

**IMPACT OF THE PARENT-TEACHER RELATIONSHIP IN THE EDUCATION OF
CHILDREN IN SECONDARY SCHOOLS IN LWAMONDO CIRCUIT OF
VHEMBE WEST DISTRICT**

by

KUMBANI BALANGANANI MAURICE

A dissertation submitted in fulfilment of the requirements for the degree of

MASTER OF EDUCATION IN EDUCATION MANAGEMENT

in the

DEPARTMENT OF EDUCATIONAL MANAGEMENT

SCHOOL OF EDUCATION
UNIVERSITY OF VENDA

**SUPERVISOR: DR SL TSHIKOTA
CO-SUPERVISOR: DR DA SINTHUMULE**

2021

DECLARATION

I, **KUMBANI BALANGANANI MAURICE**, declare that this thesis entitled:

“The Impact of Parent-Teacher Relationship in the Education of their Children in Secondary Schools in Lwamondo Circuit of Vhembe West District”

... is my own work and all resources that I have used, have been indicated and acknowledged by means of complete references

Signature:.....Date.....

ACKNOWLEDGEMENTS

My sincere gratitude and honour go to the following group of people whose assistance has made this study a success.

Firstly, I would like to thank God Almighty for the divine protection of my life, wisdom, guidance, good health and courage He has given me throughout this study.

My supervisor Dr Tshikota Shumani Leonard and co-supervisor Dr Sinthumule Dzivhonele Albert for their patience, guidance, support and constructive criticism they have provided throughout my study.

The circuit manager for granting me permission to conduct research in schools, all secondary school principals, educators, learners and parents who sacrificed their time to contribute to this study.

DEDICATION

This thesis is dedicated to the following people:

My beloved wife, Nkhensani Constance Kumbani for her unconditional and prayerful support she has shown in the completion of this study. She has always been the source of encouragement and pillar of strength.

My children who never complained of my absence when they needed my presence in the family as the father. They always gave me time and space during this study.

My late uncle, George Nkhumeleni Mukwevho who has been so influential and resourceful in my entire period of schooling and may his soul rest in eternal peace.

Finally, all the people who gave me support and motivation.

ABSTRACT

Parent-teacher relationship in the education of their children is often linked to the children's academic performance. There has been little attempt to investigate the impact of parent-teacher relationship to the children's academic performance. The present study investigates two scenarios of the impact: the child's perception of the role of parents in the child's performance in education and the role of student-teacher relationship in the children's performance at school. Moreover, the study will investigate the impact of parent-teacher relationship in the education of children in secondary school and will also suggest alternative strategies which will encourage parents to be involved in the education of their children. The population of the study will consist of secondary schools in the Lwamondo Circuit where four schools have been selected for the study. The study will use a sample of 40 participants of principals, educators, parents and learners of the four selected secondary schools in a population of seven schools in the circuit. The significance of the study is that the Department of Basic Education (DoBE) and other stakeholders such as parents and learners could benefit from its findings. The findings of the study could assist the Department of Basic Education and parents of the learners attending schools in Lwamondo Circuit with strategies which will impact in the education of their children.

Key words: parental involvement, education, academic achievement, learner, educator

LIST OF ABBREVIATIONS AND ACRONYMS

CAPS :	Curriculum and Assessment Policy Statement
DoBE :	Department of Basic Education
DoE :	Department of Education
EEA :	Employment of Educators Act
FET :	Further Education and Training
LRC :	Learner Representative Council
LTSM :	Learner Teacher Support Material
NCS :	National Curriculum Statement
NEPA :	National Education Policy Act
PT :	Parent Team
SASA :	South African School's Act
SGB :	School Governing Body
SMT :	Senior Management Team
SPMT :	School Planning and Management Team
SSST :	Student and Support Staff Team
UHDC :	University Higher Degree Committee
ZPD :	Zone of Proximal Development

TABLE OF CONTENTS

DECLARATION	I
ACKNOWLEDGEMENTS	II
DEDICATION	III
ABSTRACT	IV
LIST OF ABBREVIATIONS AND ACRONYMS	V
CHAPTER 1	1
INTRODUCTION AND BACKGROUND	1
1.1. INTRODUCTION AND BACKGROUND	1
1.2 STATEMENT OF THE PROBLEM.....	2
1.3 AIM OF THE STUDY	3
1.4 OBJECTIVES OF THE STUDY	3
1.5 RESEARCH QUESTIONS	3
1.5.1 THE MAIN RESEARCH QUESTION	3
1.5.2 SUBSIDIARY QUESTIONS	4
1.6 THEORETICAL FRAMEWORK.....	4
1.7 PRELIMINARY LITERATURE REVIEW	6
1.7.1 DIMENSIONS OF PARENT-TEACHER RELATIONSHIPS IN SCHOOLING.....	6
1.7.2 PARENT-TEACHER RELATIONSHIPS AND SCHOOL REFORM	7
1.7.3 SCHOOL LEVEL FACTORS AND PARENT-TEACHER RELATIONSHIPS.....	7
1.7.4 UNDERSTANDING DIFFERENCES IN PARENT-TEACHER RELATIONSHIPS.....	8
1.8 DEFINITION OF KEY CONCEPTS.....	9
1.8.1 PARENTAL INVOLVEMENT	9
1.8.2 EDUCATION	10
1.8.3 ACADEMIC ACHIEVEMENT	10
1.8.4 LEARNER	10
1.8.5 EDUCATOR.....	11
1.9 RESEARCH METHODOLOGY, PARADIGM AND DESIGN	11
1.9.1 RESEARCH METHODOLOGY	12
1.9.2 RESEARC PARADIGM.....	13
1.9.3 RESEARCH DESIGN	ERROR! BOOKMARK NOT DEFINED.

1.10	POPULATION	15
1.10.1	SAMPOLING.....	ERROR! BOOKMARK NOT DEFINED.
1.10.2	SAMPLING PROCESS	15
1.10.3	SAMPLE	15
1.11	DATA COLLECTION	16
1.12	DATA ANALYSIS	17
1.13	TRUSTWORTHINESS OF THE STUDY	18
1.13.1	CREDIBILITY	18
1.13.2	TRANSFERABILITY	18
1.13.3	DEPENDABILITY	19
1.13.4	CONFIRMABILITY	19
1.14	DELIMITATION OF THE STUDY	20
1.15	SIGNIFICANCE OF THE STUDY	20
1.16	ETHICAL CONSIDERATIONS	21
1.16.1	PERMISSION TO CONDUCT THE STUDY	21
1.16.2	CONFIDENTIALITY AND ANONYMITY	21
1.16.3	VOLUNTARY PARTICIPATION	22
1.17	OUTLINE OF THE STUDY	22
1.18	CONCLUSION	23
CHAPTER 2		24
LITERATURE REVIEW		24
2.1	INTRODUCTION.....	24
2.2	DIMENSIONS OF PARENT-TEACHER RELATIONSHIPS IN SCHOOLING	25
2.2.1	PARENT-TEACHER RELATIONSHIPS IN NON-ACADEMIC OUTCOMES	25
2.2.2	PARENT-TEACHER RELATIONSHIPS IN ACADEMIC OUTCOMES	25
2.2.3	PARENTAL INVOLVEMENT IN SCHOOL ATTENDANCE	26
2.2.4	PARENT-TEACHER RELATIONSHIPS IN LEARNER BEHAVIOUR AND DISCIPLINE..	27
2.2.5	PARENT-TEACHER RELATIONSHIPS IN LEARNERS' ATTITUDES.....	28
2.3	PARENT-TEACHER RELATIONSHIPS AND SCHOOL REFORM.....	28
2.3.1	INVOLVING PARENTS IN THE DECISION-MAKING PROCESS	28

2.3.2	STRENGTHENING PARENT-TEACHER RELATIONSHIPS.....	29
2.3.3	BUILDING A POSITIVE ATTITUDE OF BOTH PARENTS AND TEACHERS	30
2.3.4	PLANNING FOR IMPROVING FAMILY INVOLVEMENT.....	30
2.3.5	PLANNING FOR TECHNOLOGY AND COMMUNICATION.....	31
2.3.6	PLANNING FOR THE INCLUSION OF COUNSELLORS FOR THE FOSTERING OF A POSITIVE RELATIONSHIP.....	32
2.3.7	QUALITY OF PARENT-TEACHER RELATIONSHIPS	33
2.4	SCHOOL LEVEL FACTORS AND PARENT-TEACHER RELATIONSHIPS	34
2.4.1	HOME-SCHOOL RELATIONSHIPS	34
2.4.2	GOOD COMMUNICATION BETWEEN THE HOME AND THE SCHOOL	35
2.4.3	PARENTS' UNDERSTANDING OF THEIR ROLES IN THEIR CHILD'S EDUCATION ...	36
2.4.4	PARENTS' PARTICIPATION IN POLICY-MAKING	37
2.4.5	ESTABLISHMENT OF PARENT-TEACHER DEVELOPMENT PROGRAMMES	38
2.5	DIFFERENCES IN PARENT-TEACHER RELATIONSHIPS.....	39
2.5.1	COMMUNITY TYPE.....	40
2.5.2	CULTURAL BELIEFS AND LANGUAGE	40
2.5.3	POOR COMMUNICATION BETWEEN THE SCHOOL AND PARENTS	42
2.5.4	TIME-DEMANDING LIFE AND COMMITMENTS	42
2.5.5	SOCIOECONOMIC STATUS.....	43
2.5.6	PARENTS' NEGATIVE ATTITUDE TOWARDS THE SCHOOL	44
2.6	CONCLUSION	45
CHAPTER 3		47
RESEARCH METHODOLOGY, PARADIGM AND DESIGN		47
3.1	INTRODUCTION.....	47
3.2	RESEARCH METHODOLOGY	48
3.3	THE CONSTRUCTIVIST PARADIGM	51
3.4	PHENOMENOLOGY RESEARCH DESIGN	ERROR! BOOKMARK NOT DEFINED.
3.5	POPULATION	ERROR! BOOKMARK NOT DEFINED.
3.5.1	SAMPLING.....	ERROR! BOOKMARK NOT DEFINED.
3.5.2	SAMPLING PROCESS	54
3.5.3	SAMPLE.....	ERROR! BOOKMARK NOT DEFINED.

3.6	DATA COLLECTION	ERROR! BOOKMARK NOT DEFINED.
3.6.1	INTERVIEWS	59
3.6.2	OBSERVATION	60
3.7.	DATA ANALYSIS.....	60
3.8	TRUSTWORTHINESS OF THE STUDY	60
3.8.1	CREDIBILITY.....	61
3.8.2	TRANSFERABILITY	61
3.8.3	DEPENDABILITY	62
3.8.4	CONFIRMABILITY.....	60
3.9	CONCLUSION.....	61
CHAPTER FOUR		63
DATA PRESENTATION AND ANALYSIS.....		63
4.1	INTRODUCTION.....	63
4.2	THEME 1: PARENT-TEACHER RELATIONSHIPS	63
4.3	THEME 2: THE IMPACTS OF PARENT-TEACHER RELATIONSHIPS... 72	
4.4	THEME 3: EDUCATORS' PERCEPTION TOWARDS PARENTS	76
4.5	THEME 4: THE RELATIONSHIP BETWEEN COMMUNITY AND THE SCHOOL.....	84
4.6	THEME 5: FACTORS THAT PROMOTE PARENT-TEACHER RELATIONSHIPS	91
4.7	THEME 6: BARRIERS IN PARENT-TEACHER RELATIONSHIPS.....	99
4.8	CONCLUSION	104
CHAPTER FIVE		105
FINDINGS, RECOMMENDATIONS AND CONCLUSIONS.....		105
5.1	INTRODUCTON.....	105
5.2	SUMMARY OF THE STUDY	105
5.3	FINDINGS AND RECOMMENDATIONS.....	106
5.3.1	PARENT-TEACHER RELATIONSHIPS IN THE EDUCATION OF CHILDREN	107
5.3.2	THE IMPACTS OF PARENT-TEACHER RELATIONSHIPS	108
5.3.3	EDUCATORS' PERCEPTION TOWARDS PARENTS	109
5.3.4	RELATIONSHIP BETWEEN THE COMMUNITY AND THE SCHOOL	109

5.3.5	FACTORS THAT CAN PROMOTE PARENT-TEACHER RELATIONSHIPS	110
5.3.6	BARRIERS IN PARENT-TEACHER RELATIONSHIPS	111
5.4	CONCLUSION	112
	REFERENCES	113
	APPENDICES	128
	APPENDIX A: UNIVEN ETHICAL CLEARANCE CERTIFICATE	128
	APPENDIX B: PERMISSION LETTER TO CONDUCT RESEARCH.....	129
	APPENDIX C: REQUEST LETTER TO CONDUCT RESEARCH: CIRCUIT	131
	APPENDIX D: PERMISSION TO CONDUCT RESEARCH	133
	APPENDIX E: INFORMATION SHEET FOR PARTICIPANTS	134
	APPENDIX F: INFORMED CONSENT DECLARATION FOR PARTICIPANTS	137
	APPENDIX G: ASSET FORM FOR A MINOR	138
	APPENDIX H: RAW DATA FROM PARTICIPANTS	140

CHAPTER 1

INTRODUCTION AND BACKGROUND

1.1. INTRODUCTION AND BACKGROUND

The Department of Education has the task of providing quality education. Similarly, it has to improve the culture of teaching and learning in South African schools. Parents, working together with principals and teachers, have to play a critical role in improving the education of their children. Feuerstein (2000:29) indicates that there is a positive relationship between parent involvement and student achievement. Parents who engage in the education of their children motivate their children; the children behave well and develop lifelong learning when they become involved in school activities. Learner performance is improved such that they score high grades. They also get self-confidence and become more motivated to study, and have better social skills and classroom behaviour. They can easily graduate and go on to tertiary education.

The parent-teacher relationship in schools is the first step to parent engagement and, ultimately, a parent-teacher partnership. When parents and teachers work together to establish a thriving classroom, the effect on their students is profound (Conrad & Serlin, 2006:126). Students with engaged parents do not just have high test scores. Their attendance, self-esteem and graduation rate rise too. Parent-teacher relationships are more than an optional classroom benefit. They are key for helping students reach their academic potential at a personal and classroom level. If we, as educators, do not make a space for parent partnerships in our schools, we are limiting our classroom's capacity for growth.

There are several factors that may prevent parents from being involved in the education of their children. These are scheduling or transport issues, which make attendance of meetings a difficult thing to do. Others, like low-income or minority families, feel that staff

make them uncomfortable or show a lack of cultural awareness (Decker, Decker & Brown, 2007:115). If a parent-teacher relationship is not established early in the year, parents also may not know whether they are welcome at school. Some groups, however, are more at risk for low parent engagement. Parent involvement is lowest in families below the poverty line or with older children, as well as parents who do not speak the area's primary language or did not graduate high school (Decker et al., 2007:115).

In order for parents to improve the education of their children, they must deal with all the basic categories of parent involvement, such as school choice, decision-making through formal structures or site-based councils, teaching and learning, effect on the physical and material environment, and communication (Mitchell, Foulger & Wetzel, 2009:116). When parents are involved in their child's education, the child is more engaged in their work, stays at school and produces better results.

1.2 STATEMENT OF THE PROBLEM

Schools require the involvement of stakeholders in order to improve the quality of teaching and learning. Parents, as one of the stakeholders, become involved in the education of their children through many different forms, such as the structure that parents create for their children, their involvement and participation in a parent-teacher organisations. Poor learner performance still persists in many secondary schools in Lwamondo Circuit due to the deteriorating culture in teaching and learning. Poor matric results, ill-disciplined learners, absenteeism, alcohol and drug abuse have led to a drive to improve the culture of teaching and learning in schools. Parents and educators need to work together to improve results, learner discipline and regular attendance of classes. The question of whether the parent-teacher relationship promotes effective or ineffective learning needs to be closely assessed. The learner progression policy in our education system has significantly failed our learners. Learners who do not qualify to progress to the next grade are progressed without meeting the pass requirements. When learners hardly progress, many people blame the educators. The parent-teacher relationship in the education of

children leaves much to be desired. It was with this background that the researcher investigated the impact of the parent-teacher relationship in the education of children.

1.3 AIM OF THE STUDY

The aim of the study was to investigate the impact of the parent-teacher relationship in the education of children in secondary schools in Lwamondo Circuit.

1.4 OBJECTIVES OF THE STUDY

To achieve the aim of this study, the following objectives were set:

1.4.1. To investigate the impact of parent-teacher relationships in the education of children in secondary schools in Lwamondo Circuit

1.4.2. To determine the perceptions of educators towards parent-teacher relationships in the education of children.

1.4.3. To identify factors that promote parent-teacher relationships in the education of children in secondary schools.

1.4.4. To identify factors that influence parent-teacher relationships in the education of children in secondary schools.

1.4.5. To suggest strategies that can make parents get involved in the education of their children in secondary schools.

1.5 RESEARCH QUESTIONS

The study envisages answering the questions listed below:

1.5.1 The Main Research Question

What is the impact of parent-teacher relationships in the education of children in Lwamondo Circuit?

1.5.2 Subsidiary Questions

1.5.2.1. How is the perception of educators towards parents in the parent-teacher relationship in the education of children?

1.5.2.2. What are the factors that promote parent-teacher relationship in the education of children in secondary schools?

1.5.2.3. To identify factors that influence parent-teacher relationships in the education of children in secondary schools.

1.5.2.4. What are alternative strategies that can make parents get involved in the education of their children in secondary schools?

1.6 THEORETICAL FRAMEWORK

The study was underpinned by Bourdieu's (1977) theory of cultural capital and participation and the theory of social constructivism as propagated by Vygotsky (1978).

Cultural capital is the accumulation and knowledge, behaviours, and skills that one can tap into, demonstrate one's cultural competence and thus one's social status or standing in society. Different groups of people have access to different sources and forms of knowledge depending on different variables like race, gender, class, sexuality, nationality, religion and even age (Cole, 2019:24)

The theory of cultural capital is relevant to this study because it explains the differences in the level of parent-teacher relationship in the education of children. According to the theory of cultural capital, schools represent and reproduce middle- or upper-class values and forms of communication. This is due to teachers who come from middle-class or upper-class backgrounds and are able to communicate with parents who come from the same backgrounds and share similar beliefs but have difficulty relating to parents who come from a different cultural frame of reference or habitus.

The bias toward middle- or upper-class backgrounds puts working-class students and parents at a disadvantage because they adopt the dominant culture of the school to meet

teacher expectations, and this limits the involvement of those in the lower levels. The differences in the levels of parent-teacher relationship can lead to the reproduction of status relations among groups.

The theory of cultural capital was used more directly to parent involvement (Lareau and Weininger 2004:105). Cultural capital was used to describe the amount of interaction a parent has with other parents, parents' understanding of school processes, the amount of contact parents have with school personnel, and parents' communication skills.

The upper-middle class parents were more likely to become involved in school activities, whereas working-class parents were more likely to embrace a less involved role.

Teachers were seen as providing better evaluations of students if their parents were involved in the school. Cultural capital is brought to life in the form of the parent-teacher relationship and influences student achievement.

Coleman (1990:78) adds a construct called social capital to the theory of cultural capital. Social capital is a mode of social structure that eases the activity of an individual in a structured context. Social capital theory contends that social relationships are resources that can lead to the development and accumulation of human capital. For example, a stable family environment can support educational attainment and support the development of highly valued and rewarded skills and credentials. This deals with the networks available to parents and that enhance learners' ability to benefit from educational opportunities. Even though schools have social structures that influence student achievement, they have different social capital that influences parent-teacher relationships. Social capital can be influenced by schools understanding their obligation to students, parents' knowledge of the school system, and norms that promote high levels of achievement.

There are structural differences among schools in relation to the social class they serve. From this perspective, schools in working class neighbourhoods tend to be regimented and controlled by the school administration, whereas those in wealthy areas favour more

participatory forms of governance and pedagogy. Parents from poor communities, on average, are less involved in their schools than are parents from wealthier communities.

Similarly, the theory of social constructivism indicates that human development is socially situated, and knowledge is constructed through interaction with others. Vygotsky (1978:85) expresses two levels of learner development, which are actual and potential development. Potential development, also referred to as 'zone of proximal development' (ZPD), is the level that indicates that a learner is capable of learning under the guidance of peers, teachers and parents. According to Makhubele (2015:18), constructivism builds on the belief that learners should be helped to build meaningful and useful knowledge in their lives.

This study deals with the impact of parent-teacher relationships in the education of children in secondary schools in Lwamondo Circuit of Vhembe West District, Limpopo Province. It was, therefore, prudent to place the study under the theory of cultural capital and Vygotsky's ZPD to understand parent-teacher relationships in the education of children.

1.7 PRELIMINARY LITERATURE REVIEW

This section outlines how other researchers have viewed the topic on the impact on parent-teacher relationships in the education of children. It supports the justification of the study and identifies gaps in the previous studies.

1.7.1 Dimensions of Parent-teacher Relationships in Schooling

The parent-teacher relationship in the education of children is multifaceted. According to Feuerstein (2000:29), it encompasses a range of parenting behaviours such as discussions with children about homework and attendance of parent-teacher organisation meetings. These also include the choice of the school, sitting on school councils,

attending to classroom activities and conversing with teachers, keeping the school secure and safe, and being involved in the communication function.

Effective parent-teacher collaboration was a critical factor in the academic and social-emotional development of students in both primary and secondary education and developing productive relationships with families is of a teacher's professional goal. Parental involvement in the education of their children has been regarded as an important element of effective education for many years ago (Lekli & Kaloki, 2015:89). State, local and school authorities must be engaged in professional development designed to equip teachers and employees to meet the task of engaging parents on all levels of education in order to develop effective partnership.

1.7.2 Parent-teacher Relationships and School Reform

Feuerstein (2000:29) states that the school reform movement started because of poor student achievement and parent dissatisfaction with school policies. Parents were voted in as part of councils and governance structures. This changed the role played by parents in teaching and learning.

Lekli & Kaloki (2015:95), conducted a study determining that good communication is central to cooperation and support. The study supported the application of strategies which include parent-teacher conferencing, workshops, periodic student updates and annual activities to foster parental involvement. The implementation and participation in the identified strategies enhanced student progress, reduce student misbehaviour, and increase lesson efficiency due to a well-managed classroom environment. Parents were able to provide their children with their first learning experiences and make sure that they play an important role in the education of their children (Lekli & Kaloki, 2015:96).

