive and social functioning of children. Jordan et al. (2001) also indicates that increased parental involvement is found in a number of studies as exerting a positive effect on the social functioning of pupils. Zeijl (2003) indicates that in addition to the affects of parental involvement on the cognitive and social development of children, studies have shown changes in parents to occur as well.

In recognition of the positive influence of a school supportive of the development of children, Levin and Belfield (2002) suggested that a so-called metaphorical contract is not just a contract in the formal sense, but contains an attempt to encapsulate a need to persevere with a high chance of educational success of their children. Driessen (2003) suggests that for parents to rely on an all inclusive educational partnership, it is essential that parents be given support with the design and improvement of their child-rearing practices.

Support from the school for the child rearing climate within the family has been found to lead to a more positive attitude towards the school on the part of parents and to changes in child rearing behavior (Tesser & Iedema, 2001). Conversely, studies (Haynes, Comer and Hamilton Lee (1989) note that increasing parental involvement in school is related to improved parental perception of the school. Leitch and Tangri (1988) noted that disadvantaged families may feel teachers, who they perceive as more educated, are looking down on them. Studies (Kellaghan, Sloane, Alvarez, 1993) also indicated that the closer home and school environments resemble one another, the easier it is for children and parents to transition between the two.

Brown (2005) and Thacheern (2005) found that when poor and privileged parent groups are gathered the message of insignificance is often communicated. One effect evident in such gatherings is social tension, rejection, domination and psychological stress (Brown, 2005).

School effectiveness as defined by Scheerens and Bosker (1997) means the extent to which a school can adapt to the internal and external constraints and achieve the multiple goals of its consistencies in the long run. An effective school is defined as one in which students' progress further than might be expected from consideration at its intake. According to Bachus (1991) school effectiveness means providing children with the education that is most likely to help them to improve the quality of their lives when they become adults.

One recent statistical research of schools in a metropolitan area of the United States according to Lockheed and Levin (1993), found that these effective school's characteristics, particularly teacher involvement in decision and parental involvement in schools, were modestly associated with high student achievement. Levin and Lockheed (1991) argue that creating effective schools in developing countries requires certain elements: basic inputs and facilitating conditions for change.

Stacey (1991) emphasizes the importance of parents and educators working together focused on the development of the child. Both parents and educators should be able to work together in partnership where each has equal rights for the benefit of children. When the partnership is established, it should be borne in mind that the child needs to be at the heart of any discussion. Traditionally, school leaders in most countries have been lords of their own educational fiefdoms.

Stoll and Fink (1999) emphasized that parents and teachers need to be reading from the same page to promote pupil learning and development. Stoll and Fin (1991) further noted that contemporary education and what is happening in schools is often characterized by a high degree of uncertainty and in some cases misinformation. It only supports the importance of communicating meaningfully with parents, not only on the progress of their child, but also in terms of educational issues. David, West and Ribbens (1994) assume that parents know what is best for their children. They need to be well-informed in order to make choices and act on behalf of children, more specifically, in seeking out a school which will be characterized by good order, and successful teaching that results in good examination results.

Ibrahim Baylan, then Minister of Education in DagensNyhester (2005) indicated in an article that differences in educational outcomes had increased and social background plays an important role in accounting for these differences. A report published by the Swedish school system found that a pupil's parental education level is important in determining the expected performance of the student.

An effective school regularly promotes the highest academic and other achievement for the maximum number of its students, regardless of socio-economic backgrounds of their families (Mortimore, 1998). Scholastic success according to Pierre Bourdieu (2003) mainly depends on inherited cultural capital and on the propensity to invest in the education system.

Bennet and Harris (1991) talk about one of the characteristics of school effectiveness in research tradition. They believe its protagonists have established clearly what they consider as effectiveness. Bennet and Harris (1991) have taken it for granted that schools are rational, goal oriented systems with goals that are clear and agreed upon and relate to student achievement and that the goals should be measurable.

Hargreaves (2001) argues that some schools are richer in social capital than others, depending among other things on the prevailing school culture and strength of networks between teacher and other stakeholders. Hargreaves (2001) further indicates that the high level of social capital is important and that this in turn will benefit learners.

Slavin (1998) proposes that schools can have a powerful impact on the academic achievement and success of all children by viewing them as a promise rather than at risk and preparing them to reach their full potential. Lauder et al. (1998) indicates a rational reconstruction of the main traditions of school effectiveness research as follows:

Schools, as organizations, do have an effect on student outcomes in terms of exam success in contrast say to the view that it is teachers rather than schools which effect students' outcomes or to the view that when contextual factors are fully taken into consideration there is no significant difference between schools.

Schools are like any other organization where staff and children will respond to the systems, sanctions and rewards of a school so that successful re-engineering is possible. It is further assumed that effectiveness can be identified by analyzing the performance of each level and inference the effectiveness of the relationship between each level. Therefore, schools can generate effects independent of many of the factors external to the school which may impinge an exam outcome.

Some critics claim that the tendency of school effectiveness research to focus on the relationship between school factors and student performance rather than their intakes and other context variables leads to a culture of blame (Hargreaves, 1994, Thrupp, 1998, Thrupp, 1999). Studies (Hargreaves, 1994; Thrupp, 1998; Thrupp, 1999) further indicate that governments have often used SER argument to show school failure as the responsibility of schools alone without any reference to the broader socio-political context such as the impact of poverty. Thrupp (1999) also indicates that according to this claim student achievement is significantly affected by socio-economic status and other context characteristics and it is excluded as a plausible excuse for poor school performance.

The Coleman report according to Mortikore (2002) recognizes that schools had the possibility of having a positive effect on pupil attainment in the case of the most disadvantaged students. This is in contrast to a study carried out by Rand Corporation in 1972 that argued that there was very little evidence to suggest that school could make any difference.

Epstein (2006) indicates that school-family connections give rise to a better understanding of how home, school and community can work together to encourage and support learning and development of children. Epstein (2006) further shows the importance of parents in all families of getting involved in their children's education from the earliest years onwards. Epstein (2006) further mentions that parents' involvement improves relationships and contacts between home and school. Through active parental involvement, the teacher's knowledge of the child's home situation, which can influence the child's education, is improved and it increases the commitment to teaching the child by the teacher.

Epstein (2010) claims that parents should create a home situation which can influence the child's education and help increase the commitment to teaching the child by the teacher. Epstein (2010) claims that parents should create a home environment which will encourage support of their children as students. Parents' education and other courses or training that promote the role parents should play in the education of their children are encouraged.

Epstein et. al. (2002) indicate that teachers' relationships with families and communities strengthen all the efforts for learners to succeed regardless of their socio-economic and cultural background. Davis (2000) indicates that families can make a huge impact on how successful their children are with schoolwork, yet schools don't often know what is happening at home.

Christenson (2004) indicates that parents are essential for children's optimal performance at schools. Parents Reaching Out (2008) literature clearly indicates that when parents are involved in their children's education, those children have higher grade and test scores, more positive attitudes toward school, lower dropout rates, and better attendance and also complete their homework more consistently regardless of their socio-economic status, ethnic, and level of education or even racial background (Henderson & Berla 1995).

Caplan (2000) shows that teachers may contribute to parents lack of self-efficiency by mistakenly believing that parents with limited educational background have little to offer their children when it comes to supporting their education. Caplan (2000) further indicates that viewing parents with little or no education as having a deficit limits the efforts teachers might expend in order to learn how poorly educated families can support education. Wright and Stregelin (2003) show that parents' negative experience of schooling and low educational attainment may limit their ability to help their children with low achievement. Taylor (2004) indicates that parents of children with low achievement are viewed as possessing less knowledge and skills to support their children and therefore encounter barriers to their involvement.

Lee et al. (2006) shows that poverty limits parents' ability to provide for their children and to augment their children's education with available resources at home. Reduced finances limit

families' abilities to provide educational expectations for their children. Wright and Stregelin (2003) indicate that parents' negative experience of schooling and low educational attainment may limit their ability to help their children with homework.

Maphanga (2006) indicates that parents in economically disadvantaged families can face difficulties when attempting to participate in their children's education, especially those who are attached to low-wage jobs and can face dismissals if they take time off work to attend meetings and functions at school. According to Shartand et al. (1997), some parents have negative school experiences and additional barriers. Parents with such a mentality are hard to draw into the system of their children's education. Shartrand et al. (1997) indicates that parents in rural communities have a different understanding of parental involvement which may not be beneficial to the schools.

Shearer (2006) identifies lack of child care, inflexible work schedules, lack of income, lack of transportation to participate in school programmes or events, lack of confidence when interacting in a culture or language different from their own, parental shame of their own educational failure, lack of written literacy skills, insufficient information of their own home-school collaboration, different expectations of the school role, discomfort in higher class settings and fear that they are not educated enough to be helpful in the classroom or to their own children as barriers. Shearer (2006) further indicates these barriers might affect parents differently according to their personal, cultural background and characteristics.

Literature according to numerous studies (Atkeson & Forehand, 1979; Atkin et al. 1988; Chavin & Williams, 1989; Macbeth, 1989; Walker et al. 1995) indicates that parents should be involved constructively and actively in their children's education. Children appear at school daily with issues related to their home environment. Many teachers fail to understand this, and they respond in ways that increase alienation and stress to children.

Epstein (1987) argued that educators, who work with parents understand their learners better, generate unique rather than routine solutions to classroom problems and reach a shared routine. Parental involvement in education has been associated with a variety of positive academic

outcomes including higher grade points average (Gutmand Midgley, 2001), lower dropout rates and fewer retentions and special education placements. McBride (1991) further indicates that parents who are involved develop a greater appreciation of their role. Epstein (1991) raised questions about the presumed positive relationship between involvement and achievement, concluding that gains are higher on some achievement tests, but not mathematical tests. Epstein (1991) further claims that gains in achievement may occur only in subjects in which parents feel confident about their ability to support their children's learning.

Jesse (2009) noted that parental involvement has two independent components: parents as supportive and parents as active partners. This approach of parental involvement would be sufficient if schools make use of only one of these components. Parents can be active, yet not supportive of the education process and vice versa. Jesse (2009) further indicated that parental involvement should take many forms. For example, parental involvement can be reading to children, volunteering at the school, collaboration on decision making committees, and advocating for children. Hewison and Tizard (1980) explained that parental involvement can be focused if the school addresses the following issues:

- a. Define what is meant by parent involvement
- b. Define what the school means by parental involvement
- c. Provide examples of parents decision-making roles
- d. Remove structural barriers
- e. Identifying who else has an interest in increasing the parents role in the school

Numerous studies (Levin & Belfield, 2002; Pels & Nijsten, 2003) show that in addition to the fact that parental involvement appears to differ according to ethnicity, important differences in child rearing styles and the home environment have been found to influence the development and learning of children. Studies further indicate that parents from high socio-economic milieus have been found to create a more school supportive child-rearing environment. Studies (Levin & Belfield, 2002; Pels & Nijsten, 2003) also indicate that the manner in which the parents in such families function as a role model and the interest and activities of the parents outside of school all exert a positive influence on the achievements of the children. Parents from high socio-

economic milieus are also simply more inclined and prepared than other parents to follow the progress of their children and help their children with their homework.

In addition to the effects of parental involvement on the cognitive and social development of children, studies have shown changes in parents to occur as well (Zeijl, 2003). Tesser and Iedema (2001) also indicate that support from the school for the child-rearing climate within the family has been found to lead to more positive attitude towards the school on the part of the parents and to changes in child-rearing behavior. Jordan et al. (2001) indicate that increased parental involvement exerts a positive effect on the social functioning of pupils. Jordan et al. (2001) further indicate that improvement has been found for different aspects of pupil behavior -- motivation, social competence, relations with teachers and the relations among the pupils themselves.