1.7.3 School Level Factors and Parent-teacher Relationships

There are school level factors that can influence the amount and character of the parent-teacher relationship. This can include the ability of schools to promote parent-teacher

relationships in the education of children (Feuerstein, 2000:30). Florian and Rouse (2010:190), argues that most conventional teachers do not believe that they possess skills to teach learners without parental assistance. These teachers believe that there are experts to teach learners on one-to-one basis and disregard teaching these learners as their responsibility. Schools should see to it that teachers take the responsibility of including parents in the education of their children.

Building a good attitude between teachers and parents can impact the partnership of both parties in a positive way if both parties understand each other, give respect to one another and take into account one's point of view (Hoover-Dempsey, 2005:228). People feel recognised and accepted if they are listened to, given respect they deserve, visited at home and acknowledged on the little efforts they do.

1.7.4 Understanding Differences in Parent-teacher Relationships

Hoover-Dempsey and Sandler (2005:240), ascertained that a parent's decision to become involved in their children's education is as a results of the following reasons that:

Firstly, the parent's belief about their children's education. The parent's decision of a parent to take part in their children's education can be associated with intrinsic parenting skills of having the desire for having their children succeed.

Secondly, the parents' sense of efficacy for helping their children to succeed at school depends on the ability of parents in providing assistance based on experience and skills they possess. Parents have a positive sense of efficacy for assisting their children to succeed because they have belief that they are sufficiently competent in helping their children with school work.

Parents with a strong sense of efficacy set higher goals for themselves as well as for their children whereas parents with low sense of efficacy that they are unable to assist their children when facing the challenging school related tasks. Educators should have the ability to parents' self-efficacy by communicating positively with parents about their assistant role at home that will benefit their children (Gillanders, McKinney & Richie, 2012:208).

Thirdly, the family's life context that facilitate or hinders their ability to become involved refers to whether the school and the child created an opportunity for the parent to be involved in decision making.

Teachers know how to communicate with parents who belong to the same social class, but there can be problems with the involvement of parents who are from different or lower social classes (Feuerstein, 2000:30). Communication between the home and the school should be regular and meaningful. Effective communication require contact where parents and school provide crucial information about the child's strength, challenges and accomplishments (Shim, 2013:80)

1.8 DEFINITION OF KEY CONCEPTS

Scholars have identified and explained several terms that has made the discussion on the study easy. Scholars recommend that any terms or concepts that may sound unfamiliar or confusing to the reader be defined or clarified. Each of these terms or phrases was subsequently described by way of a brief working definition for the purpose of the study.

1.8.1 Parental Involvement

Parental involvement encompasses a broad range of parenting behaviours, ranging from discussions with children about homework to attendance at parent-teacher organisation meetings.

According to La Bahn (1995:213), parental involvement is a combination of commitment to, and active participation in, the school and the student on the part of the parent. Parents provide learners with secure activities, a stable environment, intellectual stimulation and parent-child discussion to improve learners' performance. When parents contact the school to share information, participate in school events, and work for the school and in school governance, the impact becomes great for learners in schools (Kgaffe, 2001:154).

1.8.2 Education

Ferron (1992:1) defines education as a process whereby the mind of the human species is guided and counselled towards maturity so that they can have full and satisfying lives in their communities, find their particular riches in society and, in due course, contribute towards the development of society. In the study education is the process that affords learners opportunities for acquiring knowledge and skills in secondary schools that offer curriculum and instruction. When parents become involved in their education, the children are encouraged to get involved.

1.8.3 Academic Achievement

According to Van der Berg, Wood and Le Roux (2002:121), academic achievements are reflected by the results learners receive at school, providing an indication of how well or how poorly the learner has fared. In the study, academic achievement will be related directly to learners' academic performance as measured by examinations as well as continuous assessments that are administered to learners throughout the academic year.

1.8.4 Learner

According to the South African Schools Act, Act No. 84 of 1996, a learner is any person receiving education or obliged to receive an education. In the study, a learner is a secondary pupil who is still attending school and receiving an education in preparation for his or her future.

1.8.5 Educator

According to the Employment of Educators Act, Act No. 76 of 1998, educator means any person who teaches, educates or trains other persons or who provides professional educational services, including professional therapy and education. In this study, educator refers to the professionally qualified educator who is registered with the South African Council for Educators and who teaches learners in one of the schools in Lwamondo Circuit and who cannot be held solely responsible for the performance of learners.

1.9 RESEARCH METHODOLOGY, RESEARCH PARADIGM AND DESIGN

To understand the impact of the parent-teacher relationship in the education of children, the following research paradigm was adopted.

1.9.1 Research Methodology

According to Leedy and Ormrod (2013:7), research methodology is the general approach the researcher takes in carrying out the research project; to some extent, this approach dictates the particular tools the researcher selects. The methodology guided the researcher in deciding what type of data was required for a study and which data collection tools could be most appropriate for the purpose of the study.

The research methods that are appropriate for this study are qualitative, and semi-structured interviews were used to collect data from the participants. What made it relevant

was that it dealt with phenomena that occur in natural settings, and it also involved capturing and studying the complexity of the phenomena (Leedy & Ormrod, 2013:139).

The reason for adopting the qualitative research methodology was that it focuses on people's understanding of the social and cultural processes that mediate different behaviour patterns (Holloway & Wheeler, 1996:157). The qualitative approach allows the researcher to interact with participants and assist the researcher in getting the detailed information.

The primary aim of qualitative research is to understand an individual's own account of their perceptions, views, feelings and the meanings they attach to social phenomena (Whitaker, 2019:187). Qualitative research is more interested in people and is emphatic towards them, their situations and the environment around them. It looks at behaviour and the thoughts of individuals with certain traits or characteristics (Adhabi & Anozie, 2017:90).

1.9.2 Research Paradigm

Groenewald (2004:6) defines paradigm as a research culture with a set of beliefs, values and assumptions that a community of researchers has in common regarding the nature and conduct of research. Bunnis and Kelly (2010:359) define a paradigm as a set of beliefs and practices that are shared by communities to regulate inquiry within disciplines. Antwi and Hamza (2015:218) regard a paradigm as an approach to thinking about doing research. 'Research paradigm' implies a pattern, structure and system of scientific ideas, values and assumptions. Groenewald (2006:6) concludes that a paradigm is the patterning of the thinking of a person, a principal example among examples, an exemplar or model to follow according to which design actions are taken.

The four components of research paradigm are: ontology, which refers to the nature of our beliefs about reality (Richardson, 2009:33); epistemology, which refers to the branch of philosophy that studies the nature of knowledge and the process by which knowledge is acquired and validated (Gall, Gall & Borg, 2003:13); methodology, which is concerned with the discussion of how a particular piece of research should be undertaken (Grix,

2004:32); and methods, which are the specific means of collecting and analysing data such as questionnaires and open-ended interviews (Grix, 2004:32). Burton, Brundrett and Jones (2014:52) identify the research paradigm that can be used in a study as the positivist paradigm, anti-positivism or the interpretivist paradigm, and the critical theory. The study will be conducted within the anti-positivism paradigm. According to Creswell (2003:9), anti-positivist theory tends to rely upon the participants' views of the situation being studied and recognises the impact on the research of their own backgrounds and experiences.

The goal of interpretive research is to try to understand the interpretation of individuals about the social phenomena they interact with in their everyday lives (Grix, 2004:83). Interpretive researchers employ research methods that generate qualitative data such as open-ended interviews with varying degrees of structure, observations, field notes, personal notes, and documents that are mostly verbal and audio recorded (Gall, Gall & Borg, 2003:13). The interviews conducted were audio recorded in order to preserve the events in a fair manner for subsequent data analysis.

The research was informed by the constructivist paradigm. According to Creswell (2003:9), constructivist theory tends to rely upon the participants' views of the situation being studied and recognises the impact on their own backgrounds and experiences. Monette, Sullivan, DeJong and Hilton (2014:129) add that an interpretivist view contends that social reality has a subjective component that arises out of the creation and exchange of social interaction. During data collection, the researcher tried to understand the participants' interpretation and experiences of the situation.

1.9.3 Research Design

According to Punch (2009:112), research design describes the entire process involved in the research process from planning, identifying the problem and executing a research plan to reporting and publishing the results. McMillan and Schumacher (2010:20) hold that

research design clarifies a plan for generating scientific data that will be employed to address research questions.

In this study, research design provided a strategic framework for action that served as a bridge between research questions and the execution of the research strategy. The research design was phenomenology. Phenomenology aims to understand and interpret the meaning that subjects give in their everyday lives (De Vos, Strydom, Fouche & Delport, 2005:270). Creswell (1998:246) regards phenomenology study as a study that describes the meaning of experience of a phenomenon, topic or concept for various individuals. Phenomenology, in its broadest meaning, is a theoretical point of view that advocates the study of direct experience taken at face value, and one that sees behaviour as determined by the phenomenon of experience rather than by an externally objective and physically described reality

The phenomenon under study dealt with the impact of parent-teacher relationships in the education of children in secondary schools in Lwamondo Circuit of Vhembe West District.

1.10 POPULATION

According to Babbie (2010:169), the population of the study is an aggregation of elements from which the sample is actually selected. Similarly, Brynard, Hanekon and Brynard (2014:57) define a population as the objects, subjects, events, phenomena, activities or cases that the researcher wishes to research to establish new knowledge.

In this study, the research population is composed of seven secondary schools in the Lwamondo Circuit where principals, educators, parents and learners were selected from the four sampled secondary schools.

1.10.1 Sampling

Creswell (2009:79) defines sampling as the act, process, or technique of selecting a suitable sample, or a representative part of a population, for the purpose of determining parameters or characteristics of the whole population.

In this study, the following aspects were addressed: sampling process and sample.

1.10.2 Sampling Process

Leedy and Ormrod (2013:150) define sampling as the process of selecting a smaller sample from the larger population group in order to estimate or predict the prevalence of an unknown piece of information or situation within the larger group. According to Blanche and Painters (2012:49), sampling is the selection of research participants from an entire population, involving decisions about which people, settings, events, behaviours and or social processes to observe.

The study used purposive sampling to select participants because it was convenient for the researcher in terms of time, and participants could be included according to the relevant criteria based on the research question. The participants sampled comprised of four principals who were sampled by virtue of being managers of the sampled schools, three educators from each of the four selected schools, three parents who are members of the SGB from the four schools, three learners who are members of the learner representative council from each school and have interactions with educators and parents.

1.10.3 Sample

A sample is the number of participants selected to form the entire population for the purpose of research by a researcher (Smith, 2005:70). In this study, four secondary schools were sampled based on the overall Grade 12 results and the total learner enrolments of the school for the past three years. Purposive sampling was used to select four principals, 12 educators, 12 parents and 12 learners. Learners who are members of

the learner representative council have the interaction with parents and educators who are members of the SGB. Therefore, 40 participants from the four secondary schools were interviewed.

1.11 DATA COLLECTION

According to Creswell (2007:159), data collection is a combination of interconnected activities whose ultimate aim is to obtain authentic information to help answer questions that emerge from the research. Stake (2010:90) indicates that in the case of qualitative research, data collection includes observation, interviews, photographs, texting, documentary reviews and gathering artefacts.

In this study, data collection was conducted by means of interviews. Semi-structured interviews were conducted to get data from participants who were principals, educators, parents and learners. Semi-structured interviews provide researchers and participants greater flexibility; the researcher is able to follow up on interesting avenues that emerge in the interview process, while participants give more of a picture and are able to introduce issues that the researcher had not thought of (Stake, 2010:92).

Participants are prepared for the semi-structured interviews that, time, place, quiet and non-threatening environment that is comfortable and easily accessible is arranged (De Vos, Strydom, Fouche & Delport, 2002:300). The researcher saw to it that seating arrangements that encourage involvement and interaction were provided. All interviews that were conducted in each school were one-to-one interviews and each interview lasted for approximately ten to twelve minutes. A one-to-one interview is a data collection process where the researcher asks questions and records answers from only one participant at a time.

The interviews were recorded using an audio-recording instrument to avoid spending a lot of time head-down writing. Permission to record the interview was requested from the participants in order to adhere to the research ethics. Participants were told of their right

to voluntary participation and that there will be no penalty to be imposed to them in case they wish to withdraw their participation in the interview.

The recorded interview was replayed and listened to, so that the participant could clarify, comment on or give input on what he or she has said. The participants were assured of a high level of confidentiality. When the interview was over, field notes of the encounter were taken, and they assisted in providing a reminder of some of the important incidents that occurred during the interview process (Seale, 2004:158).

To avoid disruption of classes the researcher made arrangements with principals of schools where principals agreed that research should not be conducted during the time of examinations and teaching time. Educators were interviewed during their free periods and after school, learners were interviewed after school and the welcoming and non-threatening environment was arranged for parents.

1.12 DATA ANALYSIS

Data analysis is the process of bringing order, structure and meaning to the mass of collected data (De Vos et al., 2005:333). Data gathered by qualitative methods involves a process of reduction by selecting, focusing, simplifying, abstracting and transforming raw data, also known as the process of coding (Miles & Huberman, 1994:135).

Recurring ideas and concepts were sought by sifting through the piles of responses given by participants in the interview process. Then they were written down as the different responses were highlighted. The main ideas and concepts generated were organised into categories and subcategories.

The researcher collapsed responses that had one or more associated themes into one main overarching theme in building themes from the data. Only themes that gave deeper insight into the data and different categories were collapsed under one theme.

1.13 TRUSTWORTHINESS OF THE STUDY

In contrast to quantitative research where research vigour is measured by validity and reliability, qualitative research researchers use data trustworthiness to measure credibility, transferability, dependability and confirmability of the data and research findings (McMillan & Schumacher, 2010:102). The aim of trustworthiness in a qualitative inquiry is to support the argument that the inquiries are worth attention. The research considered the four parallel criteria that work together to achieve trustworthiness in qualitative research, namely credibility, transferability, dependability and confirmability.

1.13.1 Credibility

Teddie (2007:79) defines credibility as the confidence that can be placed in the truth of the research findings. Maree (2012:305) defines it as the assurance that the researcher's conclusions stem from the data. The goal of applying the strategy of credibility is to demonstrate that the research was conducted to ensure that the phenomena were accurately identified and described (De Vos, 2001:353). To make the collected data credible, the participants' responses were recorded. In each interview, the participants were allowed to listen to the recorded text so that they could clarify, comment on or add to what they had said.

1.13.2 Transferability

Transferability refers to the degree to which the results of qualitative research can be transferred to another context with other respondents (Halai, 2006:278). Maree (2012:305) says that transferability embodies the extent to which a study can be transferred to a larger population or setting with reliance on its findings. Bitsch (2005:85) holds that the investigator assists potential users with the decisions of transferability by sampling purposively and making a thick description in the process of data analysis. In

line with these definitions, after analysing and describing the data, the results will be transferred to schools, the circuit, and the district to advance the sense of how parents contribute to their children's education.

1.13.3 Dependability

Bitch (2005:86) demonstrates that dependability refers to the stability of findings over time. Maree (2012:305) says that dependability refers to the degree to which the reader has been convinced that the findings did indeed occur as the researcher says they did. The researcher is responsible for describing the changes that occurred in the setting and how these changes affected the way in which he or she approached the study (Mqulwana, 2010:61). Dependability was achieved by checking members, identifying themes and discussing these with participants to ensure that they were accurate and dependable

1.13.4 Confirmability

De Vos et al. (2002:351) say that confirmability focuses on whether the results of the research can be confirmed by another researcher and places the evaluation on the data themselves. Babbie (2001:278) says that confirmability is the degree to which the findings are the product of the focus of the inquiry and not of the biases of the researcher. Guba and Lincoln (2009:94) refer to confirmability with regard to the confirmability audit trail, i.e. an adequate trail should be left to enable the auditor to determine if the conclusions, interpretations and recommendations can be traced to their sources and whether they are supported by the inquiry. In the study, to address the aspect of confirmability, steps were taken to ensure that the research findings became the results of the experiences and ideas of the participants, rather than the characteristics and preferences of the researcher. Consent forms were signed, a high level of confidentiality was assured to participants, and their willingness to participate or to withdraw was confirmed in the study.

1.14 DELIMITATION OF THE STUDY

Delimitation is the area, region or community in which the study will be conducted; it describes the boundaries that the researcher has set for the study (Creswell, 2003:149). The research study will take place in Lwamondo Circuit of Vhembe West District, Limpopo. Lwamondo Circuit is located within the Vhembe District Municipality. Janesick (2000:201) suggests that researchers select sites and develop rationales for the choice of their sites. Based on the suggestion, the area has been purposefully chosen because the researcher is an educator in the geographical area and was able to relate to the parent community in the area chosen. Less time was taken to travel from one study area to another and that lessened the research expenses and reduced the emotional stress of travelling through the entire district.

1.15 SIGNIFICANCE OF THE STUDY

According to Creswell (2003:149), the significance of the study elaborates on the importance and implications of a study; researchers, practitioners and policymakers can include ways in which the study adds to scholarly research, literature in the field and ways in which the study helps improve practice. The research will benefit schools in Lwamondo Circuit and in Vhembe West District as they will know the positive impact of parent-teacher relationships in the education of children.

The parents of learners in secondary schools in Lwamondo Circuit and Vhembe West District will benefit as they will know the positive impact of their involvement in the education of their children. The communities in Lwamondo Circuit will benefit as a result of the school-community relationship by having members of the community who take the education of their children seriously. Learners who attend secondary schools in Lwamondo and Vhembe West will benefit because their parents will be assisting them in their education. Learners will also benefit as they will acquire skills and knowledge that will assist in opening doors of employment and appointment opportunities after receiving

their certificates. Educators in schools will benefit as they will have parents who involve themselves in the education of their children.

1.16 ETHICAL CONSIDERATIONS

According to Burton and Bartlett (2009:30), ethics comprises a systematic study of value concepts such as good or bad and right or wrong and the principles that offer reasons for the application of such concepts. De Vos et al. (2005:57) state that ethics refers to moral principles that are proposed by people and that are accepted as guidelines for expectations of behaviour in regard to research participants, sponsors and other researchers. Neuman (1997:445) advises that researchers should never cause unnecessary harm or degrade or humiliate participants. Piper and Simons (2005:115) reinforce the recognition that an ethical act does no harm to research participants. Based on these definitions, the following ethical issues were considered in the study.

1.16.1 Permission to Conduct the Study

Prior to conducting the study, the necessary procedure was followed. An application for ethical clearance was made to the University of Venda Higher Degrees Committee. Another application was made to the Provincial Department of Basic Education. The Vhembe West District was approached to provide guidelines and direction. Permission to conduct research was extended to the Lwamondo Circuit as well as the sampled secondary schools. Permission was sought because research has to be conducted in an ethical manner to enhance validity and trustworthiness

1.16.2 Confidentiality and Anonymity

During the data collection process, participants were informed of their rights to refuse publication of any material that might harm them in any way. Participants were assured of the protection of privacy and anonymity of individuals in reporting. No private or secret information was divulged, as the right to confidentiality of the participants was respected.

Research findings were, therefore, presented anonymously. The participants' confidentiality was assured and was outlined clearly to them for the purpose of protecting the integrity and professionalism of each participating individual (McMillan & Schumacher, 2006:143). With the aforementioned ethical considerations, the study did not infringe the rights of participants.

1.16.3 Voluntary Participation

Participants were informed of their right to withdraw from the study at any stage of the interview. There will be no negative consequences upon withdrawal of participation.

1.17 OUTLINE OF THE STUDY

The study was organised into chapters. Below is a brief, annotated chapter outline:

Chapter 1 provides the motivation for the study, presenting a brief but comprehensive description of the problem that initiated the study. It further outlines a general overview including the problem statement, aim, research questions, definition of central concepts, theoretical framework, research design, research methodology with a view to data collection, the approach to data analysis and a discussion of validity, reliability, trustworthiness, significance, delimitation and ethical considerations as has been briefly outlined above.

Chapter 2 highlights sources including professional journals, reports, government policies, documents and relevant extracted dissertations, which will be discussed in this chapter with a view to outlining the conceptual framework of the study. In particular, the chapter discusses literature with regard to the impact of parent-teacher relationships in the education of children.

Chapter 3 discusses research design, methodology, population and sampling including a description of the procedures followed in data collection and analysis, validity and reliability as well as ethical considerations.

Chapter 4 provides a descriptive, qualitative presentation and analysis of the results in terms of data collected by means of interviews and observation.

Chapter 5 gives the main findings on which basis a conclusion was drawn and recommendations were offered for future study.

1.18 CONCLUSION

This chapter introduced the study about the impact of parent-teacher relationships in the education of children in secondary schools, the statement of the problem, aim and objectives of the study, research questions, theoretical framework of the study, research paradigm, research design and methodology, data collection, data analysis, significance of the study, delimitation of the study and the ethical considerations adhered to in the investigation.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter reviews the literature related to the study. The purpose of the literature review is to familiarise the researcher with existing knowledge and information in the area of study. The literature review opens with the theoretical framework, followed by the dimensions of parent-teacher relationships in schooling, parent-teacher relationships and school reform, school level factors and parent-teacher relationships, and understanding differences in the parent-teacher relationship.

The parent-teacher relationship is considered one of the most important factors for a child's educational success (Kim & Bryan, 2017:170). School achievement is critical for improving the likelihood of future life success. The parent-teacher relationship is more focused on the behaviours indicative of partnership, collaboration and alliance between the parent and the teacher. When parents participate in their child's education at home and in school, the child demonstrates a higher level of emotional, social, and behavioural adjustment (Deng, Zhou, Nie, Jin, Yang & Fang, 2018:25).

Research has shown that parental involvement in education occurs in many forms, including home-based involvement, school-based involvement and home-school collaboration. Home-based involvement (i.e. parental ability to support educational development at home and in the community) encompasses educational support initiated by the parent and takes place outside of the classroom. School-based involvement includes activities that take place within the school, such as a parent volunteering as a teaching assistant or aiding a field trip. Home-school collaboration refers to relational activities between the family and school, such as parent-teacher conferences (Adams, Harris & Jones, 2018:60).

2.2 DIMENSIONS OF PARENT-TEACHER RELATIONSHIPS IN SCHOOLING

The parent-teacher relationship in the education of children is multifaceted. According to Darling-Hammond, Cook-Harvey, Flook, Gardner and Melnick (2018:219), it encompasses a range of parenting behaviour such as discussions with children about homework and attendance of parent-teacher organisation meetings. These also include the choice of the school, sitting on school councils, attending to classroom activities and conversing with teachers, keeping the school secure and safe, and being involved in the communication function.

2.2.1 Parent-teacher Relationships in Non-academic Outcomes

The parent-teacher relationship is also observed in non-academic activities. According to Caño, Cape, Cardosa, Miot, Pitogo, Quinio and Merin (2016:148), this happens when schools find it difficult to keep parents involved in the education of their children, though they are constantly encouraged by educators to become more involved in school activities. Parent-teacher relationships affect academic outcomes and can also impact non-academic outcomes, such as school attendance and discipline and attitude towards school (Caño et al., 2016:150).

2.2.2 Parent-teacher Relationships in Academic Outcomes

According to the research, parent-teacher relationships in education have consistently been found to be linked with a learner's academic achievement at school (Caño et al., 2016:150).

This is supported by Kim and Bryan (2017:168) who state that children whose parents are more involved in the education of their children are more likely to experience good academic access than children whose parents are less involved. The assumption is that these children's parents will actively engage with the teachers who teach their children. High school children whose parents are actively involved with their schooling have a

higher rate of matriculation than those whose parents are passively involved, and also have higher aspirations for obtaining higher degrees in tertiary institutions of learning (Kim & Bryan, 2017:168). This is in contrast to parents of students who do not assist their children with schoolwork or attend their children's function or meetings; and as such learners discontinued their studies and, at perform badly in their work.

Hoover-Dempsey and Sandler (2005:238) affirm that schools that offer multiple ways of involving parents experience an increase in student achievement through the different programmes of teaching parents how to assist their children in their schoolwork. The continued parent engagement in children's education leads to the increased willingness and ability to assist children in their schooling. When parents are more involved in their children's education, the less involved become more involved and become more willing to participate in school activities.

Kim and Bryan (2017:170) indicate that primary and secondary school learners achieve higher percentages in mathematics if their parents are involved in their education. A case in point is when parents have high expectations with regard to their children's mathematics results, their children will strive to attain better results (Kim & Bryan, 2017:170). Sanders and Sheldon (2009:142) posit that learners' perceptions of their mathematics ability are closely linked to how parents view their own ability rather the actual percentage learners achieve. This suggests that parents need assistance when it comes to interaction with their children. Cheung and Pomerantz (2012:824) underscore that parental involvement is extremely important since it encourages children to improve their results and improve their academic achievement positively.

2.2.3 Parental Involvement in School Attendance

The important action to increase learner attendance is to establish a good relationship between the home and the school (Sanders & Sheldon, 2009:88). The partnership between the home and the school leads to a reduced absentee rate among learners and greater parental awareness, consequently enabling parents to monitor and supervise their

children's attendance (Sanders & Sheldon, 2009:90). The other aspects of parental behaviour, such as persistence and consistency, are considered factors that have the ability to reduce the truancy levels of learners because learners are aware that their parents are monitoring their school attendance (Sanders & Sheldon, 2009:95).

When parents are involved in their children's lives, they supervise their children's whereabouts, encourage them to speak about their school day activities, volunteer their services at school, and join school committees offered at the school (Wong & Hughes, 2006:650). This suggests that when parents and teachers work together, absenteeism is reduced because teachers would want to know why the learner is not at school, and parents will know that their child did reach the intended destination, which is school.

2.2.4 Parent-teacher Relationships in Learner Behaviour and Discipline

A learner's behaviour is closely related to the family structure as well as the home environment (Sanders & Sheldon, 2009:96). According to Sanders and Sheldon (2009:99), some factors can be regarded as predictive measures that cause children to misbehave, such as inappropriate parenting styles, inconsistent disciplinary approaches, poor parental monitoring, and uncontrolled conflict within the home.

Good and welcoming interactions between the home and the school reduce disruptive behaviour and improve positive school behaviour because rules are clearly defined and constantly reinforced (Hayes, 2012:568). McNeal (2012:80) believes that the relationship between parental involvement and academic achievement is influenced by social capital (forms, norms, and resources), which helps establish a relationship between the parents and the school. Parental involvement reduces problematic behaviour and, in turn, improves academic achievement (McNeal, 2012:84). Richardson (2009:10) stresses that the value of parental involvement in their child's schooling is demonstrated by better behaviour, which leads to greater academic success.

2.2.5 Parent-teacher Relationships in Learners' Attitudes

Academically successful learners possess a positive attitude to school and can be considered emotionally and socially better adjusted to their environment (Mason, 2017:118). Parents' attitudes can influence the child in either a positive way or a negative way. The children of parents who show interest in their children's education are more motivated and have more confidence in themselves and the school because they know that they have the support of their parents (Stormont, Herman, Reinke, David & Goel, 2007:203). Different studies have found that children become more involved in school-related activities if they are motivated by parent-centred reasons, leading to an improvement in class performance (Cheung & Pomerantz, 2012:827).

2.3 PARENT-TEACHER RELATIONSHIPS AND SCHOOL REFORM

Darling-Hammond et al. (2018:219) state that the school reform movement started because of poor student achievement and parent dissatisfaction with school policies. Parents were voted in as part of councils and governance structures. This changed the role played by parents in teaching and learning.

2.3.1 Involving Parents in the Decision-making Process

For effective parental involvement in the decision-making process, parents should participate in planning, negotiating, analysing of information, communicating and finding solutions in collaboration with others (Acar, Veziroğlu-Çelik, Çelebi, İngeç & Kuzgun, 2019:9). It is important to involve parents in contributing to discussions on each level of their child's progress and incorporate their suggestions into approaches and policies that will impact them without making them feel threatened or intimidated. Parents and educators should have a joint responsibility to make informed decisions related to all aspects of education. The role of parents in shared decision-making should be continually evaluated, refined and expanded (Acar et al., 2019:10).

2.3.2 Strengthening Parent-teacher Relationships

In the parent-teacher relationship, the critical factor is that both parents and educators should be aware of each other's roles. Wang (2020:248) asserts that mutual interests between families and schools can be successfully promoted by frequent cooperative efforts and clear, close and open communication between parents and educators through using policies and a comprehensive programme of parental involvement. Grace and Gerdes (2019:450) affirm that parents develop a positive attitude towards the school and its staff members and develop more confidence when helping their children with their school activities. There are good things that are brought about by strong parent-teacher relationships like educators understand the learner's family structure, there will be a boost in the educator's morale and family support that results in better academic results (Grace & Gerdes, 2019:451).

- Grace and Gerdes (2019:452) make the following suggestions on the parent-teacher relationship:
- Both parents and teachers should be concerned about the education and the general welfare of the child.
- Both parents and teachers should be effective treatment providers that each recognises the other's areas of expertise in fostering the child's education.
- Both parents and teachers should recognise and change the social, emotional and physical environment in which they work with the child.
- Both parents and educators should recognise each other's goals for the child and consider both sets of goals in planning.

Teachers need to work with parents and allow them to participate in school functions, and this will make learners behave and perform well when they feel that their parents are part of the school. School and parents together cultivate good relationships with additional members of the community that promote and increase educational opportunities for their children. Parents, educators and community members should work together in identifying

and promoting community resources and innovate programmes for strengthening schools and families that will assist in the education of children. Partnerships between educators and parents should be aimed at improving academic achievement, good behaviour, discipline, respect, and quality results (Grace & Gerdes, 2019:452).

2.3.3 Building a Positive Attitude of Both Parents and Teachers

Attitude can positively impact both parents and teachers' partnerships if both parties understand each other, give respect to one another, and take into account one's point of view (Bang, 2018:1790). People feel recognised and accepted if they are listened to, given respect, visited at home and acknowledge the little efforts they do in their convenient time and space (Hoover-Dempsey & Sandler, 2005:230). Learners who are supported both at home and at school display a more positive attitude towards the school and education (Mann & Gilmore, 2021:12).

Florian and Rouse (2010:190) argue that most conventional teachers do not believe that they possess the skills or the requisite knowledge to teach learners without parental assistance. These teachers believe that there are experts 'out there' to teach those learners on a one-to-one basis and, therefore, teaching these learners is not their responsibility if their parents do not participate. This type of thinking becomes a barrier to learners' academic success as developing effective inclusive practices is about extending the teacher's knowledge and encouraging teachers to do things differently and get them to reconsider their attitudes and beliefs about assisting learners. Bilton, Jackson and Hymer (2018. 520) maintain that teachers need to be assisted to achieve positive changes in attitudes towards new teaching methods and circumstances to achieve good pass rates for learners.

2.3.4 Planning for Improving Family Involvement

It is essential to plan for successful parent involvement just as educators plan for effective instruction. Schools should identify the needs of learners and develop an action plan that is based on those needs (Vera, Israel, Coyle, Cross, Knight-Lynn, Moallem, Bartucci &

Goldberger, 2012:64). Vera et al. (2012:65) affirm that schools should understand the needs of diverse families and explore their unique circumstances, and educators should concentrate on a positive school climate and effective communication to improve family involvement.

According to Wegmann and Bowen (2010:10), it is evident that the school climate contributes greatly to the perceptions that parents have about the school, and they stress that children and parents need to feel that they are part of the school. Five elements that influence the development of a successful relationship between school and families are approach, attitude, atmosphere, action and activities included in any plan for parental involvement (Wegmann & Bowen, 2010:106). The 'approach' element describes that schools must make an effort to reach out to parents and invite them to the school, and educators should be fair and consistent in communicating with parents to present the appropriate 'attitude'. In the element 'atmosphere', it is important to ensure that parents are welcome at school and are greeted in a warm and friendly manner. School staff need to provide 'activities' that are conducive to parents' needs and 'actions' that ensure positive collaboration between school and families.

Schueler, Capotosto, Bahena, McIntyre and Gehlbach (2014:318) suggest that educators should strive to improve parents' perception of the school to increase parental involvement. For example, personnel within the school can provide a nurturing support system for students to make the school safer for students, staff and parents, and opportunities should be provided for teachers to learn through professional development for students to grow academically. Schools should ensure that a positive climate exists for teachers, learners and parents to ensure that the environment is enriched for all stakeholders (Schueler et al., 2014:320).

2.3.5 Planning for Technology and Communication

Emerging technologies have improved parent-teacher communication and parental involvement and may provide the capabilities for schools to increase how parents can be

involved in their children's academic lives (Olmstead, 2013:30). Online textbooks, links to educational websites and teacher websites provide parents with the resources they need to engage in their children's learning at home. Blogs, wikis and email provide parents with two-way communication when they need to pull information or respond when needed. While educators must do their part in fostering their relationships with parents, schools must employ strategies to strengthen partnerships with parents (Emeagwali, 2009:78). Websites provide parents with access to important information about the school.

Mitchell et al. (2009:116) explore technology options for enhanced communications and stress that educators should search for multiple ways to communicate with all parents and communities. In order to provide communication to families with limited access to internet use, school staff should continue to utilise traditional methods to communicate with parents, including hard copies, and parents should be communicated with in their home language as much as possible for better understanding (Mitchell et al., 2009:45).

In the situation where parents have limited access to technology, methods should be explored to develop communication with all parents and families, and there should be the provision of necessary instruction to parents regarding how to use the technology available to them. Mitchell et al. (2009: 46) affirm that schools should develop and maintain a website for both the school and for each classroom where various activities could be posted that would promote family engagement. Email communication should be utilised and provision should be made to instruct parents on how to utilise the technology as well as making the technology available to parents (Abbood & Ghabanchi, 2021:218).

2.3.6 Planning for the Inclusion of Counsellors for the Fostering of a Positive Relationship

When counsellors and administrators foster positive relationships with parents of learners at risk of failure, the academic success of these learners greatly increases (Williams, Greenleaf, Albert & Barnes, 2014:33). Counsellors link parents with teachers to help

offset any negative connotations of poverty and mistrust that may have developed within the school. The role of counsellors can expand to help staff to learn to collaborate effectively with parents of students who are less resilient or disadvantaged and parents of students who are economically disadvantaged and typically view communication negatively due to the perceptions of educators who consider their economic situation important. Counsellors can help to bridge the communication gap between parents and educators, and they (counsellors) should be involved in the planning of developing collaboration between parents and school staff.

2.3.7 Quality of Parent-teacher Relationships

Parent-teacher-relationship quality refers to the affective quality of the home-school connection characterised by trust, mutuality, affiliation, support, shared values and shared expectations and beliefs about each other and the child (Zulauf-McCurdy & Zinsser, 2021:164). High-quality parent-teacher relationships lead to positive outcomes for teachers. Many educators have recognised the importance of a high-quality home-school connection and frequently take steps to foster strong relationships with the parents of their students (Warren & Quintanar, 2005:135). Teachers have called for increased attention to parent-teacher relationship practices in teacher preparation programmes (Warren, Noffle, Ganley & Quintanar, 2011:104).

Healthy parent-teacher relationships are characterised by shared beliefs in the importance of the relationship, commitment to establishing and maintaining a positive relationship with respect to the child's schooling and continuity across systems to promote the child's adaptation (Clarke, Sheridan & Woods, 2009:192). Relations of trust between families and schools, including respect, personal regard, accountability, consideration, sensitivity, understanding, equality, and reciprocity, includes healthy family-schools (Walker & Graham, 2021:899). Relationships are characterised by mutuality, connectedness and congruence between families and schools. It is generally acceptable that supportive, positive relationships between families and teachers serve as the foundation for intentional, collaborative partnerships (Trang & Hansen, 2021:165).

Teachers have identified relationship building with parents as a key benefit of teacher home visits (Meyer & Mann, 2006:95). Teachers have typically reported higher rates of satisfaction with behavioural interventions when the method of intervention promotes the parent-teacher relationship when compared to interventions that omit parent-teacher-relationship components (Grace & Gerdes, 2019:450).

2.4 SCHOOL LEVEL FACTORS AND PARENT-TEACHER RELATIONSHIPS

There are school level factors that can influence the level of the relationship and character of parent-teacher relationships. Schools have the ability to promote parent-teacher relationships (Walker, 2020:108).

2.4.1 Home-school Relationships

The school alone cannot cater for all a child's developmental needs and, therefore, the meaningful involvement of parents and the community are essential (Walker, 2020:108). The need to create a strong partnership between the home and the school is important and should be maintained by both parents and educators such that learners easily understand that they need to hold the same standard at home and at school.

There is a belief that the school should only concentrate on teaching academics and the home should only concentrate on teaching children morals and values (Tisdol, 2020:97). However, one must realise that both the school and the home are places that promote teaching and learning, and it is essential to build a strong relationship between the home and the school so that parents feel welcome as full partners in the education process of their children (Mirza, 2019:142). Parents should be allowed to make a commitment to support their children at both school and the home, motivating learners to do their schoolwork and providing homework assistance to their children (Hoover-Dempsey & Sandler, 2005:223). The home and the school should build a strong relationship that will make parents feel accepted and have positive contributions to make and parents should

be encouraged to render their services to the school in order to develop a co-ownership of all activities and programmes of the school.

2.4.2 Good Communication Between the Home and the School

A disinvolving school environment discourages parents from getting involved in certain school activities, whereas there are steps schools can take to promote parental involvement by creating an environment that is warm, caring, inviting and receptive to parents (Richardson, 2009:165). Parental involvement increases when educators communicate with parents positively, and this improves the relationship between the educator and parents (Gillanders, McKinney & Ritchie, 2012:290).

Educators have the ability to increase parents' self-efficacy by communicating positively with them about their assistance at home that benefits their child and improves the child's achievement. Good parent-teacher relationships lift teacher's morale. Schools and teachers benefit from the parent-teacher relationship as parents develop a greater appreciation for teachers' experience in the classroom situation. Communication between the home and the school helps the teacher to know a learner better and, as a result, the teacher is motivated to work very seriously and effectively (Hill, Witherspoon & Bartz, 2018:27).

Communication between home and school should be regular, two-way and meaningful. Effective and inviting communication requires a contract where both parents and school provide vital information about a child's strengths, challenges and accomplishments. On the other hand educators should be aware of cultural diversity and language differences where reasonable steps should be taken to allow clear and open participation for all participants (Shim, 2013:28). Communication helps dispel any mistrust, doubt or misperceptions that may develop and exist between teachers and parents.

Shim (2013:29) states that educators should improve communication with parents to promote positive relationships and to increase collaboration. Staples and Diliberto

(2010:60) stress that schools should strive to build relationships with all types of parents and involve families in various types of activities over the year. Curle, Jamieson, Poon, Buchanan, Norman and Zaidman-Zait (2017:56) suggest that a fact card with school contact information should be distributed to families during registration and could provide a ready and inexpensive resource for parents. Additionally, friendly signs could help parents and visitors navigate the school to find important locations such as restrooms, playgrounds, ablution sites and other information (Padak & Rasinski, 2010:294).

School managers should establish a clear communication channel and collaborate with parents to provide the staff with an opportunity to communicate with parents about school activities. By increasing the level of communication, parent-teacher relationships will improve, and parents will be in a good position to give feedback through the different communication channels (from school to home and from home to school) (Ntekane, 2018:56). Establishing a positive parent-teacher relationship requires educators to plan for the tone of their meetings with parents; educators should show a welcoming and inviting smile, good posture and show respect to parents.

2.4.3 Parents' Understanding of their Roles in their Child's Education

Yulianti, Denessen and Droop (2018:127) view a parent's decision to become involved in their child's education as a result of the following three reasons:

- Firstly, the parent's belief about their role in their child's education. The decision of a parent to take part in their child's education can be associated with intrinsic parenting skills because they have the desire for their child to succeed. Parental role construction is seen as the parent's belief about what they are supposed to do in relation to their child's education.
- Secondly, the parent's sense of efficacy for helping their child succeed at school depends on the parent's ability to provide assistance based on the skills they possess.

- Thirdly, the family's life context that facilitate or hinders their ability to become involved refers to whether the school and the child created an opportunity for the parent to be involved in decision-making.

Based on the aforementioned reasons that influence parental involvement, it is evident that parents become more involved in their child's education when they have developed a parental role and feel that they have the responsibility to contribute towards their child's education. Parents have a positive sense of efficacy for assisting their child to succeed because they have a belief that they are sufficiently competent to help their child with schoolwork. Parents with a strong sense of self-efficacy tend to set higher goals for themselves as well as for their child, whereas parents with a low sense of self-efficacy believe that they are unable to assist their child when it comes to more challenging school-related tasks (Yulianti et al., 2018:129).

2.4.4 Parents' Participation in Policy-making

Schools should involve parents in the decisions made in each level of policy-making and incorporate their suggestions into approaches and policies that will impact them without causing them to feel intimidated (Hamlin & Flessa, 2018:710). School-governing bodies can be encouraged to negotiate in terms of the work requiring their appraisal and to participate in classroom management and organisation through a teacher's component at class level and through school-based discussion groups (Yulianti et al., 2018:130).

For an effective parent-teacher relationship, there is a need to enable parents to develop appropriate skills and knowledge to participate in the decision-making process, such as analysing information, planning, negotiating, communicating, and finding solutions in collaboration with others. Hamlin and Flessa (2018:710) point out that the lack of parent-teacher relationship is due to the parents' lack of helpful information. Parents are stakeholders in the school that the school managers should involve in the daily management of school activities.

2.4.5 Establishment of Parent-teacher Development Programs

Parent-teacher development programmes are based upon the idea that there is tremendous value in the relationships with adults that children form as they grow up, and they need positive interactions in order for them to develop adequately (Darling-Hammond et al., 2018:28). The response to how multiple social environments or contexts influence a child's development has become a highly recognised model for involving parents (Barbour, Barbour & Scully, 2007:126).

Comer (2005:38) explains that the parent-teacher development programme is based on the theory that a learner's academic achievement, behaviour and preparation for school can be positively influenced when the adult stakeholders (parents, teachers and community) work together in a meaningful and cooperative manner in order to promote successful academic learning. Comer (2005:38) furthermore maintains that conceptual and operational frameworks create conditions that allow adults the time and space to support their child's development. The child's development and behaviours are influenced by surroundings and require a positive relationship for the child to develop holistically (physically, socially and emotionally).

Comer's programme forms three administrative teams, each with different possibilities. The teams are School Planning and Management Team (SPMT), Student and Staff Support Team (SSST), and the Parent Team (PT). The primary purpose of the SPMT is to establish academic goals for the students and determine the best methods of achieving these goals. The SPMT is composed of the school principal, representative teachers, parents and support staff members. All school activities are coordinated by the SPMT. The second team (SSST) is responsible for dealing with potential and real roadblocks to the student body as a whole. The SSST is the school's child development brain and is composed of people like the school nurse, guidance counsellors, and the school psychologist. The SSST is responsible for the following:

- Facilitating the interactions between parents and school staff.
- Assisting classroom teachers with developing strategies that prevent minor problems from becoming major ones.
- Assisting all staff with bridging the gap between special education and regular classroom activities.
- Consulting with the classroom teachers to assist them in responding to students to promote growth and development.
- Providing consultation and training workshops for the staff and parents on child development, human relations and mental-health-related issues (Comer, 2005:38).

The PT recognises the three potential levels of parental involvement in the school and encourages active participation by parents at all levels. The first and lowest level is expected of 50–100% of parents and involves attendance at parent-teacher conferences, reinforcement of learning at home, and participation in the school social programme. The second level is expected of 10–50% of parents and involves presence onsite at the school and takes the form of assistance with daily school activities as an aide, hall monitor, coach and administrative support staff member. The highest level is as a member of the SPMT, helping to develop school goals and activities (Comer, 2005:42).

Parental-teacher relationship is the important factor for success in developing an inviting school environment that caters for the overall development of its learners. Therefore, parents and educators should work together as a team to sustain and balance the relationship between the home and the school.

2.5 DIFFERENCES IN PARENT-TEACHER RELATIONSHIPS

When teachers only know how to communicate with parents who belong to the same social class, it creates problems with the involvement of parents who are from different or lower social classes (Hornby & Blackwell, 2018:115).

2.5.1 Community Type

Community characteristics that affect child educational outcomes and family-school partnerships differ across community types (rural, town, city) (Hornby & Blackwell, 2018:117). Emerging evidence suggests that rural students are more likely to experience behavioural and academic challenges than urban students. Rural students have demonstrated behavioural difficulties and entered schools with higher overall adjustment problems and less advanced academic skills relative to non-rural students (Hornby & Blackwell, 2018:118).