Sigtov (1998) believed that relations of the school and external environment factors determine school effectiveness characteristics. These external factors are influenced by the family. West (1992) indicates that the principal and staff also play a crucial role in determining how the school presents itself to parents, particularly those who have high expectations about their child's achievement. West (1992) further indicates that a school in which children are well-behaved and actively engaged in their work will give a positive impression about that school to parents who visit it.

Chubb and Moe (1999) in their proposal to reform, draw a picture of an education system in which there is a lot of liberty to fund schools, and a funding system that is largely dependent on the success of schools in fee competition for students, freedom of choice for parents, and freedom for schools to have their own admission policies. Riley (1990) indicates that parents' choice of school may be based on their performance criterion. School choice might stimulate inequalities in education (Hirsch 1994) and completely autonomous primary and secondary schools may have problems in establishing a common educational level for further education.

As the social background of parents tends to create inequality in the degree to which they are able to benefit from choice, the principle of equity in education is threatened. Likewise, schools

may tend to select the best students and schools with the best student population attract the best teachers. Hoffman et al. (1995) indicate that parents who based their children in private schools are more active educational consumers and make specific demands on the education philosophy of schools. The critical factor appears to be that schools experience external pressures and incentives to enhance performance in key areas of curriculum.

Lareau (2002) indicates that even during the school day, the advantages of a non-school environment can matter. Parents vary widely in their approach. Some are involved in helping their children with homework, others meet with teachers and actively promote their child's interest at school. Rothstein (2004) indicates that those who insist that poverty does not cause low achievement usually say that failure is caused instead by low standards and expectations or inadequate testing and accountability.

Rothstein (2004) further indicates that 'at schools with high standards, some children fail, while at inadequate schools some students nonetheless emerge successful. Students will do better in schools with high standards, even though not every student will do so. According to Downey, Von Hippel and Broh (2004) typical measures of non-school environment (e.g. parents, socioeconomic status, family structure, race, gender) explain only thirty percent of variation in children's cognitive skills when they begin kindergarten and only one percent of the variation is summer growth rates.

Slee et al. (1998) and Bosker and Visscher (1991) agree that unfortunately in most of the studies the school performance is measured using scores of student achievement in basic skills (e.g. lecture comprehension and mathematical skills), without considering a broader set of objectives that can be or imputable to formal education.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

In the previous chapter, literature review regarding parental involvement being a challenge towards school effectiveness was discussed. This chapter presents details of how the whole research process was conducted. Research design indicates the structure and procedures that are followed to answer research questions. This research study is conducted in a sequence process of two phases. Both research designs for quantitative approach and qualitative approach are illustrated separately, but interrelated in this chapter.

The purpose of this study is to investigate the challenges that the school may experience when involving parents in school matters. Further, this study sought to assess the level and impact of parent participation in school effectiveness. In addition, the study sought to investigate the involvement of parents in school governance and to establish the impact of parental involvement on school effectiveness.

3.2 Research questions

The following questions were investigated in this study:

- Are parents participating sufficiently for school effectiveness?
- Are parents involved in the education of their children?

3.3 Research design

Research design is the way in which the researcher decides to execute the formulated research problem. Mouton (2001) defines a research design as a plan or a blueprint of how one intends to conduct the research. Mouton (2001) further indicates that a research design focuses on the logic of the research.

A mixed method research design can be described as a kind of research in which a researcher combines quantitative and qualitative research techniques, methods, approaches, concepts, or language into a single study (Johnson & Onwuegbuzie, 2004). Johnson and Onwuegbuzie (2004) further indicate that the logic of conducting a comprehensive study inquiry encompasses the use

of induction, deduction and abduction. In order to conduct a mixed method research, there is a need to collect, analyse and interpret quantitative and qualitative data in one study or a number of studies where an investigation of the same phenomenon is under consideration.

Mixed method research design combines the strengths of both quantitative and qualitative research approaches. Each one of them, qualitative and quantitative methods have strength, but more benefits are realized when they are brought together. It is also important for the researcher to be able to choose a research design that would better address the research questions posed. The strength of mixed method research design is supported by Connelly (2009) who indicates that the goal of mixed method research is to draw on the strengths and minimize the weaknesses of both types of research.

Quantitative research often improves on the validity of the research instrument as well as the provision of a numerical dimension to analyse when addressing phenomena (Teddlied & Tashakkori; 2009). Quantitative studies in addition, can simplify human experience, statistically making the analysis of research findings easier. Qualitative research, on the other hand, admits that the analysis of human activities is by necessity largely subjective and attempts to make the subjective analysis of human behaviour as unbiased as possible (Edward, Vockell, William and Asher, 1995). Qualitative studies take into account the lived experiences hence enabling contextualization of analysis of phenomenon and allow for an in-depth understanding of phenomenon since they are often structured to collect data over an extended period of time. (Teddliet & Tashakkori, 2009)

The population of this study consisted of parents, principals, educators and School Governing
Yin (2006) argues that mixed method research does not necessarily have to combine quantitative and qualitative approaches all the time. There is a possibility of having a mixed method approach even in cases where two quantitative approaches have been exclusively used. Mixed method also enables the researchers to address a wide range of research questions since they are not confirmed to one approach. Using both quantitative and qualitative approaches can therefore produce a more comprehensive understanding required to inform decision-making. Yin (2006) indicates that mixed method research has other advantages, such as the use of narration to add meaning to numbers, but also applying numbers to bring precision to narrative data. Another

advantage of a mixed method approach is that both quantitative and qualitative data can be collected at the same time. The application of a mixed methodology approach was adopted in this study to gain the plurality of interests from principals, professional educators, and parents.

A quantitative approach was used during Phase 1, subsequently followed by a qualitative approach in Phase 2. In this study, the application of what Leech and Onwuegbuzie (2005) refer to as a fully mixed method sequential dominant status design was employed. The sequence of using both quantitative and qualitative approaches was followed to make an inquiry move beyond explanation and description during the quantitative phase of the study, to a qualitative approach with in-depth investigation for deeper understanding of the challenges of parental involvement towards school effectiveness.

3.4 Preparation for the field investigation

A letter of permission for respondents was written and attached to each questionnaire. Some of the educators were asked to distribute the questionnaires to the educators in their schools.

3.5 Phase 1 – Quantitative Research Methodology

Punch (2005) indicates that research methodology of a study denotes the value of selected measurement instruments and the reasoning behind the selection. In this study, a survey questionnaire with closed-ended statements was used to collect data during the first phase.

3.5.1 Population

The population of this study consisted of parents, principals, educators and School Governing Body members of schools from Dzondo Circuit, Dzindi Circuit, Vhuronga I and Vhuronga II Circuits. The population for this study included only the parents who have children in the selected primary schools around the Vuwani area. All principals and educators are from the primary schools around the area.

3.5.2 Sampling procedure

A sample is viewed as a subset of measurement drawn from a population in which one is interested (De Vos, 2002). During the qualitative phase of study, a purposive sampling procedure was selected. Participants were chosen from selected primary schools in the Vuwani area. Parents, principals, educators and SGB members were selected. Only those who were asked and agreed to complete the questionnaire represented the sample. Only parents who have children from selected schools participated in this study on the basis that they are located in rural communities.

3.5.3 Questionnaire

The content of this study's questionnaire for primary school educators was developed after reviewing literature on various factors that have an impact on parental involvement in the education of children. Knowledge gained from the literature served as a guiding framework for the development of the measurement instrument. The approach was intended to determine whether certain generalizations about the involvement of parents found in other studies were also true for the practice of this study. The research questions served to guide the construction of this study's questionnaire and indicated a positive correlation between the role played by parents in their children's primary school education and the quality of education they obtain from the relationship with the school.

Section A contains five closed-ended items that asked for the biographical details of respondents. Section B of the survey questionnaire contained issues related to parental involvement in the education of their children. Within section B of the survey questionnaire, the focus was on: the extent to which parents in rural communities assist their children in educational activities; the level and impact of parent participation in school effectiveness; and the involvement of parents in school governance. Seventeen (17) closed-ended statements constituted Section B. In all the items, respondents were requested to respond by making a cross (X) over the appropriate space provided and clear instructions to do this were provided. The survey used a likert-type scale.

3.5.4 Pre-testing questionnaire

The questionnaire for this study was pre-tested on five educators from the school where the researcher was working. The people who participated in a pre-test study were from the main study group. After completing the pre-testing process, respondents were asked to give their comments or constructive criticism on wording, sequence, redundancy, missing and confusing statements. Comments were invited in order to reveal errors of the content clarity of the instrument to improve format of the statements made and to refine the research instrument (De Vos, Strydom, Fouche & Delport, 2005; McMillan & Schumacher, 2000). Results of the pre-testing session were not included in the main findings of the study. These results contributed to the constitution of the questionnaire because all mistakes and comments from respondents were taken into consideration before the construction of the questionnaire.

3.5.5 Quantitative Data Collection Procedure

In this study, the self-constructed survey questionnaire was administered to educators to collect adequate, relevant quantitative data.

Survey questions were distributed to schools and collected from all eleven primary schools in the Vuwani area. The researcher personally delivered some of the survey questionnaires to the schools and some educators, whom were considered research assistants at their respective primary schools, helped with distribution. The study's aim was discussed with some parents, educators and principals. The questionnaires were returned to the school-based research assistants who were appointed. There was not a 100% return rate of the survey questionnaires – out of 150 questionnaires, 132 questionnaires were returned, making it 88% of those distributed. At all times, the researcher contacted the research assistants via telephone to verify the return of questionnaires.

3.6 Phase 2 – Qualitative Research Methodology

In this section the researcher adopted the qualitative approach to explore the extent to which parents in rural communities are involved in the education of their children in primary schools with particular concentration on the inquiry of what contributions were helping to make schools be effective. Only five principals from selected primary schools were interviewed in order to

determine the importance and challenges of parental involvement in primary schools and their connection to school effectiveness.

3.6.1 Sampling procedure

Huysamen (1994) believes that a sample is a number of individuals selected from a population for a study, preferably in such a way that they represent the larger group from which they are selected. The universe of this study consisted of parents, educators, and principals from selected schools. All eleven primary schools were situated in the rural areas. It is difficult to include everyone in the study, thus a sample had to be selected. Best and Kahn (2003) indicate that the primary purpose of research is not only to discover principles that have universal application, but also to try to study part of the population in order to arrive at generalizations.

For this phase of study, a non-probability sampling technique was applied to select one primary school and five educators. A purposeful sampling method was used to select the five educators for piloting in order to prove reliability. Babbie and Mouton (2009) show that the logic of purposeful sampling lies in selecting information-rich cases from which one can learn a great deal about issues of central importance for the purpose of research.

3.6.2 Qualitative data collection

For this study face-to-face interviews were applied to obtain data from the participants. Henstrand (2005) indicates that the one-to-one interview method of collecting data prevents participants from being influenced by the perceptions and opinions of their colleagues and the outcome would be a more valid account of their experiences. Data from interviews consists of direct quotations from people about their own experiences, opinions and knowledge. In this study, interviews were also conducted with school principals.

3.6.3 Interview guide

Patton (2002) regards an interview guide as a list of questions or issues that are to be explored in the course of an interview. According to Johnson and Christensen (2004), the interviewer enters the interview session with a plan to explore specific topics and to ask specific open-ended questions from the interviewee. Johnson and Christensen (2004) further maintain that the

interviewer should be flexible and should not have to follow the questions that are in the interview guideline by line in any order.

Patton (2002) outlines that an interview guide is beneficial because it facilitates the decision on how best to use the limited time in an interview session. It helps to make interviewing across a number of different people more systematic and comprehensive by determining in advance the issues to be explored. It is useful in conducting focus group interviews.

In this study, questions were properly prepared to probe all aspects related to parental involvement as being a challenge towards school effectiveness. All seven Phase Two participants were part of the face-to-face interview process. The interview guide did not dictate structure of the interviews and participants were allowed to raise their opinions and to expand them in relation to the challenges of parental involvement on school effectiveness.