Isolation and limited access to schools and support services are common in rural communities, and technology designed to overcome isolation is less available in rural communities than in cities (Murray, 2020:178). Recent school consolidations have increased the distance from homes to schools, decreased communication between parents and teachers, and the lack of transport has inhibited parents' involvement in school activities (Huddleston, 2020:107). Rural schools have a shortage of highly qualified staff with expertise in parent engagement (Hammer, Hughes, McClure, Reeves & Salgado, 2005:127). Parents with limited education are less likely to engage in positive communication with schools (Whitaker, 2019:435). Whitaker (2019:440) further maintains that elevated risk for behaviour problems, lack of behavioural health resources, and limited home-school communication make parent-teacher relationships difficult in rural communities.

2.5.2 Cultural Beliefs and Language

South Africa is a culturally diverse society, and cultural changes led to curriculum changes that had to cater to all groups where educators had to teach and manage learners with different cultures, languages and backgrounds (Walker & Legg, 2018:370). Schools' attempts to improve the relationship with parents and communities are hindered by different misconceptions about religion and culture (Myende & Nhlumayo, 2020:15).

There are cultural issues in conflict with schools' dress codes or that prevent parents and learners from participating in school activities due to values and beliefs. Furthermore, Myende and Nhlumayo (2020:20) maintain that to establish an effective relationship between the family and the school, one needs to identify barriers within that specific community.

Cultural background affects the relationship between parents and educators in that parents from racial, ethnic and cultural minorities with low socioeconomic status feel less affinity for the school than those in the mainstream middle class. Low-income parents and culturally different parents have traditionally been marginalised through an inability to communicate with schools and the inflexibility of the school as an institution. As a result, this tradition has fostered feelings of inadequacy, failure and poor self-worth, which are cited as reasons for the low participation of parents from marginalised groups (Myende & Nhlumayo, 2020:76).

Diversity in schools is continually growing and, as a result, language barriers are becoming problematic. Families do not speak English, and they need teachers to send home notices written in the family's native language, have interpreters available during conferences, or use the parents' extended family to assist in communication between home and school (Kaukab, 2016:77). Families may feel intimidated by the language barrier or by the painful memories they carry from their own school experience (Kaiser & Rasminsky, 2017:98).

Limited communication contributes to the disconnected relationship between linguistic minority families in schools and is also difficult when families and educators do not share a common language (Tadesse, 2014:302). Both parents and teachers have reported that language barriers limit their ability to partner with one another (Ruiz-de-Velasco, Fix & Clewell, 2000:78). Parents reported feeling excluded, intimidated, and demeaned by their children's teachers (Shim, 2013:175). Teachers reported feeling frustrated by the lack of support and training to teach ethnic minority students and partner with their parents (Good, Masewicz & Vogel, 2010:328). Barriers pertaining to school staffs' lack of

familiarity with culturally and linguistically diverse families, as well as the parents' lack of familiarity, can all impede effective parent-teacher relationships (Waterman & Harry, 2008:77).

2.5.3 Poor Communication Between the School and Parents

Communication in schools is seen to be a one-sided relationship taking place from the school to the family; when the family is contacted, that means the child is in trouble (Bae & Kim, 2020:101). When parents only receive negative information from the school, they feel intimidated, threatened and less willing to go to school because their parenting style is questioned (Bae & Kim, 2020:102). Factors that also influence ineffective parent-school communication include the parent's inability to assist learners with their school and the language barrier where parents find it difficult to be involved in school activities and volunteer their time at school. Good communication between the school and parents yields good results in discipline, learner behaviour, attendance, and academic performance (Bae & Kim, 2020:106).

An unwelcome school environment discourages parents from getting involved in certain school activities; schools should take steps to promote parent-teacher relationships. It is the responsibility of the school through their respective committees to create an environment that is warm, caring and receptive to their parent component. Communication is the key factor in creating a welcoming atmosphere at school and thus narrow the gap between parents and educators (Richardson, 2009:243). Positive parent-teacher interaction improves the relationship between educators and parents, and educators can increase parents' self-efficacy when communicating with them about their assistance at home that benefits their child.

2.5.4 Time-demanding Life and Commitments

For many parents, life is demanding, and parents find it difficult to balance and manage the multiple demands on their time and resources (Deng et al., 2018:28). Some parents have long working hours that prevent them from being involved in school activities, and

they fail to get time off to attend the school programmes (Deng et al., 2018:82). Many parents hold down two or three jobs in order to cope with economic realities and, consequently, work schedules prevent these parents from attending meetings and other school programmes (Bang, 2018:217). Other commitments that prevent parents from attending and participating in school activities and programmes include childcare issues, transport difficulties, far distance to travel from home to school, being too busy, family responsibilities as well as daily living demands (Bang, 2018:219).

2.5.5 Socioeconomic Status

Socioeconomic status can be regarded as a family's economic and social position in society based on income, education, occupation and wealth. It is normally divided into three distinct categories – high, middle and poor socioeconomic status – where any individual or family can be placed into any one of these categories depending on their household income, education and occupation (Sirin, 2005:86). Parents from poor socioeconomic backgrounds feel that they have nothing to contribute or are labelled as less interested in their child's schooling (Deng et al., 2018:432). Some low-income parents feel that schools discourage their involvement, view them as the problem, and believe that poor parents are uninterested in their child's education (Bang, 2018:217).

Parents living in poverty are less likely to be involved in school-related activities than parents who come from a middle-class family (Goshin & Mertsalova, 2018:65). Van Velsor and Orozco (2007:24) assert that low-income parents encounter both demographic and psychological barriers to parental involvement associated with educators' attitudes and social climate. Some educators do not value the opinion of parents and make negative judgements about low-income parents' lack of involvement (Hornby & Blackwell, 2018:77). It is important for the school to know and understand the community they serve because the needs of low-income families are different to those of higher-income families, as low-income parents struggle to provide their families with all the basic necessities (Van Velsor & Orozco, 2007:80).

High-quality parent-teacher relationships appear to be less common for low-income students than for higher-income students, and family financial strain has been shown to hinder positive parent-teacher relationships (Anderson, 2017:47). A study conducted by Deng et al. (2018:110) found that teachers were more likely to report stronger relationships with higher-income parents. Specifically, teachers were likely to report stronger agreement, clarity of communication, and trust with higher-income parents than lower-income parents. Whitaker (2019:108) maintains that the stress of poverty and living in a community with greater social disorder may exacerbate parents' psychological distress, likely leaving them without energy for activities like developing a relationship with their child's teachers.

2.5.6 Parents' Negative Attitude Towards the School

Parents' positive and supportive attitude to the education of their children affects the performance of children at school (Ingram, Wolfe & Lieberman, 2007:480). Ingram et al. (2007:135) maintain that parents are not motivated to participate if the contact they receive is over something negative about their child's education. Parhar (2006:28) cites that the negative attitudes and behaviour of teachers in relation to parents impacts negatively on efforts to involve such parents by further marginalising them. Desforges and Abouchaar (2003:41) confirm that parents feel put off by how some teachers treat them because there are teachers who feel that their work must be protected against unwarranted intrusions from parents, and they only invite parents when there is a problem.

Schultz, Able, Sreckovic and White (2016:350) suggest that principals and the entire staff should accept, alliance building with parents to build a strong partnership. They should explore ways of dealing with attitudes that may be preventing parents from becoming involved in the school activities and programmes. Good partnerships should be established between the school and parents; teachers need to refrain from the disinviting and threatening attitude that "they do not work with the shopkeeper while they are teaching the child of a shopkeeper" (Ihmeideh, AlFlasi, Al-Maadadi, Coughlin & Al-Thani, 2020:202). Educators should encourage positive interactions between themselves and

parents to promote and maintain a friendly and inviting attitude (Hoover-Dempsey & Sandler, 2005:178).

Schultz et al. (2016:75) assert that favourable attitudes towards school and teachers positively correlate with scholastic achievement. The child should be involved in shaping himself or herself because the child's attitude may resemble his or her parent's attitude towards education. Parents who believe in education and support the school and its efforts are more likely to have children who also consider education as their major thing in life, and these parents work harder to provide extra resources to their children for more information.

2.6 CONCLUSION

The literature review offers debates on the dimensions of parent-teacher relationships in schooling. The literature has explained the dimensions based on parent-teacher relationships in non-academic and academic outcomes, including parental involvement in school attendance. The literature review shows that literature on the parent-teacher relationship and school reform, concentrating on involving parents in the decision-making process, strengthening parent-teacher relationships and building a positive attitude between parents and educators. Furthermore, the literature has outlined the school level factors and parent-teacher relationship on the home-school relationship, communication between the home and the school, and parents' understanding of their roles in their child's education. The literature has also revealed that parent-teacher development programmes are important in creating an inviting school environment aimed at developing learners and sustaining the relationship between the home and the school.

And lastly, the literature has tried to identify differences in parent-teacher relationships that impact the education of children. The differences, among others, include community type, cultural beliefs and language, and poor communication between the school and parents. The literature review revealed that strong parent-teacher relationships have

positive results in academic success, reduce truancy and absenteeism, and that parents should be accepted and engaged in different committees in schools.

CHAPTER 3

RESEARCH METHOD, RESEARCH PARADIGM AND DESIGN

3.1 INTRODUCTION

The previous chapter reviewed literature related to the study. This chapter discusses the **research method, paradigm and design**. The selection of data collection and data analysis techniques were guided by the research objectives and research questions, which sought to explore the perception of principals, educators, parents and learners on the parent-teacher relationship in the education of their children in secondary schools. The constructivist paradigm and phenomenological design guided the study. The constructivist paradigm is made to understand the viewpoint of the subject being observed rather than the viewpoint of the observer where the emphasis is to understand the individual and the interpretation of the world around them (Creswell, 2003:9). Phenomenology seeks to understand, describe and interpret human behaviour and the meaning individuals make of their experiences. The researcher seeks to understand the viewpoint of the participants and their understanding of the parent-teacher relationship in the education of children. The chapter also addresses the selection of participants, data-gathering processes and procedures used for data collection, which are individual face-to-face interviews and observation.

3.2 RESEARCH METHODOLOGY

Flick (2015:215) states that research methodology is the general approach the researcher takes in carrying out the research project; to some extent, this approach dictates the particular tools the researcher selects. The methodology guided the researcher in deciding what type of data was required for a study and which data collection tools were most appropriate for the purpose of the study.

The research method appropriate for this study is the qualitative method. Qualitative research is the way in which individuals view the world and construct subjective meaning from their experiences, and participants have their views heard. Qualitative research emphasises the richness of information and puts less stress on the breadth of the gathered data (Zahavi, 2018:76).

Qualitative research involves the use of a number of loosely structured plans that are able to cater for verbal, tactile and observational data from sources such as pictures, and documents (Ørngreen & Levinsen, 2017:78). Williams and Moser (2019:55) also state that qualitative research offers information that is detailed, as well as complex, from actions, attitudes and behaviours.

Another strength of qualitative research is the richness and depth of exploration and descriptions of data it affords. It has numerous strengths, namely that issues can be examined in detail and in depth, interviews are not restricted to specific questions and can be easily guided and restricted by the researcher, the research framework and direction can be quickly revised as new information emerges, data that is obtained that is important and more compelling can be transferred to other settings, and it is responsive to local situations and conditions (Bryman, 2017:70).

3.3 THE CONSTRUCTIVIST PARADIGM

Khalidi (2017:15) defines a paradigm as a research culture with a set of beliefs, values and assumptions that a community of researchers has in common regarding the nature and conduct of research. McKenney and Reeves (2021:88) define a paradigm as a set of beliefs and practices that are shared by communities to regulate inquiry within disciplines. Antwi and Hamza (2015:218) regard a paradigm as an approach to thinking about doing research. 'Research paradigm' implies a pattern, structure and system of scientific ideas, values and assumptions. A paradigm is a loose collection of logically related assumptions, concepts or propositions that orient thinking and research. It is the philosophical intent for undertaking a study (Zhou & Nunes, 2015:52).

According to Monette et al. (2014:38), paradigms are general ways of thinking about how the world works and how people gain knowledge about the world. A paradigm can be defined as a worldview that includes certain philosophical assumptions about the nature of knowledge (Terhoeven, 2009:45). A paradigm is the patterning of the thinking of a person, a principal example among examples, an exemplar or model to follow according to which design actions are taken (Tubey, Rotich & Bengat, 2015:160).

The research was informed by the constructivist paradigm. According to Creswell (2003:9), constructivist theory tends to rely upon the participants' views of the situation being studied and recognises the impact of their own backgrounds and experiences. Monette et al. (2014:129) add that interpretivist theory contends that social reality has a subjective component that arises out of the creation and exchange of social interaction. During data collection, the researcher will try to understand the participants' interpretation and experiences of the situation. Weaver and Olson (2006:460) define paradigms as patterns or beliefs and practices that regulate inquiry within a discipline by providing lenses, frames and processes through which investigation is accomplished.

There are four elements of a paradigm, namely epistemology, ontology, methodology and axiology. In Greek, the word episteme means knowledge, and in research epistemology is used to describe how research comes to know something, the truth or reality or what counts as knowledge within the world. Epistemology is concerned with the very bases of knowledge, its nature, forms and how it can be acquired, and how it can be communicated to other human beings. It focuses on the nature of human knowledge and comprehension that a researcher can acquire and be able to extend, broaden and deepen understanding of in the field of research (Kivunja & Kuyini, 2017:46). Epistemology addresses the aspect of transferability that says the findings can be transferred to other contexts that were not part of the research.

The term ontology is from the Greek words 'onto', which means 'being', and 'logia', which means 'science', 'study' or 'theory' (Antwi & Hamza, 2015:218). Ontology refers to a branch of philosophy concerned with articulating the nature and structure of the world,

specifying the form and nature of reality and what can be known about it, and the way the investigator defines truth and reality (Antwi & Hamza, 2015:219). Ontology concerns the philosophy of existence, assumptions and beliefs that hold the nature of being and existence (Khaldi, 2017:20). Ontology is a branch of philosophy concerned with the assumptions we make in order to believe that something makes sense or is real, it is the philosophical study of the nature of existence or reality, of being or becoming, as well as the basic categories of things that exist and their relations (Zhou & Nunes, 2015:55). The study made use of ontology to define truth and reality from the perspective of the purposefully sampled participants. The truth was obtained through the use of unstructured interviews and the observation of participants.

Methodology is concerned with the discussion of how a particular piece of research should be undertaken (Cardno, 2018:630). Methodology is the broad term used to refer to the research design, methods, approaches and procedures used in an investigation that is well planned to find out something; data gathering, participants, instruments used, and data analysis are all parts of the broad field of methodology (Tubey et al., 2015:160). The methodology of the paradigm will assist in identifying the appropriate design relevant to the study, research methods that will address the research questions and data collection tools that will be used to collect data.

Axiology involves defining, evaluating and understanding concepts of right and wrong behaviour relating to the research and considers what value we shall attribute to the aspects of research, participants, data and audience to which the researcher shall report the results of research (Grix, 2004:48). Axiology addresses different questions like: what is the nature of ethics or ethical behaviour? The researcher should try to consider the human value of everyone that will be involved with or participate in the research project (Grix, 2004:56). Axiology is relevant to the study as it will assist in considering the value of participants as human beings by assuring participants high level of confidentiality. Participants will be assured of the non-disclosure of their personal information.

Teology refers to an attempt made in research to make sure that research results give a meaningful outcome that will satisfy many people. It is the understanding that every action undertaken will have its own consequence, which is intended to benefit participants, the researcher and the scholastic community (Grix, 2004:58). Teology will assist the researcher in making sure that the researcher only reports what participants have said and not what the researcher thinks.

3.4 PHENOMENOLOGY RESEARCH DESIGN

Kazdin (2021:112) describes the entire process involved in the research project from planning, identifying the problem and executing a research plan of reporting and publishing the results. McMillan and Schumacher (2010:20) hold that research design clarifies a plan for generating scientific data that will be employed to address research questions.

Research design is the blueprint that spells out the procedures to be followed in conducting research and provides a framework of the way in which data are to be collected (Abbott & McKinney, 2013:67). Research design shows how the major parts of the research project work together to try to address the central research questions, which include the samples or group measures and refers to the entire processes that embrace planning and putting into action the plans on a research endeavour, from problem identification, reporting and dissemination of the findings (Marczyk, DeMatteo & Festinger, 2021:112). Maree (2012:70) describes research design as a strategy that shifts from a broad overview of research to the choice of participants, data collection and analysis methods. The aforementioned explanation has guided the purposive sampling of principals, educators, learners and parents.

The four qualitative designs are ethnography, case study, grounded theory and phenomenology (Neubauer, Witkop & Varpio, 2019:90).

Ethnography means describing a culture and understanding a way of life from the participant's point of view. McMillan and Schumacher (2010:23) argue that ethnography is a description and interpretation of a cultural or social group or a system. Ethnography involves prolonged fieldwork, typically employing observation and casual interviews with participants of a shared group activity and collecting group artefacts (McMillan & Schumacher, 2010:25).

A case study provides an exclusive study of people in actual situations, allowing the audience to grasp ideas instead of presenting them based on principles and theories that are abstract (Yin, 2009:72). A case study examines an entity in depth over time using multiple sources that are contained in the setting, and can be an activity, event, programme and group of individuals bound in time and space.

Grounded theory is a research strategy whose purpose is to generate theory from data (Punch, 2009:130). The essential idea in grounded theory is that theory will be developed inductively from data. Grounded theory is a research strategy, the purpose of which is to generate theory from data. Grounded theory means that the theory will be generated on the basis of data.

Phenomenology aims to understand and interpret the meaning that subjects give in their everyday lives (De Vos et al., 2005:270). According to Guenther (2019:16), phenomenology describes a meaning of experience of a phenomenon, topic or concept for various individuals. Phenomenology, in its broadest meaning, is a theoretical point of view that advocates the study of direct experience taken at face value, and one that sees behaviour as determined by the phenomena of experience rather than by an external objective and physically described reality (Khan, 2014:298).

Fuster and Guillen (2019:226) define phenomenology, which has its roots in philosophy, as focusing on the experience of individuals. Phenomenology aims to understand and interpret the meaning that subjects give in their everyday lives.

Phenomenological researchers are interested in the nature or meaning of something; their questions are about essence and not about appearance. Data are collected through a variety of means such as observation, interviews, focus groups, diaries, video tapes and written descriptions by subjects (Walsh, Irwin, Meier & DeWalt (2008:730).

Phenomenology literally means the study of phenomena. It is a way of describing something that exists as part of the world in which we live. Phenomena may be events, situations, experiences or concepts and, which for this study, are the experiences of participants in the parent-teacher relationship in the education of children and the impacts thereof. Phenomenological research begins with the acknowledgement that there is a gap in our understanding and that clarification or illumination will be of benefit. Phenomenological research does not necessarily provide definitive explanations, but it does raise awareness and increase insight (Education, Research and Consultancy Centre, 2010:9).

3.5 POPULATION

According to Babbie (2010:169), the population of the study is the aggregation of elements from which the sample is actually selected. Similarly, Brynard et al. (2014:57) define population as the objects, subjects, events, phenomena, activities that the researcher wishes to research in order to establish new knowledge. Engel and Schutt (2013:112) state that population refers to the whole group of people to which the study is generalised. Population is defined as that which constitutes the complete set from which the units of a study are selected (De Vos, 2001:190).

Monette et al. (2014:132) ascertain that the definition of population should specify four things, which are content, the unit, the extent and the time.

Content: the content of the population refers to the particular characteristics that members of the population have in common, which, in this study, are principals, teachers, learners

and parents of the secondary schools in Lwamondo Circuit of Vhembe West District, Limpopo Province.

The unit: this indicates the unit of analysis, which, in this study, is represented by the school because that which happened at the school is generalizable to other schools where research was not conducted.

The extent: the extent refers to the population's spatial or geographical coverage, which, in this research, is the locality where the school is found.

The time: time factor refers to the period during which a unit possessed the appropriate characteristics to qualify for the sample.

In this study, the research population is composed of seven secondary schools in the Lwamondo Circuit where four principals, twelve educators, twelve parents and twelve learners were selected from the four purposively sampled secondary schools.

3.5.1 Sampling

Naderifar, Goli and Ghaljaie (2017:79) define sampling as the act, process or technique of selecting a suitable sample, or a representative part of a population for the purpose of determining parameters or characteristics of the whole situation. Sampling can be described as a smaller set of cases that a researcher selects from a larger pool and generalises to the population. Sampling is divided into probability and non-probability sampling methods. Probability sampling comprises random sampling, systematic sampling, stratified sampling, cluster sampling and random digit dialling sampling, whereas non-probability sampling includes haphazard or convenience sampling, quota sampling, purposive sampling, snowball sampling, deviant case sampling, sequential sampling and theoretical sampling (Guest, Namey & Chen, 2020:165).

In this study the following aspects of sampling were followed: sampling procedures and sample.

3.5.2 Sampling Process

Leedy and Ormrod (2013:150) define sampling as the process of selecting a smaller sample from the larger population group in order to estimate or predict the prevalence of an unknown piece of information or situation within the larger group. According to Terre Blanche, Durrheim and Painter (2012:49), sampling is the selection of research participants from an entire population, involving decisions about which people, settings, events, behaviours and or social processes to observe. Sampling is the process of selecting units from a population of interest so that, by studying the sample, we may fairly generalise our results back to the population from which they were chosen (Creswell, 2009:79).

The study used purposive sampling to select participants because it was convenient for the researcher in terms of time, and participants were included according to the relevant criteria based on the research question. With purposive sampling, the researcher relies on his or her own experience, previous research or ingenuity to find the participants in such a manner that they can be considered to be representative of the population and usually uses specific selection criteria to identify the most suitable individuals (Wagner, Kawulich & Garner, 2012:93). Sampling is important as it eases the work of the researcher by not including everyone in the study, as it is difficult to interview or meet all those that are involved in a situation and is based on the judgement of the researcher as to who will provide the researcher with the best information to meet the expected objectives of the study.

3.5.3 Sample

A sample is the number of participants that are selected to form the entire population for the purpose of research by a researcher (Smith, 2005:70). A sample is a small portion of a total set of objects, events or persons, which together comprise the subject of one's

study (De Vos, 2001:191). According to McMillan and Schumacher (2010:129), a sample refers to a small number of participants that provide data for the study. Denhere (2010:87) notes that sampling addresses three fundamental questions pertaining to people that will participate, their number and the reasons for their participation.

In this study, out of seven secondary schools, four secondary schools were sampled based on the overall Grade 12 results the schools had obtained for the past four years. The Grade 12 results were not consistent for the past four years. Purposive sampling was used to select four principals, 12 educators, 12 parents and 12 learners. In each of the four sampled schools, three educators were sampled based on the experience or the history the educator had in the school. Novice educators were sampled in order to have a good comparison of old and new experience. Parent participants were sampled on the basis of their availability at school and the positions they hold as chairpersons, deputy chairpersons and secretaries of the School Governing Body (SGB); parents who work as food handlers were sampled on the basis that they are always at school and have a sense of what is happening as they interact with both learners and educators daily. The learner participants were sampled based on their availability in the Learner Representative Council (LRC). Therefore, 40 participants from the four secondary schools were interviewed.

3.6 DATA COLLECTION

According to Creswell (2007:159), data collection is a combination of interconnected activities whose ultimate aim is to obtain authentic information to help answer questions that emerge from the research. Stake (2010:90) indicates that in the case of qualitative research, data collection includes observation, interviews, photographs, texting, documentary reviews and gathering artefacts.

According to Kumar (2005:143), the choice of a particular method of collecting data depends upon the purpose of collecting information, the type of information being

collected, and the resources available to the researcher's skills in the use of a particular method of data collection.

In this study, data was collected by means of interviews and observation. During the interviews, participants were also observed of their behaviour and attitude in order to get the meaning of their responses through their actions. Observation lasted for the duration of interview with the participants. Observable attitudes, behaviours and phenomena were recorded down and have communicated important message to the researcher.

Observational data afford the researcher the opportunity to gather "live" data from "live" situations and the researcher is given the opportunity to look at what is taking place in situations. Observation enables the researcher to understand the context of programs, open ended and inductive of things that might be unconsciously missed, do discover things that participants might not freely talk about in interview situations (Maree, 2012: 88)

Unstructured interviews were conducted to get data from participants who were principals, educators, parents and learners. Unstructured interviews provide the researcher and participant with greater flexibility, and the researcher is able to follow up on interesting avenues that emerge in the interview process while participants give more of a picture and are able to introduce issues that the researcher had not thought of (Stake, 2010:92).

Participants were prepared for the unstructured interviews at that time and in that place; a quiet and non-threatening environment that was comfortable and easily accessible was arranged (De Vos et al., 2002:300). The researcher saw to it that seating arrangements that encourage involvement and interaction were provided. The interview process was recorded using an audio-recording instrument to avoid spending lot of time head-down writing. Permission to record the interview was asked from the participants.

The recorded interviews were replayed and listened to so that the participants could clarify, comment on or give input on what he or she has said. The participants were assured of the high level of confidentiality and that their personal information will not be

disclosed to anyone. In order to ensure anonymity, codes were used to describe each participant without mentioning their names. After conducting interviews field notes taken have reminded the researcher some to remember incidents occurred during the interview.

The interview schedules for principals, educators, learners and parents were designed, interviews were recorded, and field notes were taken.

3.6.1 Interviews

In the research study, interviews were conducted with the respondents where the researcher was able to see and observe the respondents' body language. The research schedule was used as a guideline in arranging questions from simple to complex in order to allow the participants to adjust to the pattern of interview schedule. Open-ended questions were asked to allow participants to express themselves freely. In the process, the researcher recorded the proceedings on a recording device and took field notes. Field notes were clarified and elaborated after the completion of the interviews.

3.6.2 Observation

The observable attitudes, behaviours and phenomena were recorded and have communicated important messages. In the process, participants were requested and encouraged to explain their views and experiences in detail. The reason for adopting the qualitative research methodology is that it focuses on people's understanding of the social and cultural processes that mediate different behaviour patterns.

Observation was used because it is intentional and free flowing. The researcher is able to shift focus from one thing to another as new and potentially objects and events present themselves. The primary advantage of conducting observations is flexibility and the researcher can take advantage of unforeseen data sources as they surface (Leedy & Ormrod, 2010:147). Observation is looking and noting systematically people, events, behaviour, settings, routines and offers the investigator the opportunity to gather live data from naturally occurring situations (Yin, 2009:456).

3.7 DATA ANALYSIS

Data analysis is the process of bringing order, structure and meaning to the mass of collected data (De Vos et al., 2005:333). The data gathered by qualitative methods involves a process of reduction by selecting, focusing, simplifying, abstracting and transforming raw data, also known as the process of coding (De Vos et al., 2005:334).

Data analysis involves the observation of patterns in the data. It is concerned with raising questions and making assumptions with regard to the collected data. Data collection pertains to asking individual questions on particular issues and seeking to arrive at a deeper understanding of the answers. The analysis requires engagement in the activities of thinking and testing the initial guesses (De Vos et al., 2005:334).

The researcher used steps for data analysis recommended by O'Connor and Gibson (2003:89), which are organising data where the researcher writes responses given by participants. The raw data gathered during interview was transcribed into written words to ease the analysis of spoken words. The researcher identified concepts and themes that were relevant to the study.

Recurring ideas and concepts were identified by sifting through piles of responses given by participants in the interview process. Recurring ideas were written down and highlighted. The main ideas and concepts were organised into categories and subcategories.

The researcher collapsed responses that have one or more associated themes into one main overarching theme in building the themes from the data. Only themes that gave deeper insight into the data and different categories were collapsed under one theme. The researcher has indicated the summary of the findings, implications of those findings and recommendations for a future research study.

3.8 TRUSTWORTHINESS OF THE STUDY

In contrast to quantitative research where research vigour is measured by validity and reliability, qualitative researchers use data trustworthiness to measure credibility, transferability, dependability and confirmability of the data and research findings (McMillan & Schumacher, 2010:102). The aim of trustworthiness in a qualitative inquiry is to support the argument that the inquiries are worth attention. The researcher considered the four parallel criteria that work together to achieve trustworthiness in qualitative research, namely transferability, credibility, dependability and confirmability. In order to handle the issue of trustworthiness, the researcher remained non-judgemental throughout the research process and has only reported what was said by participants.

3.8.1 Credibility

Teddie (2007:79) defines credibility as the confidence that can be placed in the truth of the research findings. Maree (2012:305) defines it as the assurance that the researcher's conclusions stem from the data. The goal of applying the strategy of credibility is to demonstrate that the research was conducted to ensure that the phenomena were accurately identified and described (De Vos, 2001:353). To make the collected data credible, participants were requested to consent to their responses being recorded. In each interview, the participants were allowed to listen to the recorded text so that they could clarify, comment on or add to what they said. The researcher presented an accurate description or interpretation of human experiences that others can relate to.

3.8.2 Transferability

Transferability refers to the degree to which the results of qualitative research can be transferred to another context with other respondents (Halai, 2006:278). Maree (2012:305) says that transferability embodies the extent to which a study can be transferred to a larger population or settings with reliance on its findings. Bitscho (2005:85) holds that it is the investigator who assists potential users with the decisions of

transferability by sampling purposively and making a thick description in the process of data analysis. In line with these definitions, and after analysing and describing the data, the results could be transferred to schools, the circuit and the district to advance the sense of how parent-teacher relationships could impact the education of children (Bryman, 2017:70).

Transferability in qualitative research is synonymous with generalizability, or external validity, that is established by providing readers with evidence that the research study's findings could be applicable to other contexts, situations, times and populations (Guba & Lincoln, 2009:216). Transferability was maintained by making sure that what was reported was exactly what the participants had said.

3.8.3 Dependability

Bitscho (2005:86) demonstrates that dependability refers to the stability of findings over time. According to Maree (2012:305), dependability refers to the degree to which the reader has been convinced that the findings did indeed occur as the researcher says they did. The researcher is responsible for describing the changes that occurred in the setting and how these changes affected the way in which he or she approached the study (Mqulwana, 2010: 61). Dependability was achieved by checking members, identifying themes and discussing these with participants to ensure that they were accurate and dependable.

3.8.4 Confirmability

De Vos et al. (2005:351) say that confirmability focuses on whether the results of the research can be confirmed by another researcher and places the evaluation on the data themselves. Babbie (2001:278) defines confirmability as the degree to which the findings are the product of the focus of the inquiry and not of the biases of the researcher. Guba and Lincoln (2009:94) refer to confirmability as a confirmability audit trail, i.e. an adequate trail should be left to enable the auditor to determine whether the conclusions,

interpretations and recommendations can be traced to their sources and if they are supported by the inquiry.

Steps were taken to help ensure as far as possible that the study outcomes are the result of the experiences and concepts of the participants, as opposed to the qualities and preferences of the researcher. Participants were asked to sign consent forms, they were assured of the high level of confidentiality, and their willingness to participate or to withdraw was confirmed. A crucial criterion for confirmability is the degree to which the researcher confesses his or her own predispositions (Shenton, 2004:173).

3.9 CONCLUSION

The chapter outlines the research paradigm, design and methodology and their relevance to the study. The constructivist paradigm was used, and it informed the study to use the qualitative research method as it is concerned with the descriptive analysis of data rather than deeply concentrating on the statistical analysis of numbers. The chapter also explains how research participants were chosen, how data was collected, and how the data was analysed.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 INTRODUCTION

In the previous chapter, the research design and the methodology were discussed with the data-gathering procedure outlined in detail. This chapter presents and analyses the data gathered through interviews conducted with four different categories of participants from four secondary schools comprised of four principals, 12 educators, 12 parents and 12 learners from the four purposively selected secondary schools.

Recurring ideas and concepts were sought by sifting through the piles of responses given by the participants in the interview process. Then they were written down as the different responses were highlighted. The main ideas and concepts generated by these words and phrases were organised into categories and subcategories.

The researcher collapsed responses that had one or more associated themes into one main overarching theme in building themes from the data. Only themes that gave deeper insight into the data and different categories were collapsed under one theme. The main themes are participants' understanding of parent-teacher relationships, impacts of parent-teacher relationships, educators' perceptions towards parents, the relationship between the community and the school, factors promoting parent-teacher relationships, and barriers in parent-teacher relationships.

4.2 THEME 1: PARENT-TEACHER RELATIONSHIPS

A good parent-teacher relationships is the result of a sound relationship between the teacher and parents. When parents work and collaborate with educators, positive outcomes are expected, such as good performance, good behaviour and discipline, to

mention a few. There are different ways in which people understand the parent-teacher relationship in the education of children. The researcher's interview was to find a sense of how participants understand the parent-teacher relationship.

Participants showed their understanding of the parent-teacher relationship differently. Principal participant (PR 1) said:

“Not good, not bad but we are moving towards having a good parent-teacher relationship. Parents do not check the work of their children. If we can have a good parent-teacher relationship, we will have a balanced, smooth running of the school, which is not what we expect it to be. Parents are reluctant to come when they are called. The reason for their not coming is as a result of their poor or zero support of their children in the school. I realise that [the] majority of these learners live with their grandparents who cannot read or write. Some of the parents do not come when they are called, and grannies are too old to come and to discuss the education issues” (Appendix H.PR 1).

This suggests that there are factors that hinder the effective parent-teacher relationship and that when there is a good parent-teacher relationship there is a balanced, smooth running of the school.

Principal participant (PR 3) responded like this:

“Of course, parents need to be involved in the education of their children, so when results are good even the involvement of parents is so high and where results are not good is because parents are less involved in the education of their children” (Appendix H. PR 3).

This suggests that when parents are involved in the education of their children, results are good, and enrolment increases.

Principal participant (PR 4), understood the parent-teacher relationship as calling parents to come to school when there is a problem. This is what the participant said:

"There is a good relationship. Only when the teacher has a problem with a learner, he/she calls the parents. They have a good relationship" (Appendix H. PR 4).

This was supported by educator participant (ED 2) who said:

"[The] parent-teacher relationship ... is a relationship between teacher and parent of which we are supposed to inform one another about the behaviour of the kids, more especially when we talk of Grade 9. We have to get the parents ... they are supposed to ask their children which subjects they are going to choose when they go to Grade 10 for them to have a better future. But in connection with the relationship, [it] is superb due to the fact that if the children are misbehaving, when we call them, they respond positively. When we are engaging them, and when we ask them what we are supposed to do, they also give us the mandate that whatever you want to do you must do because they were the people who were supposed to do a lot of things. We know the children, who they are and how are we supposed to sharpen them so that they must get a better future. They are also superb because whatever we say, more especially in Grade12, they are concerned because when we talk about donations they use to take out from their pockets. They used to dig into their pockets so that their children must be taught those Saturday classes. In connection with the parents, I think we do not have problem; they respond positively day in and day out" (Appendix H. ED 2).

Educator participant (ED 3) had this to say:

"The relationship between parents and teachers in our school I informally see, especially in our area, most of the parents are less engaged in the education of their children. They normally dodge to engage themselves because when we call them to come and address some issues, they

normally do not come. It is rare that you will find a parent coming here to find out what the progress of their children are. They normally come when there are issues that are burning, to just ... come to say, 'I just want to see the progress of my learner', they normally do not come. So, [it] is like ... one-way traffic because we struggle alone with the learners. I made research and most of the learners here are from a child-headed families. You will find a learner say[ing] I do not have parents, so it is difficult for the learners to achieve what they supposed to achieve without some back up and the support that is needed. These learners are just on their own and they are all in one, that they are both a parent and a learner at the same time" (Appendix H. ED 3).

This suggests that, in some schools, parents only come to school when there are burning issues and that educators seem to be struggling alone without the involvement of parents and that the majority of learners are from child-headed families.

Educator participant (ED 5) had this to say about the parent-teacher relationship:

"It is non-existent because parents do not check the work of their children. They only come if they are called and when something is wrong. If there is nothing wrong, you might not see parents coming to school to find out about the performance of their children on the subjects" (Appendix H. ED 5).

This suggests that parents do not participate in the education of their children and they only surface when there is something wrong.

Educator participant (ED 8) understands the parent-teacher relationship as involving parents in the academic issues and the behaviour of the child. Educator participant (ED 8) said:

"I will say it is very good because we normally have parents' meetings wherein, we involve them in the education of their children. Even when

the learner is misbehaving, we normally call the parents except in the formal meeting where we call parents meeting. Usually, when we release results, we normally call parents so that they must come and see the performance of the learners. So, one can say it is good because when we call them, they normally came” (Appendix H. ED 8).

Educator participant (ED 10) understood the parent-teacher relationship as giving them challenges and had this to say:

“What I can say may be in short regarding parent and teacher relationship. I think in most cases we experience difficulties involving parents in their learner’s study because sometimes you will find learners are orphans, also find learners in a child-headed family situation, then we also find a situation where parents are not literate enough. They do not understand the situation we face right here at school ... which leads to education of their children. But with literate parents [it] is much better because they seem to support, and they even come to school to check their learner’s progress. The problem lies with the ones that do not understand education” (Appendix H. ED 10).

This suggests that there is less of a parent-teacher relationship due to family structures where parents do not stay with their children, and parents are not literate.

Educator participant (ED 11) said:

“In [the] parent-teacher relationship, education is a triangle. Beside the content, one can say that you cannot separate the cognitive level of a learner. The role of parent in the education of their children plays a vital role because where parents are not fully or actively involved in the education of their children, children themselves tend to value less what they are being taught. They cannot see the value of education. But if parents are rallying behind, it becomes easier for us as educators to teach because already these kids are already benefitting from home. Besides

benefitting from home, if they see SGB structures coming to school on regular basis, they can relate what they are expecting out of them. Parent-teacher relationships assist a lot in terms of [a] conducive teaching and learning environment” (Appendix H. ED 11).

This suggests that the parent-teacher relationship makes the environment conducive to teaching and learning and that parents should be continuously involved in the education of their children.

Educator participant (ED 1) had this to say about the parent-teacher relationship:

“In the remote schools, the teachers are the ones that are taking 80% of [the] work for the learners to become educated. The parents themselves ... did not go to school; they are illiterate, you see. And when you call them for the meetings, most of them ... cannot come to the meeting. Reason they will come, and they are not going to participate in the meeting because what you would be telling them is what the learners should do in order to develop themselves and to develop the country. So, when you are the teacher, the teacher-parent relationship is very good, but the teacher is going to take the upper hand for the teacher is the one who knows the little ones or the children. At home, when you ask the learners as to whether the parents are taking part in the education, they will tell you that they do not even open the books of the learners. So you have to give them homework and when they come back, you have to look for the homework if they are done or not done. The parents at home they do not have the chance or time to speak about something concerning education. That is the thing” (Appendix H. ED 1).

This suggests that in some schools, the parent-teacher relationship is not as effective as it should be, and the teacher alone is seen to be actively interacting with learners without the involvement of parents. Parents are illiterate and, as a result, they do not assist their children in their education.

Educator participant (ED 4) understood the parent-teacher relationship in this way:

"I understand [the] parent-teacher relationship as assisting one another in the upbringing of a child. A parent engages with the learner at home whereas the teacher works with the learner at school. With a good relationship a learner becomes something in life unlike leaving the whole work of upbringing the child to the hands of teachers only" (Appendix H. ED 4).

This implies that the parent-teacher relationship is when parents and teachers work together in bringing up the child.

Educator participant (ED 9) understood the parent-teacher relationship in a different way, and this is what the participant said:

"I think it was not easy during those days because parents were trained not to be cooperative, were not willing to come to school. But now that we are living in the other world, parents are now starting to cooperate. The part that we use to apply the corporal punishment, which was not relate well normally of the child does something which requires me to punish him or her. I will just apply corporal punishment. But these days ... we are no longer using corporal punishment, we are obliged to partner with parents, where we no longer say you must not do this to a learner. We realise that now this needs the parent's attention; that is why we interact with parents. We definitely put ... pressure to a learner so that she or he brings the parent. The other way of communicating with parents is to have meetings with parents. Quarterly reporting on them about the progress of the learner" (Appendix H. ED 9).

The views above suggest that there is a need for parents to be involved in the education of children even if the parents are not willing to cooperate and work with the teachers.

The learner participant (LE 1) has shown a different understanding of the parent-teacher relationship and said:

"In my previous school, I did not have the close relationship with my teachers because we were many, and here we are not many, and teachers make follow-ups, and they motivate us to read books seriously" (Appendix H.LE 1).

So, this implies that the parent-teacher relationship enables teachers to work with learners because they interact with both parents and learners.

Learner participant (LE 5) understands the parent-teacher relationship as follows:

"The relationship between parents and teachers is good because teachers are able to guide us on how we can get good things and, at home, they have good time with us as parents guiding us" (Appendix H.LE 5).

This suggests that participants understand the parent-teacher relationship in different ways and that it is when parents and teachers work together in the education of children.

To learner participant (LE 7), the parent-teacher relationship is understood in the following ways:

"I think [it] is about my teacher and my parents working together. For example, if my teacher can see that I am not performing well in class, or it looks like I have a problem, they can go and talk to my parents. Maybe they will understand why I am not performing; they will know how to assist me in my education" (Appendix H. LE 7).

The statement stated above suggest that teachers and parents should work together so that the learner can be able to benefit from their relationship.

Learner participant (LE 9) has this to on parent-teacher relationship:

"The relationship between teachers and parents is important because teachers need to know [the] parents of learners so that they can know

each other and know how she or he behaves, because learners can have problems at home that may affect his or her schooling. Some behaviours of learners were copied from parents and if the teacher knows the parents, the teacher will understand the learner better. It is a must for a teacher to know his or her learners' parents so that the teacher can know how to deal with a certain learner" (Appendix H.LE 9).

This implies that the parent-teacher relationship is about teachers informing parents about the performance of a learner and when a learner has a problem at school, and the teacher knows the parent of the learner so that the teacher can associate the behaviour of the learner with a parent. It is also about the best way of managing learners, both from the school's perspective and the home's perspective. This also suggests that when parents and teachers work together, it is easier for the teacher to control the learner, and the learners become aware that whatever he or she does will be reported to his or her parents.

Parent participant (PRT 9) said:

"Parents and teachers must work together as a team because, if they do not work together, the child cannot succeed. When teachers are giving learners ... work to do at home and, as parents we do not assist or ask the child about the schoolwork, the child will not succeed. But if parents and teachers can assist each other in the education of the child, the child will succeed because education needs teamwork" (Appendix H. PRT 9).

From what participants have said, it suggests that the participants' understanding of the parent-teacher relationship has more or less similar implications that children are able to progress, challenging issues are resolved, and parents assist children in doing the schoolwork and have a good parent-teacher relationship.

The findings is that parent-teacher relationship is about parents and teachers working together in upbringing the child. When parents and teachers work together learners behave in a proper way, performance of learners improve and teachers are able to control learners.

The results suggest that teachers and parents should work together in order to make teaching and learning easy.

4.3 THEME 2: THE IMPACTS OF PARENT-TEACHER RELATIONSHIPS

The theme sought to determine the impact of the parent-teacher relationship in the education of children. Participants were interviewed to air their views.

Educator participant (ED 12) said:

“The impact is that most parents are free to work with teachers. They make sure that they encourage their children to write homework, they make sure that learners come to school regularly because they know that the absence of learners at school affects the results negatively. We collaborate with parents, and we ask them to work together to improve the performance” (Appendix H. ED 12).

This implies that the parent-teacher relationship reduces absenteeism and improves learner performance because learners are being encouraged by both teachers and parents.

Learner participant (LE 4) said:

“It has a positive impact when parents motivate us to read books and do the schoolwork so that we can have a brighter future because of the good relationship between parents and teachers” (Appendix H. LE 4).

The views above suggest that learners are motivated and read their books in preparation for their brighter future when the parent-teacher relationship is good.

Learner participant (LE 7) said:

“That will really improve the results of me as a learner because I know I have [the] support of both parents and educators. Parents and teachers

will be both on the same page. When my mother works with the teacher, I will feel supported because my mother will want me to work hard, [in] the same [way] my teacher will also want me to work hard and that will improve the results” (Appendix H. LE 7).

The above stated views implies that learners feel supported when parents and teachers work together and also work very hard in order to improve the results.

Learner participant (LE 9) said:

“It is impacting positively because you won’t misbehave; you will know that they will call [your] parents. Sometimes, parents will deal with you in a rough way, so you will have to pull [your] socks [up] so that they do not call [your] parents. So [the] parent-teacher relationship is impacting positively” (Appendix H. LE 9).