3.6.4 Pre- testing

De Vos et al. (2005) indicates that designed measuring instruments for research studies should be tested on a small number of persons having similar characteristics to those of the target group of respondents. The pilot process is part of the preparation for a research study and the quality of the preparation influences the quality of the researcher's final output. For this study, the questions were pre-tested on three principals from the selected schools. One of them is from the school where the researcher works. The purpose of pre-testing was to investigate the difficulties that may be experienced during the research project.

3.6.5 The interview process

The interviews were face-to-face and in-depth. The following sub-paragraphs present the setting of the interviews, how the interviews were conducted, the research participants' behaviour during the setting of the interviews as well as the length of the interview sessions.

- **Setting for the interviews**

During this part of Phase 2 of the study, a qualitative approach was used. It was achieved with the assistance of principals and some of the educators who organized venues and times for

interviews. Before the interviews, principals from the selected schools were contacted telephonically to make appointments and the interviews took place in their respective schools at a designated time.

The interviews were conducted on different dates depending on the availability of the participant. A point was made by the researcher not to disturb participants at their work place in any way. In schools where interviews took place, the principal was asked to come for an interview in his/her own free time. De Vos et al. (2005) indicate that the researcher should ensure that there is comfort and a feeling free from threats when choosing the setting of the interviews. De Vos et al. (2005) further indicate that the setting should be accessible to the participants.

- **Procedures followed during the interviews**

The researcher conducted the interviews personally. Neuman (2006) indicates that a one-to-one interview procedure provides the researcher with the chance to observe the respondents' behaviour and attitude in the form of non-verbal communication.

Open-ended interviews encourage two-way communication and not only confirm what is already known, but also provide the reasons for the answers. This type of interview can facilitate the discussion of sensitive issues. Some participants might be unwilling to provide information on certain issues, while some could easily divert the interview by providing irrelevant information. In the beginning of the interview participants were informed about the nature and aims of the study. Participants were assured confidentiality of their contributions. Participants were informed they would have access to the information and that the information would be used for dissertation writing-only.

- **Recording the interviews**

After introducing the aims of the study under investigation, permission was asked to record the interviews both in writing and by use of a cell phone. It was explained to the participants that the recording was for the researcher to recall information that was going to be used for the study. During the process, a simple interview schedule to serve as a guide to frame the interview was used.

3.7.3 Generalisability

- **Probing**

Williams (2000), generalisability refers to the extent to which the results or findings of a study can be applied to other situations. Probing involved follow-up questions to focus, expand, clarify or further explain the responses given by the research participants (De Vos et al. 2005). In this study, probing was applied in a few cases, primarily for the clarification of responses given by the participants.

- **Language and duration of the interviews**

Interviews were conducted in the home language of the participants, Tshivenda. Choosing the home language was a way of creating a free atmosphere for the respondents to speak out ideas with regard to parental involvement on school effectiveness. A language translator expert translated interviews to English.

3.7 Validity, Reliability and Generalisability

Reliability and validity compliment each other. This means that the instruments used in research should be able to obtain the same results. According to Hommersley (2000), validity is the extent to which an account accurately represents the social phenomena to which it refers. According to Cohen (2000), validity is based on the view that a particular instrument in fact measures what it is supposed to measure. LeCompte and Coetzee (1982) maintain that while validity is concerned with the accuracy of scientific findings, reliability is concerned with the replicability of the research findings. For this study, findings were taken back to principals, educators, and parents participating in the eleven selected primary schools.

3.7.2 Reliability

A reliability instrument is one that obtains the same results on repeated occasions (De Vos, 1991). An instrument is reliable if it consistently gives the same results. Silverman (1999) explains further and adds that reliability refers to the degree of consistency with which instances are assigned to the same category by different occasions. In this study, dependability of data for this study was established by capturing it on a cell phone while at the same time supplemented by short hand notes. Quantitative collection procedure was done using a questionnaire where respondents were requested to indicate their opinion by making a cross (x) in the space provided.

3.7.3 Generalisability

According to Williams (2000) generalisability refers to the extent to which the results or findings of a study can be extrapolated to a wider context that are used in the implementation of research design. This study adopted the application of methodological pluralism in order to realize the full potential of the method as it focused on parental involvement in the education of their children as a challenge towards school effectiveness. The study focuses on the parents found in the rural areas of the Vuwani area.

3.7.4 Data Analysis

For the quantitative approach, questionnaire data was entered into a computer loaded with the Statistical Package for Social Science (SPSS) programme (Researchers information programmes). Examining the data set directly using summaries checked errors that may have occurred with data captured. Tables were used to present frequencies and percentages of the results.

For the qualitative approach, interviews were conducted. Interviews were recorded in a cell phone and in writing in order for the researcher to recall the information that would be used for the study.

3.8 Ethical considerations

According to Punch (1989) all social research involves ethical issues. Research involves collecting data from people and it is about people. Strydom (2002) indicates that involvement in research requires a general awareness and acknowledgement of appropriate and inappropriate conduct. The ethical principles that guided this study were namely, informed consent, no deception of respondents, voluntary participation, non-maleficence to research participants, no violation of privacy and clear explanation of the task expected of them. These principles were used so individuals could make informed choices about whether to participate or not in this study.

- **Informed consent**

When preparing for this study, consent forms were requested and signed by all the research participants. The consent forms were read and explained first before engaging in the process of data collection. Research participation was voluntary and participants were fully informed of the aims and processes of the research.

- **Voluntary participation**

For this study, some of the participants were known, and some unknown to the researcher. During the debriefing process, participants were informed that participation in the study was voluntary and there would be no punishment upon withdrawal from participation.

- **No deception of research participants**

Research participants were informed that the report would be available to them and they would have access to it if they wanted. Strydom (2002) mentioned that some qualitative researchers at times lie by giving wrong information about the aims or goals of the research. In this study participants were assured there were no hidden agendas behind the study.

- **Non- Maleficence to research participant**

According to Strydom (2002) during the research process, research participants could be exposed to emotional or physical harm. This requires the researcher to inform the research participants, at the beginning of the process, of the possibilities of harm they may suffer as a result of their participation in the study. Participants should be given a chance to make their own decisions about participation in the research. Participants taking part in the interviews were informed of exposure to harm, which was not known, and they freely participated in the interviews.

- **Violation of privacy**

According to Huysamen (1994) no private or secret information is to be divulged, as the right to confidentiality of the subjects has to be respected. Participants in this study were ensured that anything they may reveal, or if they feel they may be threatened, then they will be protected and the information is used only for documentation of the research study. Participants were also

informed that if they do not want to be recorded during the interview process, they would not be forced and the recorded information would be deleted at the end of the study.

Introduction

• Summary

In this chapter, focus was mainly on the methodology used in conducting the study. The rationale for using the mixed methods approach was provided. The sample and sampling procedures were explained in this chapter. Preparations for the field investigation were shown. The procedures that were followed when conducting the interviews were explained. The chapter also provided information on the instruments used and the manner in which the instruments were distributed to schools. Ethical issues were considered. The next chapter, Chapter 4, presents an analysis and interpretation of the data derived from both Phase 1 and Phase 2 of this study. In chapter 5, synthesized findings for educational contexts and recommendations for further studies on a similar subject are made.

The biographical results obtained from the questionnaires included the following information: gender of respondents, age of respondents, students' grade level in respondents, place where the school is situated, and number of learners in the school. These biographical considerations are discussed in the section below:

4.1.1. Gender of respondents

Results showing gender of respondents are shown in Table 4.1

Table 4.1 Gender of respondents

	Frequency	Percentage
Male	44	33.6
Female	87	66.4
Total	131	100.0

There is a majority of female (66.4%) over male (33.6%) respondents.

Results indicate that there were more women in the study as compared to men.

CHAPTER 4: RESULTS AND DISCUSSION

Table 4.2 gives the results of the age of respondents

Introduction

In the previous chapter, research design and methodology regarding parental involvement being a challenge towards school effectiveness was conducted in two phases -- (Phase 1) quantitative approach and (Phase 2) qualitative approach. This chapter presents an analysis and interpretation of the data. The presentation will mainly be descriptive, supported by tables, percentages, and interviews. Data was collected through questionnaires completed by parents, teachers, and principals. Interviews were also conducted with principals as participants.

Data analysis was recorded according to the following structure:

4.1 Biographical information

The biographical results obtained from the questionnaire included the following information: gender of respondents, age of respondents, academic qualification of respondents, place where the school is situated, and number of learners in the school. These biographical considerations are discussed in the section below:

4.1.1. Gender of respondents

Results showing gender of respondents are shown in Table 4.1

Table 4.1 Gender of respondents

	Frequency	Percentage
Male	44	33.6
Female	87	66.4
Total	131	100.0

There is a majority of female (66.4%) over male (33.6%) respondents. Results indicate that there were more women in the study as compared to men.

4.1.2. Age of respondents was requested to indicate their age group

Table 4.2 gives the results of the age of respondents

Table 4.2 Age of respondents

	Frequency	Percentage
20-30 Years	8	6.1
31-40 Years	31	23.7
41-50 Years	59	45.0
51-60 Years	29	22.1
61 and older	4	3.1
Total	131	100.0

A majority of respondents (45.0%) are between the ages of 41-50 years. Respondents between the ages of 31-40 years are 23.7% and respondents between the ages of 51-60 years are 22.1%.

4.1.3. Academic qualifications of respondents

Results showing academic qualifications of respondents are given in Table 4.3

Table 4.3 Academic qualifications of respondents

	Frequency	Percentage
Grade 10	8	3.8
Grade 12	26	19.8
B.A	47	35.9
B Ed	47	33.6
M. Ed and other	9	6.9
Total	131	100.0

More than a quarter (35.9%) of the respondents have a B.A. qualification. There are 33.6% of respondents who have a B.Ed. qualification and 19.8% have only grade 12 as their academic qualification.

4.1.4 Place where the school is situated

Respondents were requested to indicate the place where they come from.

Results are given in Table 4.4 below

Table 4.4 Place where school is situated

	Frequency	Percentage
Village	117	89.3
Township	11	8.4
Farm	3	2.3
Total	131	100.0

The majority of schools (89.3%) are situated in villages where a considerable number of people are illiterate. Only 8.4% of schools are from the township and 2.3% are from the farm.

4.1.5 Number of learners in the school

Results showing the number of learners in the school are shown in Table 4.5

Table 4.5 Number of learners in the school

	Frequency	Percentage
Below 200	6	4.6
201-400	50	38.2
401-600	32	24.4
601-800	20	15.3
801-1000	3	2.3
1001- and above	20	15.3
Total	131	100.00

More than a quarter of respondents (38.2%) indicate that they have between 201 and 400 learners in their schools and 24.4% of respondents have between 401 and 600 learners. There is an equivalent percentage of respondents (15.3%) who have learners between 601 and 850 and 1001 and above.

4.2. Issues on parental involvement

In this study the researcher wanted to find out the issues that are related to parental involvement. Results identified the following themes:

Do the schools receive ideas of school improvement through parental participation?

- The school receives ideas of school improvement through parental participation.
- When parents are involved in education, children try harder and achieve more academically at school.
- Parents challenge the authority of principals.
- Parents provide perspectives on matters that serve the best interests of children.
- In practice, parents and teachers always work comfortably with each other.
- Parental involvement improves the chances of children's success at school.
- The quality of parental relationships is more strongly associated with child outcome than the amount of parent-teacher involvement.
- The home has a major influence on student success.
- Parents challenge the authority of teachers.
- Parents are partners in education.
- Teachers express discomfort when parents participate in school matters.
- Parents are consumers of school products.

These issues on parental involvement are discussed in the section that follows:

4.2.1. The school receives ideas of school improvement through parental participation

Table 4.6. Ideas of school improvement through parental participation

	Frequency	Percentage
Yes	112	85.5
No	19	14.5
Total	131	100.0

The majority of respondents (85.5%) agree that the school receives ideas of school improvement through parental participation and only (14.5%) do not agree that the school receives ideas

through parental participation. Results show that through parental participation, the school benefits from parents. These results agree with Wagner (1989) who indicates that through participation by parents and other citizens, the school uses ideas to improve school decision-making. These results suggest that when parents are involved in the education of their children, children do well academically.

Some parents interviewed also think parental involvement affects school improvement. Through meetings with parents, parents give suggestions and advice for school improvement. The school should also prepare a questionnaire and distribute it to parents for their SWOT.

The following remarks illustrate this:

Interviewee 1

Yes. More especially, during parent meetings or during individual visits to the school, parents expose themselves in areas of their expertise.

Interviewee 2

Improvement, e.g children's success, cleanliness, administration etc.

Interviewee 3

Yes. During parent meetings, parents suggest some of the issues that can be included in improving planning in order to improve some of the areas.

Schools should also prepare questionnaires and give them to parents so their SWOT may be genuine. Questionnaires should not include parents' names.

Interviewee 4

Yes. As a school we discuss the school developmental plan and they come with ideas on how we can improve our school.

Interviewee 5

These No. Parents. They said the principal is the one who is going to improve the school. (1998; Wherry (1996) that indicate that when parents are involved in education, children try harder and

Interviewee 6
to part Yes. Some parents advise. Parents sometimes volunteer to do something without avoid receiving money. They come to school and plant green-grass on behalf of their children.

Overall, based on the principals' interviews, stakeholders agree that the school receives ideas for school improvement through parental involvement. Only one principal interviewed did not agree. parents who were interviewed.

The following is a remark by one of the principals:
No, parents do not involve themselves. They say that the principal is the one who is going to improve the school. are involved in the education of their children, they bring about the needed improvement at that particular school.

4.2.2. When parents are involved in the education, children try harder and achieve more at school. (Interviewee 2)

Yes. Learners get all the basic knowledge from parents at home and this encourages

Table 4.7 Parents involvement and learner participation.

	Frequency	Percentage
Yes (Interviewee 3)	114	87.0
No (Yes. They know that...)	17	13.0
Total (place to hide)	131	100.0

Only a minority of respondents (13.0%) does not agree that when parents are involved in the education, children try harder and achieve more at school. The majority of respondents (87.0%) agree that when parents are involved, children try harder and achieve more at school. work harder and achieve much better.

These results suggest that parental involvement should be increased in order to achieve good results from learners. When more parents help their children with schoolwork, then it will make their children perform better at school. try to praise their parents. They did all that in order not to embarrass them.

These results are consistent with numerous studies (Epstein, 1995; Wolfendale, 1992; Sun, 1998; Wherry 1996) that indicate that when parents are involved in education, children try harder and achieve more at school. Results from interviews indicate that parental involvement helps learners to participate. Learners who realized their parents work as a team with their teachers cannot avoid what their parents do while at school.

The results further show that the system of education in South Africa requires parents take an active role in the education of their children. The following remarks were made by some of the parents who were interviewed.

Interviewee 1

When parents are involved in the education of their children, they bring about the needed improvement at that particular school.

Interviewee 2

Yes. Learners get all the basic knowledge from parents at home and this encourages teachers to continue with them in the learning process.

Yes		
No	98	54.4
Total	131	100

Interviewee 3

Yes. They knew that their parents and their educators work as a team. The child has no place to hide.

Interviewee 4

Yes. If you look at this system of education, it needs parents' involvement, by which learners, if they establish a good teacher-parent relationship, learners will work harder and achieve much better.

Interviewee 5

Yes. They work harder in order to please their parents. They did all that in order not to embarrass them.

Results Interviewee 6 view indicate that parental participation in school governance does not happen. Yes. Children make sure that they complete their work on time in order to make them happy. of the parents support principals by providing ways and/or strategies of helping the principals.

Interviewee 7

Parental involvement in the education of their children improves academic achievement. As parents we'll be checking on our children's work and helping them at home.

Principals from the interview indicate that parents should be involved in education because they encourage and help children at home. Children also work hard in order to please their parents since they check on their children's work.

Interviewee 2

4.2.3. Parents challenge the authority of principals.

Table 4.8 Parents challenge the authority of principals

	Frequency	Percentage
Yes	33	25.2
No	98	74.8
Total	131	100.0

Only a minority of respondents (25.2%) agree that parents challenge the authority of principals. The majority (74.8%) of respondents did not agree. Results show that parents do not challenge the authority of principals.

Interviewee 5

These results suggest that parents should not challenge the authority of principals. The smooth running of the school when it comes to administration by principals is not going to be good if they are challenged. The results suggest that parents do not challenge principals on issues related to school governance. If parents are not challenging the authority of principals because they assume principals will do the best of what is expected of them.

Results from the interview indicate that parental participation in school governance does not happen because of lack of knowledge and in cases where the principal does not establish priorities. Most of the parents support principals by providing ways and/or strategies of helping the principals.

Interviewee 1

4.2.4 At times it happens because of lack of knowledge, but if called and explained about the importance of the principal's authority, it becomes positive. The principal has to explain what their function as partners entails. The principal has to convince both parents to enter into his relationship.

	Frequency	Percentage
Yes	25	72.5
No	36	27.5
Total		

Interviewee 2
It always happens in the case where the principal does not set out the priorities for development in his school.

Interviewee 3

No. Usually parents support the principal, they come out with ways or strategies of helping him or her.

Interviewee 4

Yes. This is sometimes due to illiteracy in our community whereby parents do not understand how the school should be run.

Interviewee 5

No. They said the principal is the boss of the school. They hand over everything to the principal.

Interviewee 6

Yes. They challenge the authority of the principals by quoting what is happening in the nearby schools.

Interviewee 7

I disagree. Mostly parents are there to support principals not to challenge their authority. Principals regard parents as challenging the authority of teachers because of lack of knowledge. However, some of the principals do not see parental involvement as a challenge, but as having ways or strategies of helping the principal.

Interviewee 2

4.2.4 Parents provide perspectives on matters that serve the best interest of children.

Table 4.9 Perspective on matters of interest to children

	Frequency	Percentage
Yes	95	72.5
No	36	27.5
Total	131	100.0

The majority (72.5%) of respondents agree that parents provide perspectives on matters that serve the best interest of children. Only a minority (27.5%) of respondents did not agree. Parents know what is best for their children. If parents are involved in education, they will help teachers at school to do the best for the children.

These results suggest that parental participation is of great importance in improving the effectiveness of the school. Literature according to David, West and Bibbens (1994) indicate that parents want what is best for their children and thus parental involvement would make schools effective. These results address the aim to investigate the involvement of parents in school governance.

Results from interviews indicate that parents provide perspective that serves the best interest of their children. They know areas for development in the school. Results further indicate that parents and schools provide for children's needs and have an interest in teaching their children what is good for them.

4.2.5 Interviewee 1

Parents provide perspectives on matters that serve the best interest of children provided that they are involved in all the activities of the school and are always informed about the performance of their children on a regular basis.

	Percentage
Yes	74.0
No	26.0
Total	100.0

Interviewee 2

Parents usually prioritize the areas for development, especially of the areas that have the most impact on the future of their children such as reading and writing skills.

Interviewee 3

Yes, but this needs a lot of commitment from parents where they have the interest of teaching and learning amongst their children.

Interviewee 4

Yes. They try by all means to give their children everything they want e.g. things to complete their tasks. They help their children to complete their homework.

Interviewee 5

Yes. They provide everything their children need. If children say something concerning education, parents provide it immediately.

Interviewee 6

If they are told, they get involved in matters that serve the best interest of their children.

The principals interviewed agreed that parents provide perspectives on matters that serve the best interest of children, especially if they are told.

4.2.5 In practice, parents and teachers always work comfortably with each other.

Table 4.10 Collaboration between parents and teachers

	Frequency	Percentage
Yes	97	74.0
No	34	26.0
Total	131	100.0

The majority (74.0%) of respondents agree that teachers and parents should always work comfortably with each other. Only a minority (26.0%) did not agree. Results indicate that parents and teachers always work comfortably with each other.

The working together of parents and teachers makes schools effective. If teachers and parents are working together, then learners will achieve more because parents know everything that involves the education of their children. They will find ways to help them. If parents and teachers are not working together, then learners may achieve less because only teacher will be engaged in doing the work.

Literature (Stacey, 1991) emphasizes the importance of parents and educators working together to focus on the development of the child. These results agree with (Stacey, 1991) in addressing the aim of study, which is to investigate the involvement of parents in school governance. Data can be given further depth by relating the following comments given by some of respondents.

Results from the interviews indicate that most of the parents are positive towards their children's education and get involved. Even though sometimes teachers are negative towards parents, parents have a big heart because of their children at school. Teachers undermine parents sometimes.

It depends on how the principal involves parents and how he/she addresses both parents and educators. Sometimes parents may be difficult, claiming to know more than educators, but they have to work together for their children's sake.

Interviewee 1

Not always, but the majority of parents are always positive towards their children's learning. Some of the parents do not want to get involved, and do not know how to get involved and what is expected of them.

Interviewee 2

When parents are involved in the education of their children, they support their educators and by so doing, they will work hand in hand.

Interviewee 3

Yes, but this only happens due to a long heart. The teachers have a wrong attitude towards the parents in the community in which we work.

Interviewee 4

Yes. Usually they work as a team, depending on how the principal has involved them. The principal must make it a point that parents own the school.

Interviewee 5

No. Parents sometimes claim as if they know things better than the teachers. Parents help the school to be successful.

Interviewee 6

No. Teachers sometimes undermine parents. By undermining them, progress of the learners deteriorates.

Interviewee 7

I agree. Parents and teachers work comfortably together.

Some of the principals interviewed indicate that when parents are involved, they support their educators and by so doing, they work hand in hand in helping children learn. However, some of

the principals do not agree. They say that they undermine each other. On the one hand, parents claim to know better than educators, and on the other hand, teachers undermine parents.

Results from the interview indicate that parents have certain areas of expertise where they can inform and guide their children at home. When parents are involved, positive and good success of their children is evident. Results further indicate that parents should be responsible and if they work together with teachers, it would improve their children's success at school.

4.2.6 Parental involvement improves the chances of children's success at school.

Table 4.11 Parental involvement and children's success

	Frequency	Percentage
Yes	127	96.9
No	4	3.1
Total	131	100.0

An overwhelming majority (96.9%) of respondents agree that parental involvement improves the chances of children's success at school. Only a minority (3.1%) of respondents did not agree.

Results show that the level and impact of parental involvement is high. The more parents are involved, the more children will succeed. When parents encourage their learners to do their best, parents help the school to be successful.

Results suggest that parental involvement improves the chances of children's success. Results are consistent with literature and address the aim of this study, which is to establish the impact of parental involvement on school effectiveness. Literature according to Keane (2007) indicates parental involvement improves the chances of children's success at school and the school becomes effective. The following remarks made by some interviewees illustrate this:

Interviewee 1

Yes, because parents have certain expertise that they share with learners, teachers and managers of schools.

4.2.7 Parental relationship and child success

Interviewee 2

Table: Parental involvement informs and guides their children at home. Their involvement addresses the areas for development at school.

	Count	Percentage
Yes	69	85.2
No	12	14.8
Total	81	100

Interviewee 3

Yes. This is definitely correct because whereby parents get involved in their learners' education, there is positive and good success of their children.

Interviewee 4

Yes. Parents should know that they also are responsible for the education of their children. Parents should be delegated to participate.

Interviewee 5

Yes. If they work together with their teachers, it improves results of their children.

Interviewee 6

Yes. When parents are involved in their children's work, they try their best in everything they do at school.

Interviewee 7

Parental involvement improves children's success at school.

Interviews from principals show that parental involvement improves the chances of children's success at school. If parents are involved in the education of their children, parents can address certain areas of expertise.

Interviewee 1

Neither the parent nor the teacher alone can fulfil the education task completely. As partners, they should collaborate in the closest possible way. The parent, as the primary educator of the child at home, and the teacher at school should be at a state of mutual interdependence. Both of them should adapt to each other once and again.