The statement above suggest that good parent-teacher relationships yield positive results such as a good future, an upgrade of performance and improved results, safety of the learner is assured, learners work hard, show good behaviour and also feel that they are being supported.

Parent participant (PRT 5) said:

“I see children understanding. The Grade 12s of this year [are] much better than the previous ones because they are controllable, and they are a result of a good relationship between parents and teachers” (Appendix H. PRT 5).

To support what has been said by parent participant (PRT 5), PRT 9 has said:

“[A] good relationship between parents and teachers has positive results because if the child is able to listen [to] what teachers tell him or her, there will be good results and if the child does do the schoolwork, there is nothing that the child will get” (Appendix H. PRT 9).

This suggests that a good parent-teacher relationship has positive impacts in the education of children because learners are controllable, and parents work together with teachers.

The principal participant (PR 1) also agreed that the parent-teacher relationship has positive impacts in the education of children and said:

“Parents who are supporting their children are the ones who are contributing to good results at school. They make follow-ups and enquire about performance; they are the ones who are educated and who can read and write. Our parents do not support their children, which is why the performance is very low or poor. In our case “ndi thivhani, thivhani” simply meaning that it is difficult to deal with the issues of learners. There is poor performance because there is [a] lack of motivation from parents; parents do not value education seriously. Parents and educators are not pushing towards the same direction. There is too much delinquency among learners” (Appendix H. PR 1).

The above statement shows that parents who support their children in their education are those who are educated and those who are not educated do not support their children in their education; as such, results are poor, and teachers and parents do not seem to be pushing in the same direction.

Another principal participant (PR 3) said:

“So, when results are good ... the involvement of parents is so high, and where results are not good [it] is because parents are less involved in the education of their children” (Appendix H. PR 3).

This implies that the parent-teacher relationship impacts very positively in terms of results and good behaviour.

Other educator participant (ED 9) said:

“These days if a child does something which is not good at school, we are supposed to put some measures [in place], and we will definitely need the help of parents who are at home. The parents must know how their children are behaving in a learning situation here at school” (Appendix H. ED 9).

To some schools, the parent-teacher relationship is not as good as it is in other schools. One educator participant (ED 11) said:

“The relationship is impacting negatively because these kids are not performing. With SGB we suggest that members of the SGB should move around families trying to motivate parents and learners to take education seriously. The results of term 2 are not pleasing because in Grade 10 and 11 there has been a catastrophic decline, but the GET band has improved with less number of learners. The relationship is impacting negatively because the turn up in parents meetings is very bad and results are declining” (Appendix H. ED 11).

The parent participant (PRT 4) said:

“The parent-teacher relationship is not good because when parents are invited to come to school they do not come. This does not contribute in building a better future for our children but, as for teachers, everything is in order” (Appendix H. PRT 4).

This suggests that the parent-teacher relationship is bad and, as such, children are only left in the hands of teachers, and this has a negative impact on the school results and the future of the children.

Besides negative impacts of the parent-teacher relationship in other schools, one learner participant (LE 1) said:

“It means that whatever the child does at home becomes acceptable at school. If the child does not do the schoolwork at home, the parent will make it known by teachers. It helps in many ways in which the learner can be assisted” (Appendix H. LE 1).

The views above implies that when parents and teachers work together, the work of the teacher is easier.

The findings from responses from principal, educators and learner participants revealed that parent-teacher relationship reduces absenteeism, and improves performance. The results suggest that when parents and teachers work together learners come to school regularly which resulted in improved results. The improved results are determined by learner behaviour and regular class attendance.

4.4 THEME 3: EDUCATORS' PERCEPTION TOWARDS PARENTS

The theme sought to find out how educators perceive parents in their everyday interaction at school. The question was asked to elicit the views of participants. One principal participant (PR 1) said:

“Educators involve parents so much that whenever a learner is failing to participate in teaching, educators call parents to come and explain why the learner is not doing well. If learners are not writing homework, not doing well in class parents are also called. Because of ... Covid-19, we no longer make gatherings but these individual meetings where particular parents are called because their children are not doing homework is also helping us a lot as a school. So, which means educators value [the] involvement

of parents in the education of their children. One can also indicate that the relationship between parents and educators is impacting positively in the education of children because education cannot go well without the two understanding each other. So, they have to work closely so that the learner can benefit” (Appendix H. PR 3).

This implies that when teachers recognise parents as a partner in the education of children there are positive impacts, and the learner benefits from that recognition.

Another principal participant (PR 4) said:

“You know, if you are working with the illiterate parents, you will find that there is more ignorance on the side of [the] parents. With the teacher, you will find that the teacher takes ... advantage of the parents that parents know nothing and that is where I have to intervene. Just imagine if the classwork book is not marked and the parent cannot read, does not check the work of the learner. It is our responsibility as educators to see that parents write and mark the work of the learner and not take ... advantage of the situation because parents are illiterate [and] cannot see what is happening” (Appendix H. PR 4).

The statement above suggests that some teachers do not take parents as partners to work with because of their level of education as they cannot read and write; instead teachers do not do their work as expected of them because the parent cannot see whether the teacher is doing the right thing or not.

Another principal participant (PR 1) indicated that:

“Educators are expected to treat parents with courtesy, give them [the] respect they deserve. Parents support the school by giving us their children and other resources for the school to run. Teachers must treat parents in a friendly and welcoming way, and they must discuss issues with parents immediately and in a good way” (Appendix H. PR 1).

This statement implies that parents should be given respect and must be treated in a friendly and welcoming way.

The educator participant (ED 4) has this to say on the teachers' perceptions towards parents:

"Teachers welcome parents so that they can help each other in the upbringing of the child. Teachers are always waiting for parents to come. Parents are the ones who think that the education of the child is the responsibility of the principal and the teachers" (Appendix H. ED 4).

The statement above suggests that teachers are the ones who are playing the active role in the education of children, while, on the other side, teachers are waiting for the parents to join them so that they can work together.

Other educator participant (ED 5) shared the same sentiments, saying:

"Yes, because most ... educators talk to parents and show them the performance of the child and explain how the child can be assisted. Some try to talk to parents to try to find solutions, which can be best for the child" (Appendix H. ED 5).

Another educator participant (ED 7) has shown how he has experienced the teachers' perceptions towards parents and said:

"The perception of educators [about] parents is that once you involve parents, learners upgrade a certain performance in terms of results. Maybe if you give learners a task or homework you have to include parents. For example, in Tshivenda there is a pre-knowledge that learners can get from parents; we give learners a task that will make the learners ask [their] parents to get information. Even ... life sciences practical work will also need learners to ask for [a] parent's involvement. To myself [the] parent-teacher relationship has a positive impact in the education of children. Maybe to add that if a learner does not respect the teacher by the

way they view you, involve the parents so that the learner can change towards the positive thing” (Appendix H. ED 7).

Educator participant (ED 8) also has this to say:

“The perception is very good because sometimes there are educators who say well let us call the parents. Because nowadays we have their phone numbers, so it is quite easy. In other words, they like parent involvement these educators” (Appendix H. ED 8).

The above statements imply that teachers value parents, and parents are assisting their children in terms of doing homework and that impact the performance of children in a positive way.

Other educator participant (ED 9) shared the same sentiments, indicating that:

“We value them, give them respect because they are an important stakeholder in our education. We cannot do without them. We have to value them because they play a bigger role in the learning of the child. We have to respect them, honour them, knowing that some of them might not be following exactly what is happening. We value them because we cannot do without them” (Appendix H.ED 9).

The above said statement implies that parents are respected, honoured and valued as an important stakeholder in education.

Educator participant (ED 11) agreed with the educator participant (ED 9) and said:

“Educators are always ready to give parents a space and respect. We cannot be the school without kids, and kids are from parents from various families. We give them a positive look. On the other hand, the majority of parents do not bring their children here at school and, as a result of that, we have a lower enrolment. There are parents who are campaigning for

kids not to come to this school, and they want them to go to other schools. Educators do not have problems with parents, it is just that parents are reluctant to be freely involved in the education of their children” (Appendix H. ED 11).

This implies that parents are being given the respect that they deserve. Parents also see that they are being valued, which makes them contribute to the education of their children.

Other learner participant (LE 1) said:

“Educators are able to welcome people here at school and even parents are respected and made [to] feel warmly welcome and satisfied. We always have meetings with parents and explain how they are going to work with learners. Our parents are also encouraged to assist us with our education every time. We see educators working with parents. Even if I have done something wrong, they always call my parents before punishing me. They always want parents to be present when they talk to me, so teachers want to work with parents” (Appendix H.LE 1).

The above quotations reveal that teachers give parents the respect they deserve, they value them and share with them every aspect of education that concerns the education of their children.

Despite great things that are shown to parents by teachers, other learner participant (LE 2) said:

“The thing is: some parents are very rude. You might find that a learner did something wrong and, obviously, we have to call the parents and find that the parent is defending the child and that creates some conflict. Teachers have a good relationship with parents and parents see that they have to defend the kids” (Appendix H. LE 2).

The response from the learner participant (LE 2) above suggest that there are parents who do not work with parents and as such they are always on the side of the learner even when the learner has done something wrong.

Learner participant (LE 7) agreed with learner participant (LE 2) and said

“From what I see, it looks like teachers know that our parents really do not care, and I do not blame about that. When parents are not doing something about our children, teachers will know that our parents are not supportive. Teachers do not really know that our parents support us”

(Appendix H. LE 7).

The statements above simply imply that there are some parents who do not involve themselves in the education of their children. When they are told about the behaviour of the child, they defend the child and blame the educator. They also suggest that teachers are willing and want to work with parents.

With the respect and recognition that is given to parents, other learner participant (LE 6) shared the same sentiments and said:

“Educators give parents that respect; for example, when we have meetings with all the parties that are children, parents and teachers, they give parents the due respect. When there are problems, they work together, they solve those problems we as students we are facing. Educators respect parents because they always want to get their opinion when there are problems” (Appendix H. LE 6).

This suggest that educators and parents are able to resolve problems together.

“They respect them. They always inform them about everything that is happening at school. They take them as part of the school because, if there is anything taking place, they always inform them, so they value them” (Appendix H. LE 8).

This implies that parents feel accepted and valued when they are given respect and recognised in the education of their children.

The other learner participant (LE 9) said:

“I think they value them good because they often call the meeting a lot and if you miss a period, they will call the parents and sit down in order to get each other. Trying to find a way forward for that particular learner, I think it is good” (Appendix H. LE 9).

The above statements show that parents are respected by teachers; they are also valued and considered in the education of their children. This can also imply that parents play their roles when they realise that teachers of their children want to work with them, and they also respect their views.

Parent participant (PRT 1) said:

“Teachers want parents to come to school to see the work of the learner and to find out how the learner is behaving” (Appendix H. PRT 1).

The other parent participant (PRT 5) has this to say:

“Parents are warmly welcomed, and they are accepted from the main gate. Everybody here at school treats parents fairly, and [they] are accompanied to the principal’s office. After the meeting with an educator, parents show a sign of excitement without showing any differences” (Appendix H. PRT 5).

From the statement above it also suggest that teachers’ perceptions to parents in some schools is welcoming from the main entrance into the school premises.

The welcoming of parents by teachers has also been echoed by parent participant (PRT 6) and said:

“I see that teachers welcome parents except when the teacher is busy in class because that disturbs the education of the child. Sometimes, parents are advised to visit the school during studies or when the teacher is free” (Appendix H. PRT 6).

This implies that teachers welcome parents and make parents feel comfortable and ready to work with teachers in the education of their children.

The other parent participant (PRT 8) has differed with parent participant (PRT 6) by saying that:

“They welcome parents well, it is just that there are parents who do not come to school when they are called to come, and they stay at home with their children. Even when there is a general meeting, some will come, and others will not come” (Appendix H. PRT 8).

The stated views implies that there are some parents who do not cooperate with teachers instead, when called they just stay at home with their children.

Parent participant (PRT 9) agreed that teachers welcome parents and discuss different options of assisting learners.

“I see teachers welcoming parents in a friendly way, that if there are things that they want to clarify, they call parents and show parents some difficulties the learner has. Teachers and parents discuss different ways of assisting the learner including the option of extra classes. If the parent is not told how the child is performing, the parent ends up not knowing [about] the performance of the child” (Appendix H. PRT 9).

Both parent participant (PRT 10) and parent participant (PR 11) shared the same sentiment that teachers welcome parents in a friendly way

“They welcome us in a friendly way and also make us talk openly without any fear so that we can work together in the education of children”

(Appendix H. PRT 10).

“I see teachers welcoming parents in a friendly way and ... if they see that a child has some difficulties, they call us so that we can sit down and discuss” (Appendix PRT 11).

From the statements above, it is clear that teachers welcome parents in a way that makes them feel respected and valued by teachers. Teachers want to work with parents in the education of children. Parents are also interested in working with teachers; that is why parents respond positively when they are asked to come to school. Good parent-teacher relationships make all parties contribute positively to the education of children.

The findings showed that teachers welcome parents in a positive way by a show of respect, love and high level of recognition that makes parents feel more welcomed. Parents participate in the education of their children if they see that they are being respected, valued and honoured. It is the responsibility of the principal and the staff to see to it that they create the school environment that is welcoming and appealing to parents and other stakeholders in a school situation.

4.5 THEME 4: THE RELATIONSHIP BETWEEN COMMUNITY AND THE SCHOOL

The success and the failure of the school is determined by the community the school is found in. Some schools are found in the deep rural areas and have limited resources, whereas others are found in the urban areas and have enough resources. The theme sought to establish the relationship between the community and the school and the impact that can have on the parent-teacher relationship in relation to the education of children.

Participants were asked about the relationship between the community and the school in the education of children. Principal participant (PR 1) said:

“Some value the school by bringing their children. Others do not value the school, and they take their children to other schools. The enrolment that we have shows that not all the parents value our school. Many learners that are here are from [a] poor background. Many learners leave the village to [go to] other schools. The school experiences the challenge of burglary time and again. From 2020 backwards, there has been ... vandalism of school properties and, as such, the community does not value the properties of the school” (Appendix H. PR 1).

The above said statement indicate that in some schools there is poor relationship between the community and the school. And as a results there is an act vandalism taking place.

The educator participant (ED 1) has the same responses and said:

“When we come to that area, we have a problem at this school. This school is being burgled every quarter until last year. The school has been burgled for a long period. They have taken a lot from the school – desks, chairs, TV, refrigerators, radios, everything. We used our money to buy some of those things. When they are here, they make the school to be known better that at school they have refrigerator and other valuable materials which we regard as developments” (Appendix H. ED 1).

The above statement also reveal that the relationship between the school and the community is not good, and the school is often vandalised.

The other educator participant (ED 3) shared the same sentiments, saying:

“I think the community cares less about the school. We have several cases of burglary. It is like a norm; they break [in] and they took valuable goods. So they see the school as a place to steal, to enrich themselves, to have what they do not have. So, if there is a TV, they find [a] means of coming and take that TV, refrigerators, oven, micro-oven, radio and that is

why we have the strong room to try to solve that issue of vandalism”

(Appendix H. ED 3).

The above statements suggest that there is no relationship between the school and the community where the school is situated as parents take their children to other schools, and there is a high level of vandalism. There is no co-ownership of the school property.

The other principal participant (PR 3) said:

“This is the one of high enrolled schools in the Vhembe West District. We are a performing school, so parents bring their children here for education. Our learners come from far places all over the surrounding places”

(Appendix H. PR 3).

The above statement suggests that there is a good relationship between the community and the school. Parents from different communities bring their children to the school. Parents take their children to schools where there are good results.

Another principal participant (PR 4) also said:

“It is 50–50 because if they support the school, we would be having more than 300 learners and instead we have got only 243 learners, which means it is only few. The top learners go to the suburb schools. But, since I came here, things are showing shape. When we call parent meeting, they do come to attend. They also come to collect the progress report cards for their children. In the past, things were not like that. Only a handful of parents will come. But now things have changed that when we call parents, they come. And if the parent is working far away, they ... call to show their commitment” (Appendix H. PR 4).

This suggests that parents prefer taking their children to urban schools with good infrastructure and resources and that led to the decrease in enrolment. It also suggests

that when parents are engaged in the education of their children, they support the school and develop a love and interest for the particular school.

Another educator participant (ED 2) said:

“The relationship is there because the community, to us, is himself or herself in terms of ... seems to be owning the school. If there is something that seems to be happening, the community itself phones the principal or phones the educator who stays near the school or the SMT member that there is something wrong that is happening within the institution. If the results of Grade 12 are not speaking volumes, then the community and more, especially the people from the headman, will come here and ask what is going on here. We know this school from this year until this year, results are speaking volumes, what is going on here? They know that they must know what is going in the institution. So, the community seems to be owning the school and that is what I can say because if there is something wrong happening here they press the panic button to alert people what is happening; it means they value the property of the school and they understand that the property of the school belongs to them. They know [that] if the school is destroyed, they are the ones who are going to get their hands into their pocket searching for money so that the stolen and damaged properties should be replaced again, and rebuilding the school is another matter” (Appendix H. ED 2).

This implies that when the school and members of the community are working together there is minimum damage to school property. Community members alert the principal or a staff member about anything taking place at the school.

Other educator participant (ED 7) shared the same sentiments, saying:

“Since I arrived here, the community and the school are more similar or the same because there is nothing like damages. Even if there is a teacher who is having the garden project of cabbages and spinach, he sells those

things to the community and the community come and support by buying those vegetables. During some school holidays, they come to water those vegetables. So, they respect the school and the property because there is no vandalism” (Appendix H. ED 7).

The above said views suggest that there is a good relationship between the school and the community and as such there is no vandalism taking place.

Educator participant (ED 8) also said:

“I will say the relationship is ... very good because we involve civic and the royal council. And sometimes the ward committee under the leadership of the ward councillor, and every time they normally come and address learners, even when we are experiencing problems with other learners, they will come even to such an extent of going to the home of that particular learner” (Appendix H. ED 8).

What educator participant (ED 8) said, shows that different community structures are involved in the running of the school.

The educator participant (ED 9) also showed that the community structures and the school are supporting one another and said:

“The relationship is superb because members of the community who are leading structures out there are former students here at school. Whatever happens in the school, they care” (Appendix H. ED 9).

The educator participant (ED 5) has said:

“You will find the community sending their children to their schools of choice and when they see that they are struggling they bring them back to our school because here we have only one stream. But there are certain families who bring their kids to our school and [with] whom we have a very good relationship. Learners who first attend ... other schools and come back, they perform very well” (Appendix H. ED 5).

The statement above suggests that some members of the community where the school is situated do not take the school as their first choice; instead, they take their children to other schools, whereas others prefer taking their children to the school found in the community.

The other educator participant (ED 10) said:

“Ever since I arrived here, I have never experienced vandalism of properties, but they do not value education because of the level of education of parents. [The] majority of these kids use substances like their parents do; hence, poor results. When we find the learner using drugs, we call [the] parents to try to talk to the learner together. With that effort, some are changing [their] behaviour” (Appendix H. ED 10).

This implies that members of the community respect and value the property of the school, but there is a challenge of substance abuse, which is a contributing factor to poor results.

Another educator participant (ED 12) said:

“I won’t say the relationship between the community and the school is good or bad. I will say [it] is neutral, because when we need support from the community structure, they do come and meet us here. For parent meeting, they attend but not that much – that is why I say [it] is neutral” (Appendix H. ED 12).

This suggests that there are some community members who support the school and others who do not support the school, and it suggests that the relationship between the community and the school should be strengthened.

Principal participant (PR 2) said:

“For now, I do not have a problem with the vandalism and the like. Two years ago, when the food is delivered to school, two days thereafter the delivery, the food was being taken away. I suspected and knew that these are the learners that we teach. I decided to talk with the learners [saying]

that food suppliers will no longer supply the fish. I told [the] learners that if they will need fish, they must come early in the morning at around 5 o'clock to receive fishes from the supplier because, here at school, we no longer take them as [a] result of you taking the fish away through burglary. From that time, food or fish was never stolen until today. This was because we suspected our learners as the only culprits. The gadgets were never stolen even during the time of Covid-19 when schools were closed. They were secretly kept on the school premises and very confidentially stored. We told our learners that they must not look for tablets, we were not given because we are a small school, so we never experienced burglary while other schools were complaining" (Appendix H. PR 2).

The statement above suggests that there is a good relationship between the school and the community and that learners need to be taught to understand that the food delivered to the school belongs to them and that they should not misuse or steal the food. It further suggests that schools are experiencing burglaries because of learners attending the school or members of the community where the school is situated.

The researcher found that where there is a good school-community relationship, community members respect the school properties and have a co-ownership of the school. Schools should work closely with communities so that communities can be able to see partnership and develop a sense of ownership.

The findings also revealed that poor school-community relationship led to the increase in vandalism of school properties. This is because if community members do not see the school as their property, they disown it and regard the school as an alternative place of enriching themselves through burglary and the stealing of school properties.

4.6 THEME 5: FACTORS THAT PROMOTE PARENT-TEACHER RELATIONSHIPS

This theme sought to find out what participants think should be done to promote parent-teacher relationships at schools where there is less or no parent involvement in the education of children. The theme sought to find out what schools are doing to sustain the good parent-teacher relationships. The question in the interview was meant to get the participants' views on factors promoting, or that might promote, parent-teacher relationships in the education of children. One principal participant (PR 1) said:

“There are many ways to engage parents, and we need to go back to the basics that: we get members of the community to come and coach, train learners [on] the community culture and cultural dances like Tshikona. The danger of dancing Tshikona is when people will have to drink alcohol so that they can have more energy, which is alleged to be from home brew like mahafhe and dagga. The less gifted ones need to be engaged in traditional dances where parents will teach them. Learners who misbehave should be reported to their parents, and parents should be encouraged to assist their children in their schoolwork. Learners should respect their parents and educators all the time. Parents and educators should work together to get learners involved in their education. Discipline in learners should be the order of the day” (Appendix H. PR 1).

The views above show that the school and the community should work together where learners are engaged in cultural dances being taught by a community member. Learners need to be taught moral values to respect and to behave, and parents should be encouraged to assist their children in their education.