4.2.7 Parental relationship and child outcome

Table 4.12 Parental relationship and child outcome

	Frequency	Percentage
Yes	69	52.7
No	62	47.3
Total	131	100.0

More than half of the respondents (52.7%) indicate that the quality of a parental relationship is more strongly associated with child outcome than the amount of parent – teacher involvement. Just fewer than half the respondents (47.3%) did not agree.

The influence of a parental relationship can do more to improve learner success at school. If parents themselves have a good relationship with the school, results suggest they are going to attend meetings and participate in school matters, which in turn helps learners to learn with ease.

Literature according to Kohl and colleagues (1994) further indicate that the quality of the relationships is more strongly associated with child outcomes than the amount of parent-teacher involvement. These results do not agree with literature and many do not address the aim of the study, which is to establish the impact of parental involvement on school effectiveness. The following remarks from interviewees illustrate this point.

Results from the interview indicate that the teacher and parent should have a good relationship and work together to build a responsible child. Good results from the child mostly indicate positive teacher-parent involvement.

Interviewee 1

Neither the parent nor the teacher alone can fulfill the education task completely. As partners, they should collaborate in the closest possible way. The parent as the primary educator of the child at home, and the teacher at school should be at a state of mutual interdependence. Both of them should adapt to each other time and again.

Interviewee 2

Child academic outcomes mostly indicate teacher-parent involvement.

Interviewee 3

Parents and teacher involvement can produce better results as teachers can tap into some hidden talents from the child, not recognized at home.

Principals interviewed indicate that neither the parent nor the teacher can fulfill the education task completely. Teachers and parents should have a good relationship with regard to learner achievement.

4.2.8 The home has a major influence on student success.

Table 4.13 The home and student success.

	Frequency	Percentage
Yes	118	90.1
No	13	9.9
Total	131	100.0

An overwhelming majority of respondents (90.1%) agree that the home has a major influence on student success. Only a minority of respondents (9.9%) did not agree.

These results suggest that the home has a major influence on student success. Therefore, parental involvement in school effectiveness is essential. If parents do not care about their children's education, they do not encourage their children to do their best.

Results are consistent with literature according to Swick and Duff (1978) who indicate that the home has a major influence on student school success. The following remarks by some of the principals interviewed illustrate why the home has a major influence on student success.

Results of the interview indicate that parents should assist their children at home, and that a healthy environment, both at home and at school, makes a learner perform well. If parents are helping children at home and supervising their children's work, then children will perform well at school.

Yes	No
Interviewee 1	
Parents are encouraged to be actively involved in the success of their children by identifying the activities which will lead to the success of the child e.g. having meetings with their child and finding ways of assisting them (at home).	

Interviewee 2

A healthy environment both at home and school makes a learner to perform at school.

Interviewee 3

I agree. Charity begins at home, so the home is the primary source of education for the learner. The learner receives primary education like behavior and character at home.

Interviewee 4

Most parents help their children so that they can pass at school. They give the laws, rules, and how to behave. The background of the students determines their performance.

Interviewee 5

It depends on the background of the learner to be successful at school. If at home things are not well, then learner achievement will be low. But if the learner is getting enough support at home, then performance will be high.

Interviews for principals indicate that the home has a major influence on student success as the home is the primary source of knowledge.

4.2.9 Parents challenge the authority of teachers.

Table 4.14 Parents challenge the authority of teachers

	Frequency	Percentage
Yes	46	35.1
No	83	64.9
Total	131	100.00

A minority of respondents (35.1%) agreed that parents challenge the authority of teachers. But a majority (64.9%) of respondents did not agree. Results indicate that parents do not challenge the authority of teachers.

These results indicate parents do not challenge the authority of teachers. If parents are challenging the authority of teachers in a positive way, then they are encouraging teachers to do the best they can to make the school effective.

Literature according to Cohn and Kattkamp (1993) shows that parental involvement in school can be perceived as threatening to teachers and principals. Results are not consistent with literature according to numerous studies (Add-Racah & Arvir-Elyashiv, 2008) that found, although teachers have a major interest in co-operating with and being supported by parents, they express discomfort with parents participating in school matters. The following remarks illustrate the perceptions some of the principals have about parents challenging the authority of teachers.

Results from the interview show that parents should not challenge the authority of teachers. Parents challenge the authority of teachers when they get too involved in school governance. Some of the parents are illiterate and do not know more about the teachers. Results further indicate that parents should not challenge the authority of teachers, but they should support teachers for their children's educational sake.

Interviewee 1

The authority of teachers is challenged when learners are not well-disciplined and well-behaved at the school level. Parents challenge the authority of teachers when they get too much involved and claim to know more than teachers.

Interviewee 2

Disagree. The parents support the learners and teachers in the fulfillment of education.

Interviewee 3

Parents challenge teachers because they are not educated. They have no knowledge of teaching. They do not know that children can live better at home and challenge the authority of teachers when they get too much involved and claim to know better than teachers.

Interviewee 4

Parents should not challenge the authority of teachers because they do not know their children's behavior at school.

The principal interviewed indicated that parents should not challenge the authority of teachers, but support their children's teachers.

4.2.10 Parents are partners in education.

Table 4.15 Parents are partners in education

	Frequency	Percentage
Yes	117	89.3
No	14	10.7
Total	131	100.0

A minority of respondents (10.7%) did not agree that parents are partners in education. The majority of respondents (89.3%) agree that parents are partners in education. These results

confirm that parents are partners in education and confirm that schools may have high achievement because parents are knowledgeable about what is best for their children. But if they are not partners, parents just sit down and relax, knowing the teachers will do everything. This passive approach will lead to low academic achievement of learners and low school effectiveness.

Literature shows that parents are not only partners in education, but also consumers of the services and products of a school (Sallis, 1997). When parents become partners in education, then the school becomes effective. Results are consistent to literature and confirm that the involvement of parents in school governance matters in school effectiveness. Remarks from some of the principals follow.

Results from the interviews indicate that parents and teachers should work together in partnership. Parents should carry out their duties of raising their children and taking care of them. Results further indicate that parents should be involved in education through school governing bodies. If parents do what is expected of them, like supervising their children's work at home, and the teachers do their work at school, then the school will be effective.

No	91
Total	131

Interviewee 1

Parents must carry out the duties of raising their children well at home by disciplining them. The parent at home is the primary teacher of knowledge. When parents take good care of their children by helping them with homework, they are helping teachers at school. Neither the parent nor the teacher alone can educate the child adequately. Each one has a specific and important role to play.

Interviewee 2

I agree. The parents are the stakeholders of education through school governing body and are fully involved and support the education (of their children).

Interviewee 3

Parents control and supervise their children's work everyday, help them in doing homework, projects and assignments. They tell teachers the behavior of their children.

Interviewee 1

Interviewee 4

They must be supervisors because it's important to supervise your children's school and help where possible.

Some of the principals agree that teachers express discomfort because parents sometimes may be difficult e.g. they want their children to pass even if they know that they are not doing well and they are not helping them.

4.2.11. Teachers discomfort when parents participate in school matters.

Table 4.16 Teachers discomfort on parent participation.

	Frequency	Percentage
Yes	40	30.5
No	91	69.5
Total	131	100.0

A majority of respondents (69.5) did not agree that teachers express discomfort when parents participate in school matters. Only a minority of respondents (30.5%) agreed. If teachers express discomfort when parents participate in school matters, then parental involvement is a challenge because it inhibits parents and teachers from working together for the best interest of children. Results do not agree that teachers express discomfort when parents participate in school matters.

Numerous literature studies (Add-Racca & Arvir-Elyashiv, 2008) confirm that although teachers have a major interest in co-operating with and being supported by parents, teachers express discomfort with parents participating in school matters.

Results are not consistent with literature and do not address the aim of the study which is to investigate the involvement of parents in school governance.

Interviewee 1

Teachers express discomfort because sometimes parents can be very difficult. Parents who are educated compete with teachers claiming to know better than the teacher. Some of the parents involve themselves more than what is expected of them.

Interviewee 2

Teachers are not comfortable when parents support their children in doing wrong things e.g. not to be punished. They like their children to pass whereas they have failed.

Interviewee 3

It depends on matters, if it is classroom matters, yes. They might feel inferior. Teachers must execute their duties freely.

Interviewee 4

Disagree, most parents rely on teachers and think the parents and teachers should work together in the education of their learners.

Interviewee 2

Principals regard parents as partners in education as they are helping teachers by supervising their children's work at home.

4.2.12. Parents are consumers of the products of the school.

Table 4.17 Parents are consumers of the products of the school.

	Frequency	Percentage
Yes	63	48.1
No	68	51.9
Total	131	100.0

There are 51.9% of respondents who do not agree that parents are consumers of the products of the school. Just under half the respondents (48.1%) agree that parents are consumers of school products.

The results confirm that parents are consumers of the products of the school. The effectiveness of the school will be influenced because parents use products that are to be used by their children to help their children. Sallis (1997) indicates that parents are not only parents in education, but also consumers of the products of the school.

Strongly Agree	3
Agree	12
Disagree	15
Strongly disagree	22
Total	52

Results from the interview indicate that parents become consumers of the products of the school because parents benefit after their children have finished schooling. Results further indicate that when parents bring their children to school, they will reap the fruits of education in the future.

Interviewee 1
No. Parents' involvement in an institution is not effective. Parents are the product of the school. The school cannot be run without the ideas from parents. Even resources for the learners are from parents. The development plan for schools is prioritized by parents. Budget and many more financial issues are planned by parents.

Interviewee 2
Parents benefit after their children finish. Parents of these children give support by giving them money to go to school.

Interviewee 3
Yes, but they must lead by example. They are not supposed to run the school of their free will.

Interviewee 4
Agree. The parents work hand in hand with the school. They bring their children to school and learners gets education from school.

Interviewed principals agree that parents are consumers of the products of the school because learners get education from the school.

4.3.1. Intensive parent involvement in school as perceived as threatening teacher's professional position.

Table 4.18 Intensive parent involvement

	Frequency	Percentage
Strongly Agree	3	2.3
Agree	23	17.6
Not sure	9	6.9
Disagree	64	48.9
Strongly disagree	32	24.4
Total	131	100.0

A significant percentage (73.3%) of respondents viewed intensive parent involvement in a negative manner. A further 6.9% of respondents saw this involvement in school as threatening to a teacher's professional position.

Results do not agree that intensive parental involvement threatens a teacher's professional position. If there were negative sentiments or the possibility of threatening a teacher's position, then the effectiveness of the school would be difficult to maintain, as there may not be a good relationship between parents and teachers. Teachers would be afraid of parents. But, if parental involvement is not a threat, the good relationship between the two will help in establishing an effective school.

Literature according to Cohn and Kattkamp (1993) shows that intensive parent involvement in school perceived as threatening a teacher's professional position can lower their social status and undermine a teacher's professional consideration. Results are inconsistent with literature. Remarks by some of the principals follow.

Results from the interviews indicate parents should visit the school when necessary or when invited. However, some parents go to school with the intention of threatening teachers. Results further indicate that intensive parent involvement is interfering with the classroom activities.

Response	Percentage
Strongly Agree	100%
Agree	100%
Not sure	0%
Disagree	0%
Strongly Disagree	0%
Total	100%

Interviewee 1

South Africa education has changed. Nowadays education is learner centered. Most of the work is done by the learner. Teachers monitor work when parents visit schools. They find teachers going around helping learners in groups. Parents turn to see learners in groups as making a noise whereas the teacher is doing nothing. Visiting during school teaching hours without making an appointment is one of the threats. Some parents insult teachers when they are asked to help their children.

Interviewee 2

Most parents are not educated. They come to school and harass teachers saying this and that.

Interviewee 3

Teachers are professionals. Let them do their jobs without parents dictating to them what to do.

Interviewee 4

Agree. Teachers want parents who help them when there is a need, not always at school because they have curriculum to follow. If parents are always at school, it may disturb teachers in their work.

Principals interviewed perceived intensive parental involvement as threatening a teacher's professional position because some parents interfere even in classroom activities and dictate to teachers what to do and what not to do.

4.3.2. When teachers are disempowered, parent-teacher relations are ambivalent.

Table 4.19 Teachers disempowerment and parent relations

	Frequency	Percentage
Strongly Agree	12	9.2
Agree	66	50.4
Not sure	30	22.9
Disagree	14	10.7
Strongly disagree	9	6.9
Total	131	100.0

A significant percentage (59.6%) of respondents agreed that when teachers are disempowered, parent-teacher relations are ambivalent. A further 22.9% of respondents were not sure. A minority of respondents (17.6%) did not agree.

If parents are given more powers to govern the school, teachers will feel disempowered and parent teacher relations will not be good. If parent-teacher relations are not good, then the home-school communication will be poor and it means that the school effectiveness in that situation is not evident. If teachers are not disempowered, then parent-teacher relations will be good and enable the school to be effective because of the good relationship between the school and home.

Literature according to Lewis and Forman (2002) indicate that when teachers are disempowered, parent-teacher relations are ambivalent and full of competing demands. Results are consistent with literature and address the aim of this study, which is to investigate the involvement of parents in school governance. Remarks by some of the respondents are given below.

Results from the interview indicate that disempowerment produces poor teamwork and low production. Teachers are disempowered because some of the parents are far away from school, thus they cannot empower their children's teachers. Parents should always support their children's teachers at school.

Interviewee 1

A major Disempowered educators do not have access to act in the internal or external responsibilities.

Interview 2

Parent-teacher relations are not good because some (parents) are far from their children. They are left with their grandparents who are not educators. They cannot empower teachers.

Interviewee 3

A pupil's parents' education level is not important in determining the expected performance of a student.

Most of our leaders at school fail to empower educators and parents with some tasks. Disempowerment produces poor teamwork and low production. Disempowered teachers cannot maintain a high level of performance. Educators and parents should be provided with information and a guide on decision-making. This can only be done by the school or institution when there is effective leadership.

Principals perceived the disempowerment of teachers as threatening a learner's success because of lack of a good relationship between parents and teachers.

4.3.3. A pupil's parental education level is important in determining the expected performance of the student.

Table 4.20 Parental education level and student performance.

	Frequency	Percentage
Strongly Agree	45	34.4
Agree	71	54.2
Not sure	4	3.1
Disagree	8	6.1
Strongly disagree	3	2.3
Total	131	100.0

A majority of respondents (88.6%) agreed that parental education is important in determining the expected performance of a student. A further 3.1% did not agree.

Interviewee 3

Parental educational level is important because if the parent is educated, then the parent can encourage children to do their best at school because they know what is best for their children. If parents are not educated, it is difficult for them to determine the expected performance of their children as they know nothing about it. Parents who are not educated cannot encourage their children on school matters and are unwilling to involve themselves in school matters.

The Swedish National Agency for Education (2006) found that a pupil's parental education level is important in determining the expected performance of the student. If (88.6%) of respondents are positive about the impact of parental involvement on the effectiveness of the school, then schools will improve. Parents, who are educated, become involved in the education of their children, as they know what is expected of them. Results agree with literature and address the aim of this study, which is to assess the level and impact of parental participation in school effectiveness.

Disagree

Results from the interviews indicate that parents who are educated easily recognize areas of weakness of their children and it is easy for them to help their children. For parents who are not educated, it would be difficult to help as they cannot identify the areas of weakness. The following remarks illustrate some contributions by parents.

Interviewee 1

Parents are part of the new curriculum. They are also included in the learning of the child. It is important for the parents to be involved in the performance of the child. Checking learner's tasks will be highly important for preparing learners' progression at the end of the year.

Interviewee 2

Parents help their children because they are educated. They know what to do and can read and write. They help them to do homework and prepare for the examination.

Interviewee 3

Educated parents easily recognize areas of weakness of their children and home background is always an influence.

Principals interviewed indicated that parental education level is important in helping children because they know their children's areas of expertise and areas of weakness.

Interviewee 1

4.3.4 Parental involvement contributes in the effectiveness of the school.

Table 4.21 Parental involvement and school effectiveness

	Frequency	Percentage
Strongly Agree	48	36.6
Agree	65	49.6
Not Sure	3	2.3
Disagree	136	9.9
Strongly disagree	2	1.5
Total	131	100.0

A minority of respondents (11.4%) did not agree that the effectiveness of the school is contributed to parental involvement at a particular school. A further 2.3% of respondents were not sure. A significant percentage (86.2%) of respondents agreed.

These results suggest that parental involvement contributes to the overall effectiveness of the school. Literature according to numerous studies (Delgado-Gaitan, 1990; Schneider & Coleman, 1993) confirms that parental involvement contributes to the effectiveness of the school. Results are consistent with literature.

If parents of learners of a particular school are involved in the education of their children, it will be easy for the school to improve in academic matters and administration because parents engage themselves in working with the school. If parents are involved, they are going to show their world of expertise and help make the school more effective.

Results from interviews indicate that parental involvement contributes to the effectiveness of the school. When parents are involved, they help the school by asking for donations, cleaning the schoolyard and helping teachers with extra-mural activities.

Interviewee 1

Teaching and learning cannot be effective without parental involvement. Revised National Curriculum needs parents' knowledge. Parents meetings and workshops should be done in order to inform parents about the New Intervention strategies and Ana examination. Parents themselves should be involved to initiate changes with the curriculum. Learner's knowledge, skills and values are developed through the contribution of parents involved in the learning process.

Interviewee 2

Parents are involved in the teaching and learning of their children. They volunteer to ask donors. They help their children by cleaning the yard and practicing extra-mural activities e.g. tshikona and malende.

Interviewee 3

Sometimes, but not every area of school. The school is a learning institution that abides by some rules and regulations which parents might not understand.

4.3.5 Parents and educators in partnership

Table 4.22 Parents and educators in partnership

	Frequency	Percentage
Strongly Agree	79	60.3
Agree	51	38.9
Disagree	1	8
Total	131	100.0

A significant percentage (99.2%) of respondents agreed that both parents and educators should be able to work together in partnerships. A minority of (8%) respondents did not agree.

The results suggest that parents and educators should work together in order to maintain and build the kind of school they all want. For the community to be invested in a school, it means that the school should be effective with good results. If parents are not involved in partnership, they will leave everything in the hands of educators and expect them to do the best. This will be difficult for educators to do on their own without the help of parents.

Conclusion

Literature according to Stacey (1991) emphasizes the importance of parents and educators working together. Both parents and educators should work together in partnership because it impacts the effectiveness of the school. Results are consistent to literature according to Stacey (1991) and address the aim of this study, which is to investigate the involvement of parents in school governance. The following remarks by some interviewees illustrate this.

Results from the interviews indicate that educators and parents should work together in partnership. Educators should create opportunities to communicate with parents. Parents and educators should support each other to improve the academic performance of the school.

Interviewee 1

Educators must create opportunities to communicate freely with parents. The interaction between parents and educators develops a learner intellectually. When parents and

educators work together, learners start to develop different skills, knowledge and values. The new curriculum also needs both parents and educators to work hand in hand.

5.1. Introduction

Interviewee 2

Parents and educators are supporting each other in building their children. Parents encourage educators to work harder. They motivate children to read their books.

Interviewee 3

This helps to develop the school and improve better results for the students, as this motivates and encourages educators to work harder.

Parental participation should be direct and elected parents must sit on the board at the school to raise their concerns.

Some principals who were interviewed reported that when parents and teachers work together, it is perceived as helping the effectiveness of the school and improves the success of children.

Conclusion

In this chapter, data was presented and interpreted for both qualitative and quantitative study. It was evident from both phases that not all parents are fully involved in the learning of their children. The study revealed that most parents are involved in the education of their children and co-operate with teachers at school.

CHAPTER 5: SYNTHESIS, FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1. Introduction

An overview of the study is documented with focus on the research questions, aims of the study and research methods applied to solve the research problem. A summary of the findings followed by recommendations is presented in this chapter. The study concludes by providing possible limitations of the study.

5.2. Overview of this study

The first chapter presented an orientation of this study, background, statement of the problem, aims of the study, critical research questions, beginning assumptions and a conceptual framework. The study further reflected the use of a mixed methodology research design. The area where the study was conducted is indicated as delimitations of the study, followed by all ethical considerations in the process of investigation and its significance. The first chapter closed by providing an outline of what the study will entail in the subsequent chapters.

The study was specifically set out to describe and explore the extent to which parents are involved in school governance and the level and impact of parent participation in school effectiveness in primary schools around the Vuwani area. This study was initiated to establish the impact of parental involvement on school effectiveness. A mixed method research design strategy was chosen in order to facilitate a deeper understanding of the problem under investigation from the perspective of face-to-face interviews with research participants.

Wlcersma and Jurs (2005) agree that qualitative data presents the accounts of insiders as an account of reality. Data was analyzed with the aid of tables to represent respondents, perceptions in terms of percentages, followed by texts from the interviews.

The objectives of the study were:

- Assess whether parents are effectively involved in the education of their children;

- To investigate whether parents were contributing towards academic performance of their children through their involvement in the education of their children;
- To investigate whether parents were contributing towards learning and teaching through their involvement in their children's education;
- To establish the impact of parental involvement in the education of their children on school effectiveness.

The critical research questions were:

- Are parents participating effectively in school effectiveness?
- Are parents involved in school governance?

In the process of addressing the study's aims and to answer the research questions it was hypothesized that:

- There would be greater effectiveness of schools when parents are involved in the education of their primary school children.
- Children will try harder and achieve more at school when their parents are involved.

5.3 Main findings from the study

Literature related that when parents are involved in the education of their children, children achieve more at school. The home-school relationship helps teachers and school managers to do better as they work collaboratively in partnership. Numerous studies (Niesser, 1996, Selden, 1990, and Caldas, 1993) indicate that the home has a major influence on student-school success, and that it is the quality of relationships within students' home environments that has an important effect on school performance. The majority of educator respondents during the first phase of study agree that parental involvement is important in the effectiveness of the school.

Literature revealed that in most two-parent families both parents are employed, and in single parent families the parent may be employed, and as a result, parents are frequently no longer available for meetings during the school day or may be too tired to go to meetings in the evenings, Wagner (1989). Numerous studies also indicate that teachers ask for parent involvement in schools, but they are not equipped with the skills or knowledge to promote such

an involvement. Parents need guidance from teachers about their children's development. The empirical evidence revealed that parents are reluctant to volunteer in providing services in schools because they are engaged in their own job responsibilities. In addition, most of the parents are single and function as the sole breadwinner in their respective families. Only a few parents who were not working were able to attend school meetings. Sometimes parents do not go to the school even for the collection of their children's report because of job responsibilities. Teachers are forced to hand over the reports to learners.

The empirical evidence also revealed that some of the parents are supportive even though most of them are far away and some are illiterate. The study successfully investigated the extent to which parents in rural communities are involved in their children's education in primary school. Additionally, the contributions parents make regarding their children's success in primary schooling was investigated. The study explored the attitudes that parents have for their children and the possibilities of those parents to improve. The study found that parental involvement is one of the keys to the success of the school. Partnership between the school and the community enables teachers to teach more effectively because of the support they get from parents. Ultimately, learners end up doing well.

For primary schools to be effective, the SGB should establish a parent's involvement policy that will help in inviting more parents to get involved in the educational activities of their children. Teachers should also work hard, even though parents are not engaging themselves in school activities.

5.3.1. Findings from literature

Literature that was reviewed covered a variety of aspects of parental involvement in school effectiveness in primary education. It revealed that the school receives ideas for school improvement through parental participation. For example, when parents are invited to attend school events or during individual visits to schools, it is then that parents expose themselves in areas of their expertise. When parents are involved in the educational process of their children, children try harder and achieve more at school. Learners learn better. Teachers experience more positive feelings about teaching with greater parental involvement as they try to please parents.