The other principal participant (PR 3) said:

“Educators must understand that they cannot work well with learners without [the] involvement of parents. Educators must take parents as a pillar in the education of learners. Without parents, education cannot go well. So, these three components – Department of Education, teachers

and parents – need one another. Their relationship must always be in harmony so that the learners can get [a] good education and if we sustain that relationship, and always make sure that we create an environment where parents feel that they need to come to school when we call them, and they have to come to school even though we did not call them. The open-door policy must always be there to the parents. Parents must know that the school is their second home, and they have to make sure that they support the school and educators. So, where educators are well supported, the relationship between educators and learners becomes harmonious and so friendly. Whenever we give learners homework, we need to provide a space where a parent should sign – just to make them involved – they have to check and have to sign. They cannot sign for the sake of signing; they have to go through and check and thereafter ... sign. This is another way of involving parents through homework. Besides that, we do have a way of communicating with parents. Whatever happens to a grade or school, we inform the parent like telling the parents that on this day this grade will be coming to school, and this is happening in this grade and staff like that. We send the information through SMS (short message system). Social media is being used to engage the parents” (Appendix H. PR 3).

The views above imply that parents need to be involved in the education of their children, and teachers need to work with parents. They also suggest that during the time of giving learners tasks to write at home, there should be a space left for parents to sign to show that they have seen the work of a learner and constant follow-ups should be made as a way of engaging parents.

Another principal participant (PR 4) said:

“I think parents must trust teachers. If they do not trust, there is no way they will improve the school. Some parents do not trust us even if we work very hard and produce 100%, they do not have trust in us as educators.

When the parent is not on good terms with the teacher, they mobilise each other against the teacher and the school and, as a result, they take their children to other schools” (Appendix H. PR 4).

The above stated views suggest that there should be trust between parents and teachers so that parents can bring their children to the school that is found in the community instead of taking their children to other schools outside the community.

Educator participant (ED 1) said:

“I think the parents should come to school two times per quarter. That if parents can come eight times a year, the child will be definitely disciplined and will pass and will be loyal to teachers. Reason, there is no child who wants parents to know or to understand him or her of bad things. Every child needs [a] good name from his parents. And if parents can come two times per quarter, things can go well. They will be knowing that if they are not writing exercises, parents will find them having no exercises, while other learners have. Learners will know that if they do not study, they are going to take position number last. And they will know that if parents come, they will fight with them in front of the teachers and other learners and at home. There is no child who wants to be undermined in front of other learners. Learners at secondary schools do not want their parents to come to school to be seen and known by other learners because they know and understand their parents better. Learners do not want other learners to know that his or her parent is not clean, illiterate” (Appendix H. ED 1).

The above stated views suggests that parents and teachers should always work together and that one meeting in a quarter is not enough to discuss issues of education that concern a learner and to strengthen the relationship.

The other educator participant (ED 2) shared the same sentiments, saying:

“I think we are supposed to have ... meetings. In terms of meetings, they must not come here only to collect the reports of their kids; we must have meetings. Let’s say ... in the first quarter, we must have two meetings as it is in January and at the end of the quarter, and at the end of the year they will be six and not only four when they come and collect the report of their kids. The challenge if you make it once in the quarter – there will be some loopholes because when we see these kids doing these early in the year and wait for long periods like March, April, May, June and parents are not coming, there will be some issues. So, if we have meetings where the parent will be okay. I am also of the idea that parents must also come and ask ... what is going on with the child in terms of education. I think we will build the school that will be seen by others as a strong one” (Appendix H. ED 2).

From the statements above, it suggests that there should be enough meeting times – that instead of the school having one meeting per quarter, there should be more than one meeting per quarter. If parents and teachers are meeting several times per quarter, that could strengthen the relationship between parents and teachers.

Another educator participant (ED 3) said:

“I think we must organise an awareness campaign ... to educate the community about the value of education. Because I can see the parents just say go to school so that it is over from them, and it becomes the work of educators alone. I think the parents must be taught about the value of education through awareness campaigns; maybe that can make parents see education [as] valuable” (Appendix H. ED 3).

The above response suggests that parents do not have enough knowledge on the value of education and, as such, they need to be taught and made aware of the value of education.

The other educator participant (ED 4) has this to say:

"If parents are being called to come to school to meet teachers and fail to come, I do not see any means that can promote [the] parent-teacher relationship; it is about parents themselves. Maybe, if parents are contributing a certain amount of money, they [will] want to be involved – thinking about their money" (Appendix H. ED 4).

The above statement implies that parents are not actively involved in the education of their children because they are not financially contributing to the education of their children.

Another educator participant (ED 5) shared the same sentiments, saying:

"I think it requires a strong SGB. In parent meeting, they should understand that they are an important stakeholder in the school and in education. The SGB must understand their roles. Parents should be given more responsibility to look [at] the work of their children, like buying the extra materials for their children. Parents should be made aware that the school and its properties belong to them and not the government" (Appendix H. ED 5).

Based on the above statement, SGB members should play a convincing role of making parents more involved in the education of their children by buying extra resources for their children and giving them the responsibility of looking at the schoolwork of their children.

Another educator participant (ED 8) said:

"I can say by calling up parents time and again and [having] multiple meetings with them. Way back when we [had] the awards, we [would] normally invite parents and parents [would] be more interested and involve themselves in the education of [their] children. Not only those who are going to get awards, all of them; although it is not easy for all of them to come because others will be at work, but those who are always around normally come when invited" (Appendix H. ED 8).

The said statement above implies that regular meetings with parents can make parents develop a love and interest in the education of their children through the awarding of better performance in subjects and grades.

Educator participant (ED 10) said:

"I think what can be done is the more we involve parents, the more we have good results. As I have already said that we have parents who support children in their education. So, the more we involve such parents who give us support, I think we can perform better, and we can have good results in our schools. For now, if you can check, our school is the one where parents are showing interest in our school" (Appendix H. ED 10).

The response above suggests that when parents are more involved in the education of their children, their results are the better.

The other educator participant (ED 11) said:

"I think it should start from community structures where they should discuss the issue of education. We must agree to work together and attend the community meetings together. I think, as a school, we must find a platform in their community structures and talk about education of children. Parents should be advised on how to interact with children at home, how to assist them, motivate them and teach them good morals and behaviour. Parents must try to live the way that will be exemplary to children that they should lead by example" (Appendix H. ED 11).

From the extract above it suggests that teachers and parents should attend community meetings together where teachers are given the opportunity to talk to parents on the role of parents in education. Community structures should make education an item in their everyday meetings and allow teachers or a school representative to talk with parents about education.

The learner participant (LE 1) said:

"I think we should have meetings with parents. Parents must bring their contacts here at school so that we will be able to phone them if there are things that are not going well. There must be [a] WhatsApp group [for] parents and educators because other parents are always at work, and they do not have the chance of coming to attend the meeting here with other parents. The school uses letters to invite parents to come and attend meetings. And the school should also use ... other methods to invite parents because other learners [tear up] the letters and others do not give their parents these letters" (Appendix H. LE 1).

The above statement suggests that there should be an improved communication method and regular meetings with parents. Social media platforms should be used for parents who are working far away from the school to keep them updated on the education of their children.

The other learner participant (LE 4) said:

"When the learner has done something wrong here at school, the teacher should contact the parent to avoid differences between the teacher and the parent of the learner" (Appendix H. LE 4).

The extract above suggest that teachers should always contact parents of the learner if there is anything wrong the learner has done. This implies that teachers should not work alone without involving parents and that teachers and parents should always contact one another and inform each other about what is taking place at school.

Parent participant (PRT 1) said:

"Teachers must call parents of learners who seem to be not interested in the education of their children and tell them what to do and try to motivate them. When the child arrives at home, parents should not agree that the child does not have the schoolwork and parents should try to take the

mobile phones at night and they should give it to him or her only when the child wants to do the schoolwork” (Appendix H. PRT 1).

Parent participant (PRT 4) also said

“As parents, we are unable to motivate our children; therefore, there must be someone from outside who should come and motivate us on the relationship between parents and teachers” (Appendix H. PRT 4).

The statements above suggest that parents who seem to be less interested in the education of their children should be called into a separate meeting so that they can be motivated and shown the importance of education for their children.

The parent participant (PRT 6) said

“There should be a meeting of parents and their children at one place at the same time, each parent sitting next to his or her child. We should talk about everything that the learner is doing in the school and in the classroom so that parents could know what the child is doing at school. There should be the use of social media platforms by forming [a] WhatsApp group of both parents and teachers where education-related issues are discussed. One meeting of parents and teachers is not enough in a term because there are many things that are taking place at school, so the only meeting that takes place on the day of issuing progress reports is not enough to discuss issues of education. Parents and teachers must work together in order to strengthen the relationship in the education of children” (Appendix H. PRT 6).

The statement above suggest that parents and teachers need to meet and discuss issues around the education of their children. They also suggest that parents, learners and teachers should meet in one place with each parent sitting next to his or her child. The participants’ views also suggest that the one meeting parents are called to attend during the term is not enough to discuss the issues of education and, therefore, the number of meetings should increase.

The other parent participant (PRT10) said:

“[The] parent-teacher relationship can be strengthened by the introduction of Saturday classes so that children can spend much of their time here at school and so that children can also get education from other educators who teach in other schools” (Appendix H. PRT 10).

This implies that schools should introduce Saturday classes where teachers from other schools will come and assist, and parents should be encouraged to contribute for Saturday classes.

The findings of this research revealed that for parent-teacher relationship to be effective schools should involve community members with an expertise that is not available at school and utilise it for the benefit of learners. The outsourcing of talent from the community to the school could be in the form of cultural events and sports.

The other finding revealed that schools should have regular meetings with parents where parents are motivated on the value of education in their children. Parents need to be encouraged and shown the fruits of being educated

4.7 THEME 6: BARRIERS IN PARENT-TEACHER RELATIONSHIPS

The theme is aimed at determining the barriers that are preventing effective and operational parent-teacher relationships in the education of children. Participants have shared their different views on the barriers that are affecting the parent-teacher relationship. Principal participant (PR 1) said:

“The school is not well resourced. We have delinquent learners with bad behaviour. Parents do not take our school as their first choice. [The] majority of [the] learners we have are the ones who were denied admission from other schools or were given transfers due to their bad behaviour, smoking marijuana, being stubborn and not disciplined. Parents are tired of their children’s behaviour, and they leave everything for the school to do without their support. Children are by themselves. No elder ... looks

after these children. Parents who are staying with their children are the grannies who are not educated; they cannot read and write. They do not enquire about the performance of the learner. They do not know anything about the education of the children. They do not enquire about the education of children” (Appendix H. PR 1).

This implies that parents are not bringing their children to the school due to poor resources and parents are not supporting their children because of bad behaviour. Children do not stay with their parents; instead, they stay with their grandparents who cannot read and write. In other families, children are by themselves without an elder looking after them.

Other principal participant (PR 3) shared the same sentiments and said:

“In fact, where there is absenteeism when it comes to attending parent meeting normally is a problem of child-headed families, where we found that children are there on their own, where parents are working on the reef where they cannot come simply because they are far from school. In certain homes, there are learners who are being raised by their grandparents who are too old to ... walk to come to the school or to attend the meeting. So, we do have such cases, but they are very few; it is just a drop in the ocean” (Appendix H. PR 3).

The principal participant (PR 4) also add:

“In this community, what I have learned is that the learners are from the child-headed families. Most of the parents are working very far away from home and learners are staying with their grandparents; they are not staying with their biological parents. It is difficult to deal with the learner who does not stay with [their] parents. Other learners seem to be disrespectful to their parents where you find that a child comes home very late at about 12 o'clock midnight. Some parents find it difficult to talk to their children or to reprimand them. Some parents also went to [the] extent of telling me that they are tired of their learners, and I had to punish them

on their behalf. They do not know that corporal punishment is no longer applied” (Appendix PR 4).

The statements above suggest that learners are from child-headed families without parents because of work-related reasons, and others stay with their grandparents who cannot read and write and are too old to walk to school. The statements also suggest that children who do not stay with their parents do not behave the way they should because there is a shortage of parental involvement in the lives of those children.

The educator participant (ED 2) said:

“Some parents are too ignorant because they just rely [on] us as teachers. When we call them, they will just come and have [a] conversation with the child, and they will come only once and say do not call me again. So, if he does something else, take the decision. I think these parents – sometimes they are not serious about the education of their children. But not all of them; very few are serious [about] the education of their children. Those who have [a] little bit of education ... know what they are supposed to do. Even when we do not call them, they will call us and say just talk about my child, how is he doing, and we will go to the class and take that particular child and put the phone in the speaker and talk to the particular parent. And also, we will allow him to ask him questions. If the behaviour is bad, we will talk to him and say there is one two three ask him. Most of the parents are reluctant to their children education they put him in our hands that we are supposed to do one two three and we are able to do it that way” (Appendix HED 2).

This suggests that some parents do not support the education of their children because of their attitude towards schooling.

The other educator participant (ED 5) said:

“I think the major one is the level of education and poverty because if you are poor, it is difficult to be educated. These two contribute, how they can assist their children if they did not attend to Grade 7 and the child is in grade 10” (Appendix H. ED 5).

The statements above imply that parents do not support their children in their education because of poverty and that some parents are not literate, and they do not see the importance of education. Other children do not stay with their parents because their parents work far away from home.

Another educator participant (ED 10) said:

“I agree 100% that level of education is contributing to the failure of parents to support their children in education because how can an illiterate parent help his or her children with education issues when he or she does not know anything about education. There are situations where you find a parent not literate, or [a] very old woman or man not literate, but very supportive in the education of children” (Appendix H. ED 10).

The above statements suggest that when parents are illiterate, or their level of education is very low, that their contribution to the education of their children is compromised.

The parent participant (PRT 1) said:

“[The] poverty level contributes [to] the failure of parents to contribute [to] the education of their children. [The] majority of parents in our schools do not work. They do not care about the education of their children. Parents who are working support their children in their education; they have a sense of a brighter future for their children, and they understand that children should be sent to school, and they have time with their children unlike gambling and substance abuse” (Appendix H. PRT 1).

The extract above implies that parents who are poor and not working do not support their children in their education, whereas parents who are working support their children in their education.

Another parent participant (PRT 4) said:

“Poverty is hindering parents from participating in the education of their children. [The] majority of parents stay in the deep rural communities, and they did not attend schools during their times” (Appendix H. PRT 4).

The extract above simply suggest that because parents are poor, they limit and excuse themselves in the education of their children, and they do not see the reasons why their children should be encouraged in their education.

Another parent participant (PRT 11) said:

“What I see of parents not participating in the education of their children is because parents do not care about the education of their children and, as such, even children are not encouraged in their education. Children need the support from their parents in order to succeed in life for a better future” (Appendix H. PRT 11).

The statement above suggests that parents are not encouraging their children in their education. When children are not fully supported in their education they fail to succeed in their future life.

The findings revealed that learners come from the child headed families where children do not stay with their parents due to divorce and work related issues where parents work very far away from their homes.

The findings from the research also revealed that poor parent-teacher relationship is due to the low level of education that parents are not literate and as a results they do not see the value of education. Low level of education can be associated with poverty that the two can have negative impact on the parent-teacher relation in the education of their children that if parents are not working and they are not educated they even fail to provide

financial resources for extra teaching materials that are important in the education of children.

4.8 CONCLUSION

The views on the impacts of parent-teacher relationships in the education of children were presented in the way participants have responded to the interview questions. Major themes were divided into the participants' understanding of parent-teacher relationships, educators' perceptions towards parents, impacts of parent-teacher relationships, the relationship between the community and the school, factors that can promote parent-teacher relationships, and barriers in parent-teacher relationships. The researcher interpreted the data gathered from the participants in a narrative form. The findings presented were as per the participants' responses from the interviews conducted.

The following chapter will present and discuss the findings, conclusion and recommendations for future studies.

CHAPTER FIVE

FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

5.1 INTRODUCTION

The previous chapter presented the data that was collected and analysed based on the research questions, theoretical framework and literature review. This study was aimed at establishing the impact of parent-teacher relationships in the education of children in secondary schools in Lwamondo Circuit of Vhembe West District.

5.2 SUMMARY OF THE STUDY

This study was composed of five chapters.

Chapter 1 outlined all the works covered in this study. The major aspects covered in this chapter included the problem statement, aim, research questions, definition of central concepts, theoretical framework, research design, research methodology with a view to data collection, the approach to data analysis and a discussion of validity, reliability, trustworthiness, significance of the study, delimitation and ethical considerations.

Chapter 2 discussed the literature with regard to the impact of parent-teacher relationships in the education of children. The aspects covered in this chapter included dimensions in parent-teacher relationships in schooling, parent-teacher relationships and school reform, school level factors and parent-teacher relationships, and understanding differences in parent-teacher relationships.

Chapter 3 outlined the research paradigm, design and methodology and their relevance to the study. The four components of trustworthiness that are credibility, transferability, dependability and confirmability and their implications were outlined. In the population of seven secondary schools, four secondary schools were purposively selected. The

researcher conducted individual interviews with principals, educators, learners and parents from the four secondary schools. Interviews were conducted on the school premises after getting permission from the Provincial Department of Education. School principals organised the places for the interviews with the participants and participants were assured of a high level of confidentiality on the basis that their personal information would not be disclosed anywhere in public. The interviews were recorded to ease the transcription of information.

Chapter 4 presented the analysis of data collected from the interviews. Interviews were conducted with four principals, 12 educators, 12 parents and 12 learners. The data collected from the participants was analysed based on the research questions on the impact of parent-teacher relationships in the education of children in Lwamondo Circuit of Vhembe West District.

Recurring ideas and concepts were sought by sifting through the piles of responses given by participants in the interview process, and they were written down and the different responses were highlighted. The main ideas and concepts generated by these words and phrases were organised into categories.

The researcher collapsed responses that had one or more associated themes into one main overarching theme in building themes from the data, and only themes that gave deeper insight into the data and different categories were collapsed under one theme.

Chapter 5 summarises the findings of the study. The findings were presented with recommendations made on the impact of parent-teacher relationships in the education of children in secondary schools in Lwamondo Circuit of Vhembe West District.

5.3 FINDINGS AND RECOMMENDATIONS

The findings and recommendations are discussed with respect to the research questions presented in Chapter 1, as follows:

1. What do you understand by parent-teacher relationship in the education of children?
2. What is the impact of parent-teacher relationships in the education of children in Lwamondo Circuit?
3. How is the perception of educators towards parents in the parent-teacher relationship in the education of children?
4. What are the factors that promote parent-teacher relationship in the education of children in secondary schools?
5. To identify factors that influence parent-teacher relationships in the education of children in secondary schools.
6. What are alternative strategies that can make parents get involved in the education of their children in secondary schools?

The findings were presented as per the identified themes from the responses made by the participants during the interview process.

5.3.1 Parent-teacher Relationships in the Education of Children

The research question, 'What do you understand by parent-teacher relationship in the education of children?' was asked to find out the participants' understanding of the parent-teacher relationship.

Participants showed their different understanding of the parent-teacher relationship; they responded that: the parent-teacher relationship is when parents respond positively when they are called to the school, working together with educators on the issues that concern the education of children, bringing children to school, informing one another about the behaviour of the children, assisting one another in bringing up the child, and involving parents in the education of their children.

The finding on the understanding of parent-teacher relationships revealed that parent-teacher relationships is about parents and teachers working together in the education of children. When parents and teachers work together, the behaviour and performance of learners improve at school.

- **Recommendations**

The researcher recommends that parents and teachers should work together and understand the role of each other in order to improve the behaviour of learners and the results of the school. There is a need for parents and teachers to understand each other in the education of children.

5.3.2 The Impacts of Parent-teacher Relationships

The research question, ‘What do you think are the impacts of parent-teacher relationships in the education of children?’ was asked in order to determine the impact of parent-teacher relationships in the education of children.

The findings have revealed that parent-teacher relationships reduce learner absenteeism in such a way that regular class attendance by learners yield good results and learner behaviour

- **Recommendations**

It is recommended that parent-teacher relationships should be encouraged and sustained in schools for the schools to achieve good results, learners to behave well, and teachers to enjoy working with parents.

5.3.3 Educators' Perceptions towards parents

The interview question, 'How can you explain the perception of educators towards parents in the education of children?' was asked to find out how educators perceive parents in their everyday interactions at school.

The researcher found that educators value parents and give them respect because they regard them as an important stakeholder in education. Educators believe that they cannot do without parents being involved in education, and they are always ready to give parents a space and respect by showing them love and honour.

- **Recommendations**

It is recommended that educators should always recognise parents as a valuable stakeholder in education and they should give parents respect, show them an inviting smile, listen to their side of a story and should not undermine their level of education. Educators value parents and give them respect, they believe that they cannot do without parents being involved in the education of their children. The principal and the staff should see to it that they create the school environment that is welcoming and appealing to parents and other stakeholders in education

5.3.4 Relationship between the Community and the School

The interview question, 'How is the relationship between the community and the school?' was asked to determine the relationship between the community and the school and the impact that community-school relationships can have on the parent-teacher relationship in the education of children.

The researcher found that in schools where there is a good relationship between the community and the school, there is no vandalism of school property or stealing of school

resources like laptops, computers, TV sets, refrigerators, printing and photocopying machines.

The researcher also found that in schools where there is no good relationship between the community and the school, there is a high level of vandalism of school property, stealing of food by learners, and theft of printers and photocopying machines. This is because if community members do not see the school as their property, they disown it and regard the school as an alternative place of enriching themselves through burglary and the stealing of school properties

- **Recommendations**

It is recommended that a good relationship should be sustained between the school and the community where the school is found. The good school-community relationship make community members have a co-ownership of the school properties and this lead to less vandalism and damage of school properties.

It is also recommended that the school and the community should establish a good relationship. Community members need to respect school property and develop a co-ownership. The school should allow community structures to use the school's resources under strict supervision and according to agreed policies.

5.3.5 Factors that can Promote Parent-teacher Relationships

The interview question, 'What do you think should be done to promote parent-teacher relationships in the education of children?' was asked to find out what participants think should be done to promote parent-teacher relationships in schools where there is less or no parental involvement in the education of children and to find out what schools are doing to sustain the good parent-teacher relationship. So, the interview question was meant to get the participants' views on factors promoting or that might promote parent-teacher relationships in the education of children.

The researcher found that parents with expertise that is not available at school should be involved in the extra-curricular activities and events. The use of expertise from parents will broaden the learner's understanding of the roles of parents in the education of children.

The findings also revealed that parents and teachers should meet regularly and discuss about issues which concern the education of children instead of meeting quarterly when giving parents the progress reports for learners. It suggests that if parents and teachers are meeting several times in a term that might strengthen the relationship between the parents, teachers and the broader school community.