Literature reviewed further identified some of the barriers to parent involvement in the education of the children such as parents challenging the authority of principals and teachers, teachers expressing discomfort when parents participate in school matters, parents being consumers of the products of the school, intensive parental involvement as perceived as threatening the teacher's professional position, parental involvement as seen as disempowerment of teachers with the effect of making parent-teacher relations ambivalent, lack of income, illiteracy of parents and inflexible work schedules.

One of the objectives of the study was to investigate the involvement of parents in facilitating their children's education. Results from the study show that some of the parents are helping their children with homework at home, especially those who are literate because they know what to do and how to help. Learners whose parents are illiterate do not know how to help their children. The other problem that discourages parents from helping their children at home is parents come home late and do not have time to help. Some of the children are staying with their grandparents who cannot help them because of illiteracy. It was found that sometimes the problem is caused by the communication breakdown between parents and teachers. This is because parents and teachers undermine each other. Parents may threaten the authority of teachers by their intensive involvement at school.

5.3.2. Findings on parents' general attitude in the educational matters of their children.

The study found that parents with educational expertise do not render voluntary teaching services, neither do they offer any career guidance. They seem to be too busy and do not have time to render such services. The study also indicated that not all parents attend community forums and meetings to discuss educational matters. Only a few of the parents get fully involved and try by all means to help the school. The study indicated that parents are not sure if they have the necessary skills and knowledge to get involved.

5.3.3. Findings regarding teacher parent communications

The study sought to find out the extent to which teachers and parents communicate towards the success of the learners. The study revealed that some learners do not stay with parents. There is

no good communication between parents and teachers. Teachers express discomfort when parents are fully involved in education. When teachers are disempowered, parent-teacher relations are ambivalent and teachers strive to keep parents away.

5.3.4. Findings with regard to parents' participation in school governance

In an effort to develop a model through which parental involvement in the education of their children can be enhanced, it was also important in this study to establish the involvement of parents in school governance. This study revealed that parents participate in school governance. It is just that they may be silent in all meetings because of lack of knowledge or sometimes they become more empowered and threaten the teacher's profession standing.

5.4 Synthesis of the main findings

The study sought to investigate the challenges that the school may experience when involving parents in school matters. Some parents are not actively involved in educational matters because they work far from home, while other parents may be illiterate and cannot engage themselves in school matters like helping children with homework. These factors significantly decrease the involvement of parents.

5.5. Recommendation

Lack of parental involvement is the biggest problem facing public schools worldwide. Parents should work directly with their children on learning activities at home. Schools should encourage children to practice reading at home with their parent and through that practice children make gains in reading achievement. A separate quiet place for practicing schools tasks should be established. Parents should be role models for their children when it comes to valuing education and hard work. Parents should maintain a warm and supportive home and help with homework.

6. Recommendations for future study

After consultation with a myriad of sources that included information derived from the literature, survey questionnaires completed by parents, SGB members, educators and principals as well as face-to face interviews, it is clear that all stakeholders are in favour of a good relationship and

collaborative partnership with each stakeholder participating effectively for the success of the children and the effectiveness of the school.

When there is a good relationship between the school and the community, teachers are more effective because of the support they receive from parents, enabling learners to improve their academic performance. When children are performing well at school, excellent results at the end of the year are evident.

Even though all the stakeholders wish to involve themselves in the education of their children, there are other areas of study that still remain. For example, principals should assist parents on how they can assist in their children's education. Principals should find ways and strategies to involve parents with limited education and encourage them to support their children at home and at school. Future studies on similar research domain may be undertaken all over the country in places where parental involvement is still a challenge.

7. Limitations of the study

The sample of this study was limited to eleven primary schools of Vuwani area. It is possible to generalize the findings. There is no possibility of finding different results from another circuit because out of the eleven selected primary schools, some are from Dzondo, Dzindi, Vhuronga I and Vhuronga II circuits. The findings of this study will be similar in other areas with similar context. There is the possibility that some of the respondents during the first phase of study might not have read the questionnaire thoroughly, but simply crossed over to provide a response. If this occurred, it is not going to affect the results as data was extrapolated and confirmed through face-to face interviews.

The study was conducted following the qualitative and quantitative steps and procedures to ensure validity and reliability. For this study, it was beneficial to investigate how parental involvement challenges influence school effectiveness in different spheres of life. When teachers and parents work together in partnership, it leads to the development of an effective school, however if these partners undermine each other, it negatively effects the education of children.

8. Conclusion

This study was conducted to investigate the involvement of parents in the education of their children and its impact on the effectiveness of primary schools in Vuwani Area. The findings showed that some parents are involved and supportive to their children and the school. In the first chapter, the aims of study were articulated and the research questions were indicated. A literature review was conducted to provide a conceptual framework regarding parental involvement. In conclusion, the study managed to accomplish its stated aims and the research questions that were posed were answered.

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INTERVIEW TRANSCRIPTS

Yes. Some parents advise. Parents sometimes volunteer to do something without. Some parents interviewed also think that parental involvement affects school improvement. Through meetings with parents, parents are going to give suggestions and advice for school improvement. The school should also prepare a questionnaire and give them to parents for their Swot. the education of their children. The following remarks were made by some of the parents interviewed.

The following remarks illustrate this:

Interviewee 1

Interviewee 1: are involved in the education of their children, they bring about Yes. More especially, during parent meetings or during individual visits to the school, parents expose themselves in areas of their expertise.

Interviewee 2

Interviewee 2: get all the basics knowledge from parents at home and this encourages Improvement, e.g children's success, cleanliness, administration etc.

Interviewee 3

Yes, during parents meetings, parents suggest some of issues that can be included in improving planning in order improve some of the areas.

Interviewee 4

Schools should also prepare questionnaires and give them to parents so their SWOT may be genuine. Questionnaires should not include parents' names.

to achieve much better

Interviewee 4

Yes, as a school we discuss school developmental plan and they come with ideas on how we can improve our school. refer to please their parents. They did all that in order not to embarrass them.

Interviewee 5

No. Parents. They said the principal is the one who is going to improve the school.

Interviewee 6

Yes. Some parents advise. Parents sometimes volunteer to do something without receiving money. They come to school and plant green-grass on behalf of their children.

The results further show that the system of education in S.A. requires that parents take an active role in the education of their children. The following remarks were made by some of the parents interviewed.

Result Interviewee 1

When parents are involved in the education of their children, they bring about improvement at that particular school.

Result Interviewee 2

Yes, Learners get all the basics knowledge from parents at home and this encourages teachers to continue with them in (the) learning process.

Interviewee 3

Yes, they knew that their parents and their educators work as a team. The child has no place to hide.

Interviewee 4

Yes, if you look at this system of education (it is) in need of parents involvement, by which, learners if they establish a good teacher-parent relationship, learners work harder to achieve much better.

Interviewee 5

Yes, They work harder in order to please their parents. They did all that in order not to embarrass them.

Interviewee 6

Yes, this is sometimes due to illiteracy in our community whereby parents do not understand how the school should be run.

Interviewee 6

Yes, Children make sure that they complete their work in time in order to make them happy.

Interviewee 7

Parental involvement in the education of their children improves academic achievement, as parents will be checking on their children's work and helping them at home.

Results from interviews indicate that this is illustrated in the following remarks:

Interviewee 7

Results from the interview indicate that it happens because of lack of knowledge and in cases where the principal does not set out priorities. Most of the parents support the principals, by providing ways or strategies of helping the principals.

Interviewee 1

At times it happens because of lack of lack knowledge, but if called and explained about the importance of principal's authority has to explain what become positive. The principal has to explain what their function as partners entails. The principal has to convince both parents to enter into his relationship.

Interviewee 2

It always happens in the case where the principal does not set out the priorities for development in his school.

Interviewee 3

No. Usually parents support the principal, they come out with ways or strategies of helping him or her.

Interviewee 4

Yes, this is sometimes due to illiteracy in our community whereby parents do not understand how the school should be run.

Yes, but this needs much commitment to parents where they have interest of teaching and Interviewee 5 get their children.

No. They said the principal is the boss of the school. They hand over everything to the principal.

Yes, They try by all means to give their children everything they want e.g. things to Interviewee 6 tasks. They help their children to complete their homework.

Yes. They challenge the authority of the principals by quoting what is happening in the nearby schools.

Yes, They provide everything their children need. If children say something concerning Interviewee 7 this provide them immediately.

I disagree. Mostly parents are there to support principals not to challenge their authority. Principals regard parents as challenging the authority of teachers because of lack of knowledge. However, some of the principals do not see parental involvement as a challenge, but as having ways or strategies of helping the principal.

Results from interviews indicate that parents provide perspectives that serve the best interest of their children. They know areas for development in the school. Results further indicate that parents provide for their children's needs and have interest of teaching their children what is good for them.

the principal involved, parents, and the school address their parents and educators. Sometimes parents may be difficult standing to know more about education, but they have to Interviewee 1 for their children's sake.

Parents provide perspectives on matters that serve the best interest of children, provided that they are involved in all the activities of the school and are always informed about the performance of their children on a regular basis.

always positive towards their children's learning. Some of the parents do not want to get involved and do not know how to get Interviewee 2 what is expected of them.

Parents usually prioritize the areas for development, especially of these areas that have the most impact on the future of their children such as reading and writing skills.

When parents are involved in the education of their children, they respect their educators Interviewee 3 g they will work hard to help.

Yes, but this needs much commitment to parents where they have interest of teaching and learning amongst their children.

Interviewee 4

Yes, They try by all means to give their children everything they want e.g. things to complete their tasks. They help their children to complete their homework.

Interviewee 5

Yes, They provide everything their children need. If children say something concerning education, parents provide them immediately.

Interviewee 6

If they are told (parents), they get involved in matters that serves the best interest of their children.

Principals interviewed agree that parents provide perspectives on matters that serve the best interest of children, especially if they are told.

It depends on the principal involved, parents, and how he/she addresses both parents and educators. Sometimes parents may be difficult claiming to know more than educators, but they have to work together for their children's sake.

Interviewee 1

Not always, but the majority of parents are always positive towards their children's learning. Some of the parents do not want to get involved and do not know how to get involved and what is expected of them.

Interviewee 2

When parents are involved in the education of their children, they support their educators and by so doing, they will work hand in hand.

Interviewee 3

Yes, but this only happens due to long heart. The teachers have a wrong attitude towards the parents in the community in which we work.

Interviewee 3

Interviewee 4

Yes, usually they work as a team, depending on how the principal has involved them. The principal must make it a point that parents own the school.

Interviewee 4

Yes, parents should know that they also are responsible with the education of their children. This should be delegated to parents.

Interviewee 5

No. Parents sometimes claim as if they know things better than the teachers.

Interviewee 5

Interviewee 6

No. Teachers sometimes undermine parents. By undermining them, progress of the learners deteriorates.

Yes, when parents are involved in their children's work, they are their best in everything.

Interviewee 7

I agree, parents and teachers work comfortably together.

Interviewee 7

Results suggest that parental involvement improves the chances of children's success. Results are consistent with literature and address the aim of the study which is to establish the impact of parental involvement on school effectiveness. Literature according to Keane (2007) improves the chances of children's success at school and the school becomes effective. The following remarks made by some interviews illustrate this:

Interviewee 1

Yes, because parents have certain expertise that they share with both learners, teachers and managers of schools.

Interviewee 2

Both of them should accept to each other that and again.

Parental involvement informs and guides their children at home. Their involvement addresses the areas for development at school.

Interviewee 3

Yes, this is definitely correct because whereby parents get involved in their learners' education there is positive and good success of their children.

Results Interviewee 4

Yes, parents should know that they also are responsible with the education of their children. Parents should be delegated to participate.

Interviewee 5

Yes. If they work together with their teachers, it improves results of their children.

Interviewee 6

Yes, When parents are involved in their children's work, they try their best in everything they do at school.

Interviewee 7

Parental involvement improves children's success at school.

Results from the interview indicate that the teacher and the parent should have a good relationship and work together to build a good child. Good results of the child mostly indicate teacher-parent involvement.

Interviewee 1

Neither the parent nor the teacher alone can fulfill the education task completely. As partners, they should collaborate in the closest possible way. The parent is the primary educator of the child at home, and the teacher at school should be at a state of mutual interdependence. Both of them should adapt to each other time and again.

Interviewee 2

Child, academic outcomes mostly indicate teacher-parent involvement.

Interviewee 3

Results: Parent-teacher involvement can produce better results as teachers can tap out some hidden talents from the child that cannot be recognized at home.

Results of the interview indicate that parents should assist their children at home, and that a healthy environment both at home and at school makes a learner to perform well at school. If parents are helping children at home and supervising their children's work, then children will perform well at school.

Interviewee 1

Parents are encouraged to be actively involved in the success of their children by identifying the activities which will lead to the success of the child e.g having meetings with their child, find ways of assisting them (children at home).

Interviewee 2

A healthy environment both at home and school makes a learner to perform at school.

Interviewee 3

I agree. Charity begins at home, so the home is the primary source of education for the learner. The learner receives primary education like behavior and character at home.

Interviewee 4

Most parents help their children so that they can pass at school. They give the laws, rules, and how to behave. The background of the student determines the performance.

Interviewee 5

Results: Interviews indicate that parents and teachers should work together in partnership. Parents should carry out their duties of raising their children and taking care of them. Results further indicate that parents should be involved in education through school.

It depends on the background of the learner to be successful at school. If at home, things are not well, then learner achievement will be low, but if the learner is getting enough support at home, then performance will be high.

Interviewee 1

Results from the interview show that parents should not challenge the authority of teachers. They do it when they get too involved in school governance. Some of the parents are illiterate and do not know more than them. Results further indicate that parents should not challenge the authority of teachers but they should support teachers for their children's education at school.

Interviewee 2

Interviewee 1

The authority of teachers is challenged when learners are not well disciplined and well behaving at school level. Parents challenge the authority of teachers when they get too much involved and claim to know better than teachers were as some of them do not even know how to get involved.

Interviewee 3

Interviewee 2

Disagree. The parents support the learners and teachers in the fulfillment of education.

Interviewee 3

Parents challenge teachers because they are not educated. They have no knowledge of teaching. They do not know that children can live better at home and challenge the authority of teachers when they get too much involved and claim to know better than teachers.

Interviewee 4

Parents should not challenge the authority of teachers because they do not know their children's behavior at school.

Interviewee 5

Results from the interviews indicate that parents and teachers should work together in partnership. Parents should carry out their duties of raising their children and taking care of them. Results further indicate that parents should be involved in education through school

governing bodies. If parents do what is expected of them, like supervising their children's work at home, and the teachers do their work at school, then the school will be effective.

Teachers are not comfortable when parents support their children in doing wrong things

Interviewee 1 They like their children to pass a normal day at school

Parents must carry out the duties of raising their children well at home by disciplining them. The parent at home is the primary teacher of knowledge. When parents take good care of their children by helping them with homework, they are helping teachers at school. Neither the parent nor the teacher alone can educate the child adequately. Each one has a specific and important role to play.

Interviewee 4

Interviewee 2 parents play an important role and parents and teachers should work together in

I agree. The parents are the stakeholders of education through school governing body and are fully involved and support the education of children.

Results from the interview indicate that parents become consumers of the products of the school

because after school children have school assignments, projects, homework, etc.

when Interviewee 3 Parents control and supervise their children's work everyday, help them in doing

homework, projects, and assignments. They tell teachers the behavior of their children.

Interviewee 1

Interviewee 4 involvement in an institution is not enough. Parents are the providers of the

They must be supervisors because it's important to supervise your children's school and help where possible.

Budget and every other financial issues are planned by parents.

Literature according to numerous studies (Add-Racah & Arvir-Elyashiv, 2008) confirm that although teachers have a major interest in co-operating with and being supported by parents, they express discomfort with parents participating in school matters.

giving their money to go to school.

Interviewee 1

Teachers express discomfort because sometimes parents can be very difficult. Parents who are educated compete with teachers claiming to know better than the teacher. Some of the parents involve themselves more than what is expected of them.

Interviewee 4

Interviewee 2

Teachers are not comfortable when parents support their children in doing wrong things e.g. not to be punished. They like their children to pass whereas they are failing.

Interviewee 3

It depends on matters, if it is classroom matters, yes, they might feel inferior. Teachers must execute their duties freely.

Interviewee 4

Disagree, most parents rely on teachers and parents and teachers should work together in the education of their learners.

Results from the interview indicate that parents become consumers of the products of the school because they benefit after their children have finished schooling. Results further indicate that when parents bring their children at school, they will reap the fruits of education.

Interviewee 1

No, parent's involvement in an institution is not effective. Parents are the product of the school. The school cannot be run without the ideas from parents. Even resources for the learners are from parents. The developments of the school is prioritized by parents. Budget and many more financial issues are planned by parents.

Interviewee 2

Parents benefit after their children finished. Parents of these children give support by giving them money to go to school.

Interviewee 3

Yes, but they must lead by example. They are not supposed to run the school of their free will.

Interviewee 4

Principals Agree, the parents work hand in hand with the school. They bring their children to school. Learners get education from school.

Interviewed principals show that they agree that parents are consumers of the products of the school because learners get education from the school.

Results from the interview indicate that parents should visit the school when necessary or when invited, but some of the parents go to school with the intention of threatening teachers. Results further indicate that intensive parent involvement is interfering the classroom activities.

Interviewee 1

South Africa education has changed. Nowadays education is learner centered. Most of the work is done by the learner. Teachers monitor work when parents visit schools. They find teachers going around helping learners in groups. Parents turn to see learners in groups as making a noise whereas the teacher is doing nothing. Visiting during school teaching hours without making an appointment is one of the threats. Some of parents insult teachers when they are asked to help their children.

Interviewee 2

Most parents are not educated. They come to school and harass teachers saying this and that.

Interviewee 3

Teachers are professionals, let them do their jobs without parents dictating to them what to do.

Interviewee 4

Agree. Teachers want parents who help them when there is a need. Not always at school because they have curriculum to follow, and if parents are always at school, it may disturb teachers in their work.

Principals interviewed perceived intensive parental involvement as threatening teacher's professional position because some of them interfere even in classroom activities and dictate to teachers what to do and what not to do.

Results from the interview indicate that disempowerment produces poor teamwork and low production. Teachers are disempowered because some of the parents are far away from school, thus they cannot empower their children's teachers. Parents should always support their children's teachers at school.

Interviewee 1
Disempowered educators do not have access to act in the internal or external responsibilities.

Interview 2
Parent teacher relations are not good because some (parents) are far from their children. They live with their grandparents who are not educated. They cannot empower teachers.

Interviewee 3

A pupil's parents education level is not important in determining the expected performance of student.

Results from the interview indicate that parents who are educated easily recognize areas of weakness of their children and it is easy for them to help their children. For parents who are not educated, it would be difficult to help as they do not know the areas of weakness. The following remarks illustrate contributions by some parents.

Interviewees 2

Interviewee 1
Parents are part of the new curriculum. They are also included in the learning of the child. It is important for the parents to be involved in the performance of the child. Checking learner's tasks will be highly important for preparing of learners progression at the end of the year.

Interviewee 2

Parents help their children because they are educated. They know what to do and can read and write. They help them to do homework and prepare for the examination.

Interviewee 3

Educated parents easily recognize areas of weakness of their children and home background is always an influence.

Principals interviewed indicated that parental education level is important in helping children because they know their children's areas of expertise and areas of weakness.

Results from interviews indicate that parental involvement contributes to the effectiveness of the school. When parents are involved, they help the school by asking for donations, cleaning the schoolyard and helping teachers with extra-mural activities.

Interviewee 1

Teaching and learning cannot be effective without parental involvement. Revised National Curriculum needs parents' knowledge. Parents' meetings and workshops should be done in order to equip parents about the New Intervention Strategies and Ana examination. Parents themselves should be examples to initiate changes about this curriculum. Learner's knowledge, skills and values are developed through the contribution of the parental involvement in the learning process.

Interviewee 2

Parents are involved in the teaching and learning of their children. They volunteer to ask donors. They help their children by cleaning the yard and practicing extra mural activities e.g. tshikona and malende.

Interviewee 3

Sometimes, but not every area of school. The school is a learning institution that abides by some rules and regulations which parents might not understand.

Topic: Parental involvement in the education of their children: A challenge towards school

Interviewee 1

Educators must create opportunities to communicate freely with parents. The interaction between parents and educators develops a learner intellectually. When parents and educators work together, learners start to develop different skills, knowledge and values.

The new curriculum also needs both parents and educators to work hand on hand.

Male	1
Female	2

Interviewee 2

Parents and educators are supporting each other in building their children. Parents encourage educators to work harder. They motivate children to reads their books.

20-30 years	1
31-40 years	2
41-50 years	3
51-60 years	4

Interviewee 3

This helps to develop the school and improve better results for the students, as this motivates and encourages educators to work harder.

Grade 10	1
Grade 12	2
B.A	3
B.Ed	4
M.Ed and other	5

1.4 Place where the school situated

Village	1
Township	2
Farm	3

1.5 Number of learners in school

Below 200	1
201-400	2
401-600	3
601-800	4
801-1000	5
1001 and above	6

PARENTAL INVOLVEMENT QUESTIONNAIRE

SECTION B

Topic: Parental involvement in the education of their children: A challenge towards school effectiveness.

SECTION A

1.1. Gender

	Yes	No
Male	1	2
Female	1	2

1.2. Age

20-30 Years	1
31-40 Years	2
41-50 Years	3
51-60 Years	4
61 and Older	5

1.3. Academic Qualifications

Grade 10	1
Grade 12	2
B.A	3
B.Ed	4
M.Ed and other	5

1.4. Place where the school situated

Village	1
Township	2
Farm	3

1.5. Number of learners in school

Below 200	1
201-400	2
401-600	3
601-800	4
801-1000	5
1001 and above	6

To what extent do you Agree or Disagree with each of the following statements?

SECTION B Using a cross in the appropriate space provided.

2. Indicate your opinion by making a cross in the appropriate block.

	Yes	No
2.1.The School receives ideas of school improvement through parental participation.	1	2
2.2.When parents are involved in the education, children try harder and achieve more at school.	1	2
2.3.Parents challenge the authority of principals	1	2
2.4.Parents provide perspectives on matters that serves the best interest of children.	1	2
2.5.In practice, parents and teachers always work comfortably with each other.	1	2
2.6.Parental involvement improves the chances of children's success at school.	1	2
2.7.The quality of the parental relationships is more strongly associated with child outcome than the amount of parent-teacher involvement.	1	2
2.8.The home has a major influence on student school success.	1	2
2.9.Parents are partners in education	1	2
2.10. Teachers express discomfort when parents participate in school matters.	1	2
2.11. Parents are consumers of the products of the school	1	2

To what extent do you Agree or Disagree with each of the following statements?

Indicate by making a cross in the appropriate space provided.

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
2.12. Intensive parent involvement in school is perceived as threatening teacher's professional position.	1	2	3	4	5
2.13. When teachers are disempowered, parent-teacher relations are ambivalent.	1	2	3	4	5
2.14. A pupil's parental education level is important in determining the expected performance of the student.	1	2	3	4	5
2.15. The effectiveness of the school is contributed by the involvement parents of learners of a particular school.	1	2	3	4	5
2.16. Both parents and educators should be able to work together in partnership.	1	2	3	4	5
2.17. A school in which children are actively engaged in their work gives a positive impression to parents.	1	2	3	4	5