- **Recommendations**

It is recommended that parent-teacher relationships should be sustained in schools where the relationship is yielding positive results in terms of allowing parents to play a role in the extra-curricular activities and events.

It is also recommended that parents should come to school two times per quarter, which if a person can come eight times a year, the child will be definitely disciplined, will pass and will be loyal to both teachers and parents.

5.3.6 Barriers in Parent-teacher Relationships

The interview question, 'What do you think are the reasons parents do not participate in the education of their children?' was aimed at establishing the barriers that are preventing the effective and operational parent-teacher relationship in the education of children. Participants shared their different views on the barriers that are affecting the parent-teacher relationship.

The findings revealed that learners come from the child headed families where children do not stay with their parents due to divorce and work related issues where parents work

very far away from their homes. Some learners stay with their grandparents who do not take the issue of education serious

The researcher also found that parents do not participate due to their level of education, that parents are illiterate, live in poverty, and they believe that if you are poor, it is difficult to be educated and to educate someone.

- **Recommendations**

It is recommended that children who do not live with their parents should be supported by community structures and the Department of Health and Social Development as this will assist with the provision of the care and support that is needed.

It is also recommended that parents who do not support their children in their education because they are illiterate need to be educated and shown the importance of taking their children to school and supporting their children and should be shown that the only way to end poverty is education.

5.4 CONCLUSION

The chapter comprises a brief summary of all the other chapters. This chapter provided the findings and the recommendations of the study informed by the participants' responses. Other findings and recommendations require all stakeholders to be made aware of the impact of the parent-teacher relationship in the education of children with the incorporation of the Department of Health and Social Development to assist learners who live in child-headed families. The researcher recommends that further studies be conducted to develop a more comprehensive understanding of the parent-teacher relationship in the education of children.

REFERENCES

- Abbood, H.M. & Ghabanchi, Z. 2021. Teacher-parent Interactions: Discovering Full Accomplishments in Language Learning Environments through Parental Involvement among Iraqi Efl Teenagers. *Multicultural Education*, 7(3): 175–191.
- Abbott, M.L. & McKinney, J. 2013. *Understanding and Applying Research Design*. Hoboken, NJ: John Wiley & Sons.
- Acar, I.H., Veziroğlu-Çelik, M., Çelebi, Ş., İngeç, D. & Kuzgun, S. 2019. Parenting Styles and Turkish Children's Emotion Regulation: The Mediating Role of Parent-teacher Relationships. *Current Psychology*, 40: 1–11.
- Adams, D., Harris, A. & Jones, M.S. 2018. Teacher-parent Collaboration for an Inclusive Classroom: Success for Every Child. *MOJES: Malaysian Online Journal of Educational Sciences*, 4(3): 58–72.
- Adhabi, E. & Anozie, C.B. 2017. Literature Review for the Type of Interview in Qualitative Research. *International Journal of Education*, 9(3): 86-97.
- Anderson, M. 2017. *The Parent/Teacher Relationship and the Effectiveness of the Teaching Important Parenting Skills (TIPS) Program for Enhancing Parents' Knowledge about Child Development*. MSc Thesis. USA: University of Arkansas, Fayetteville.
- Annette Lareau and Eliot, B Weininger. 2004. Cultural Capital in Educational Research: A critical Assessment. Kluwer: Netherlands.
- Ansong, D., Okumu, M., Bowen, G.L., Walker, A.M. & Eisensmith, S.R. 2017. The Role of Parent, Classmate, and Teacher Support in Student Engagement: Evidence from Ghana. *International Journal of Educational Development*, 54: 51–58.
- Antwi, S.K. & Hamza, K. 2015. Qualitative and Quantitative Research Paradigm Business Research: A philosophical Reflection. *European Journal of Business and Management*, 7(3): 217-225.
- Atkins, L. & Wallace, S. 2021. *Qualitative Research in Education*. London: Sage.
- Babbie, E. 2001. *The practice of social research*, 9th ed. Belmont: Wadsworth.
- Babbie, E. 2010. *The Practice of Social Research*. London: Wadsworth Cengage Learning.

- Bae, J. & Kim, J. 2020. A Home Connection Program to Promote Mathematical Interactions of Parents: Effects on Parents' Mathematical Interactions, Parent-Teacher Cooperative Relationship, and Three-year-olds' Mathematical Ability. *Asia-Pacific Journal of Research in Early Childhood Education*, 14(3): 113–138.
- Bang, Y.S. 2018. Parents' Perspectives on how their behaviours Impede Parent–Teacher Collaboration. *Social Behaviours and Personality: An International Journal*, 46(11): 1787–1799.
- Barbour, C., Barbour, N.H. & Scully, P.A. 2007. *Families, Schools and Communities: Building Partnerships for Educating Children (4th Ed)*. Upper Saddle River: Pearson Merrill, Prentice Hall.
- Bilton, R., Jackson, A. & Hymer, B. 2018. Cooperation, Conflict and Control: Parent-Teacher Relationships in an English Secondary School. *Educational Review*, 70(4): 510–526.
- Bitch, V. 2005. Qualitative Research: A Grounded Theory Example and Evaluation Criteria. *Journal of Agribusiness*, 23(1): 75 - 91.
- Bourdieu, P. 1977. *Cultural Reproduction and Social Reproduction*. Oxford: Oxford University Press.
- Bryman, A., 2017. *Quantitative and Qualitative Research: Further Reflections on their Integration*. In *Mixing Methods: Qualitative and Quantitative Research* (pp. 57-78). New York, NY: Routledge.
- Brynard, D.J., Hanekon, S.X. & Brynard, P.A. 2014. *Introduction to Research (3rd Ed.)*. Pretoria: Van Schaik Publishers.
- Bunnis, S. & Kelly, D.R. 2010. *Research Paradigms in Medical Education Research*, 44(4): 358-366.
- Burton, D. & Barlett, S. 2009. *Key Issues for Education Researchers*. London: Sage Publications.
- Burton, N., Brundrett, M. & Jones, M. 2014. *Doing your Education Research Project*. London: SAGE
- Caño, K.J., Cape, M.G., Cardosa, J.M., Miot, C., Pitogo, G.R., Quinio, C.M. & Merin, J. 2016. Parental Involvement on Pupils' Performance: Epstein's Framework. *The Online Journal of New Horizons in Education*, 6(4): 143–150.

- Cardno, C. 2018. Policy Document Analysis: A Practical Educational Leadership Tool and a Qualitative Research Method. *Educational Administration: Theory and Practice*, 24(4): 623-640.
- Cheung, C.S. & Pomerantz, E.M. 2012. Why does Parents' Involvement Enhance Children's Achievement? The Role of Parent-oriented Motivation. *Journal of Educational Psychology*, 104(3): 820–832.
- Clark, K.R. 2018. Learning Theories: Constructivism. *Radiologic Technology*, 90(2): 180–182.
- Clarke, B.L., Sheridan, S.M. & Woods, K.L. 2009. *Elements of Healthy School-Family Relationships*. New York, NY: Routledge.
- Cohen, L., Manion, L. & Morrison, K. 2000. *Research Methods in Education*. London: Routledge Falmer.
- Cole, N. 2019. What is cultural capital? Do I have it? <https://www.thoughtco.com/what-is-cultural-capital-doi-have-it-3026374>
- Coleman, J.S. 1990. *The Foundation of Social Theory*. Cambridge, Mass: Harvard University Press.
- Comer, J.P. 2005. The rewards of Parent Participation. *Educational Leadership*, 62(6): 38–42.
- Conrad, C.F. & Serlin, R.C. 2006. *The Sage Handbook for Research in Education*. London: Sage.
- Creswell, J.W. 2009. *Research Design: Qualitative, Quantitative and Mixed Methods Approaches (3rd Ed.)*. Thousand Oaks, CA: Sage Publications.
- Creswell, J.W. 2007. *Qualitative Inquiry and Research Design: Choosing among Approach*. London: Sage
- Cresswell, J.W. 2003. *Research Design Qualitative, Quantitative, and Mixed Methods Approaches (2nd Ed.)*. London: Sage Publications, Inc.
- Creswell, J.W. 1998. *Qualitative Inquiry and Research Design: Choosing among Five Traditions*. Thousand Oaks: Sage.
- Curle, D., Jamieson, J., Poon, B.T., Buchanan, M., Norman, N. & Zaidman-Zait, A. 2017. *Working Together: Communication Between Stakeholders During the Transition*

- from Early Intervention to School for Children who are Deaf or Hard of Hearing. *Exceptionality Education International*, 27(2): 54–71.
- Darling-Hammond, L., Cook-Harvey, C.M., Flook, L., Gardner, M. & Melnick, H. 2018. *With the Whole Child in Mind: Insights from the Comer School Development Program*. Alexandria, VA: ASCD.
- De Vos, A.S. 2001. *Research at Grass Roots. A Premier for a Caring Profession*, (p 194). Pretoria, South Africa: Van Schaik.
- De Vos, A.S., Strydom S.H., Fouche C.B. & Deport, C.S.L. 2002. *Research at Grassroots for Social Sciences Professionals*. Pretoria: Van Schaik Publishers.
- De Vos, A.S., Strydom, H., Fouche, Fouche, C.B. & Deport, C.S.L. 2005. *Research at Grassroots for the Social Sciences and Human Service*. Pretoria. Van Schaik Publishers.
- Dekker, L.E, Decker, V.A. & Brown, P.M. 2007. *Diverse Partnerships for Student Success: Strategies and Tools to Help School Leaders*. Lanham Maryland: Rowen Littlefield Education.
- Deng, L., Zhou, N., Nie, R., Jin, P., Yang, M. & Fang, X. 2018. Parent-teacher Partnership and High School Students' Development in Mainland China: The Mediating Role of Teacher-student Relationship. *Asia Pacific Journal of Education*, 38(1): 15–31.
- Denhere, C. 2010. *Psychological Stress Coping Efficiency: A Study of Student Teacher on Teaching Practinum*. Limpopo, Thohoyandou: University of Venda.
- Desforges, C.E. & Abouchaar, A. 2003. *The Impact of Parental Involvement. Parental Support and Family Education Pupil Achievement and Adjustment. A Literature Review*. Great Britain: Department for Education and Skills.
- Education, Research and Consultancy Centre, 2010. *Methodology of Qualitative Research for Consumers Organizations Handbook*. Lithuania: Education and Culture, Lifelong Learning Centre.
- Emeagwali, N.S. 2009. Fostering Parent-teacher Collaboration in the Classroom. (Classroom Connection). *Techniques*, 84(5): 8.
- Engel, R.J. & Schutt R.K. 2013. *The Practice of Research in Social Work*. London: Routledge.

- Epstein, J. & Van Voorhuis, F. 2001. More than Minutes: Teacher's Roles in Designing Homework. *Educational Psychologist*, 36(3): 181–193.
- Epstein, J.L. 2009. *School, Family, and Community Partnerships: Caring for the Children we Share*. In: Epstein, J.L, Sanders, M.G., Simon, B.S., Salinas, K.C., Janson, N.R & Van Voorhuis, F.L. eds. *School, Family and Community Partnerships: Your Handbook for Action*. Thousand Oaks, CA: Corwin, Chapter 1: 7–29.
- Ferron, G.N. 1992. *Education for Secondary School Teachers*. Cape, Good Wood: National Book Printers.
- Feuerstein, A. 2000. School Characteristics and Parent Involvement: Influences on Participation in Children's Schools. *The Journal of Educational Research*, 94:1: 29-40. DOI: 10.1080/00220670009598740.
- Flick, U., 2015. *Introducing Research Methodology: A Beginner's Guide to doing a Research Project*.
- Florian, L. & Rouse, M. 2010. *Teacher's Professional Learning and Inclusive Practice*. In: Rose, R. ed. *Confronting Obstacles to Inclusion: International Responses to Developing Inclusive Education*. London: Routledge, Chapter 13: 145–157
- Fuster Guillen, D.E., 2019. *Qualitative Research: Hermeneutical Phenomenological Method*. *Journal of Educational Psychology-Propósitos y Representaciones*, 7(1), pp.217-229.
- Gall, M.D., Gall, J.P. & Borg, W.R. 2003. *Educational Research: An Introduction (7th Ed.)*. Boston, MA: Pearson.
- Gillanders, C., McKinney, M. & Ritchie, S. 2012. What Kind of School would you Like for your Children? Exploring Minority Mothers' Beliefs to Promote Home-School Partnerships. *Early Childhood Education Journal*, 40(5): 285–294.
- Good, M.E., Masewicz, S. & Vogel, L. 2010. *Latino English Language Learners: Bridging Achievement and Cultural Gaps Between Schools and Families*. *Journal of Latinos and Education*, 9: 321–339.
- Goshin, M. & Mertsalova, T. 2018. Types of Parental Involvement in Education, Socio-Economic Status of the Family and Students' Academic Results. *Educational Studies Moscow*, 3: 68–90.

- Grace, M. & Gerdes, A.C. 2019. Parent-teacher Relationships and Parental Involvement in Education in Latino Families. *Contemporary School Psychology*, 23(4): 444–454.
- Grix, J. 2004. *The Foundation of Research*. New York, NY: Palgrave Macmillan.
- Groenewald, T. 2004. A Phenomenological Research Design Illustrated. *International Journal of Qualitative Methods*, 3(1): 1-27
- Guba, E.G. & Lincoln, Y.S., 2009. *Paradigmatic Controversies, Contradictions, and Emerging Confluences, Handbook of Qualitative Research*. Beverly Hills, CA: Sage.
- Guenther, L. 2019. *Critical Phenomenology. 50 Concepts for a Critical Phenomenology*, pp.11-16. Evanston, IL: Northwestern University.
- Guest, G., Namey, E. & Chen, M. 2020. A Simple Method to Assess and Report Thematic Saturation in Qualitative Research. *PLoS One*, 15(5): e0232076.
- Halai, A. 2006. *Ethics in Qualitative Research Issues and Challenges. Multi-Disciplinary Qualitative Research in Developing Countries*. Karachi: Karachi University.
- Hamlin, D. & Flessa, J. 2018. *Parental Involvement Initiatives: An Analysis. Educational Policy*, 32(5): 697–727.
- Hammer, P.C., Hughes, G., McClure, C., Reeves, C. & Salgado, D. 2005. *Teacher Recruitment and Retention Practices: A Review of the Research Literature, National Survey of Rural Superintendents, and Case Studies of Programs in Virginia*. Nashville, TN: Edvantia.
- Hayes, D. 2012. Parental Involvement and Achievement Outcomes in African American Adolescents. *Journal of Comparative Family Studies*, 43(4): 567–582.
- Hill, N.E., Witherspoon, D.P. & Bartz, D. 2018. Parental Involvement in Education during Middle School: Perspectives of Ethnically Diverse Parents, Teachers, and Students. *The Journal of Educational Research*, 111(1): 12–27.
- Holloway, I. & Wheeler, S. 1996. *Qualitative Research for Nurses*. Oxford: Blackwell Scientific Publications.
- Hoover-Dempsey, K.V. & Sandler, H.M. 2005. *Final Performance Report for OERI Grant: The Social Context of Parental Involvement. A Path to Enhanced Achievement. Project Monitor, Institute of Education Sciences*. Washington DC: US Department of Education.

- Hornby, G. & Blackwell, I. 2018. Barriers to Parental Involvement in Education: An Update. *Educational Review*, 70(1): 109–119.
- Huddleston, M.D. 2020. *A Comparison of Teachers' Verses Parents' Perceptions of Parental Involvement: A Case Study. PhD Dissertation.* USA, Scottsdale, AZ: Northcentral University.
- Ihmeideh, F., AlFlasi, M., Al-Maadadi, F., Coughlin, C. & Al-Thani, T. 2020. Perspectives of Family–School Relationships in Qatar Based on Epstein’s Model of Six Types of Parent Involvement. *Early Years*, 40(2): 188–204.
- Ingram, M., Wolfe, R. & Lieberman, J. 2007. The Role of Parents in High-achieving Schools Serving Low-income, At-Risk Populations. *Education and Urban Society*, 39(4): 479–497.
- Janesick, V. 2000. *The Choreography of Qualitative Research Design: Minutes, Improvisations, and Crystallization and Crystallization.* (In N.K.Denzin, & Y.S. Lincoln (Eds), *Handbook of qualitative Research (2nd Ed.)*, (pp.379-399). London, Thousand Oaks: Sage Publications, Inc.
- Kaiser, B. & Rasminsky, J.S. 2017. *Challenging Behaviour in Young Children: Understanding, Preventing, and Responding Effectively.* Boston: Pearson.
- Kaukab, S. 2016. The Impact of Parent/Family Involvement on Student’s Learning Outcomes. *International Journal of Research – Granthaalayah*, 4(10): 72–81.
- Kazdin, A.E. 2021. *Research Design in Clinical Psychology.* England, Cambridge: Cambridge University Press.
- Kgaffe, M.M. 2001. *Barriers to Parented Involvement in Rural Communities in North West Province (Master’s Thesis).* Pretoria: University of South Africa.
- Khalidi, K. 2017. Quantitative, Qualitative or Mixed Research: Which Research Paradigm to use? *Journal of Educational and Social Research*, 7(2): 15-15.
- Khan, S.N. 2014. Qualitative Research Method-phenomenology. *Asian Social Science*, 10(21): 298.
- Kim, J. & Bryan, J. 2017. A First Step to a Conceptual Framework of Parent Empowerment: Exploring Relationships Between Parent Empowerment and Academic Performance in a National Sample. *Journal of Counselling & Development*, 95(2): 168–179.

- Kivunja, C. & Kuyini, A.B. 2017. Understanding and Applying Research Paradigms in Educational Contexts. *International Journal of Higher Education*, 6(5): 26-41.
- Kumar, R. 1996. *Research Methodology A Step - by – Step Guide for Beginners*. London: Sage Publications.
- Kumar, R. 2005. *Research Methodology*. London: Sage Publications Limited.
- La Bahn, J. 1995. *Education and Parental Involvement in Secondary School*. Valdosta: [http://chiron.Voldosta.edu/whutt/files/parinvol.html].
- Lekli, L., & Kaloti, E. 2015. Building parent-teacher partnerships as an effective means of fostering pupils' success. *Academic Journal of Interdisciplinary Studies*, (20150301).
- Leedy, P.D. & Ormrod, J.E. 2013. *Practical Research: Planning and Design (10th Ed.)*. Upper Saddle River: NJ Prentice Hall.
- Limber, E.M. & Van Wyk, N. 2004. Home-school Communities in South African Primary Schools. *South African Journal of Education*, 24(3): 183–188.
- Makhubele, E. 2015. *Exploring Challenges Faced by Grade 4 Teachers in the Implementation of Reading Practices in the Man'ombe Circuit of Mopani District*. (Unpublished Master Degree). South Africa, Pretoria: Faculty of Education, University of South Africa.
- Mann, G. & Gilmore, L. 2021. Barriers to Positive Parent-teacher Partnerships: The Views of Parents and Teachers in an Inclusive Education Context. *International Journal of Inclusive Education*, 1–13.
- Marczyk, G.R., DeMatteo, D. & Festinger, D. 2021. *Essentials of Research Design and Methodology*. London: John Wiley & Sons, Inc.
- Maree, K. 2012. *First Steps in Research*. Pretoria: Van Schaick Publishers.
- Mason, D.M. 2017. *Parent-teacher Perceptions of the Factors that Interfere with Productive Parent-Teacher Relationships in Urban Schools*. PhD Dissertation. USA, Cleveland, OH: Cleveland State University.
- McKenney, S. & Reeves, T.C. 2021. Educational Design Research: Portraying, Conducting, and Enhancing Productive Scholarship. *Medical Education*, 55(1): 82-92.

- McMillan, J.H. & Schumacher, S. 2006. *Research in Education, Conceptual Introduction*. New York: Harper Collins College Publishers.
- McMillan, J.H. & Schumacher, S. 2010. *Research in Education: Evidence Based Inquiry*. New Jersey: Pearson Education, Inc.
- McNeal, R.B. 2012. Checking in or Checking out? Investigating the Parent Involvement Reactive Hypothesis. *The Journal of Educational Research*, 105: 79–89.
- Meyer, J.A. & Mann, M.B. 2006. Teachers' Perceptions of the Benefits of Home Visits for Early Elementary Children. *Early Childhood Education Journal*, 34: 93–97. [Online]. Doi: 10.1007/s10643-006-0113-z.
- Miles, M.B. & Huberman, A.M. 1994. *Qualitative Data Analysis: A Sourcebook of New Methods*. Beverly Hills: Hills: Sage.
- Mirza, C.A. 2019. *Investigating Teachers' Insights: The Influences of Perceived Barriers of Parental Involvement on Parent-teacher Relationships*. Doctoral Dissertation. Minot, USA: Minot State University.
- Mitchel, S., Folgers, T. & Wetzel, K. 2009. Ten Tips for Involving Families through Internet-based Communication. *Young Children*, 64(5): 46-49.
- Monette, D.R., Sullivan, T.J., DeJong, C.R & Hilton, T.P. 2014. *Applied Social Research: A Tool for Human Services*. United States of America: Brooks/ Cole Cenage Learning.
- Mqulwana, N.M. 2010. *Evaluating the Impact of Public Participation on the Formulation and Implementation of the Integrated Development Plan- the Case of Nelson Mandela Bay Municipality*. K.W.T. East London: Forthare University.
- Murray, B. 2020. *Other People's Parents: The Relationship Between Collective Parent Involvement and Racial Equity in Diverse Public Schools*. PhD Dissertation. Chapel Hill: University of North Carolina at Chapel Hill.
- Myende, P.E. & Nhlumayo, B.S. 2020. Enhancing Parent–teacher Collaboration in Rural Schools: Parents' Voices and Implications for Schools. *International Journal of Leadership in Education*, 1–25.
- Naderifar, M., Goli, H. & Ghaljaie, F. 2017. Snowball Sampling: A Purposeful Method of Sampling in Qualitative Research. *Strides in Development of Medical Education*, 14(3). In Press. 10.5812/sdme.67670.

- Neubauer, B.E., Witkop, C.T. & Varpio, L. 2019. How Phenomenology can Help us Learn from the Experiences of Others. *Perspectives on Medical Education*, 8(2): 90.
- Neuman, W.L. 1997. *Social Research Methods: and Quantitative Approaches*. USA: Allyn and Bacon.
- Ntekane, A. 2018. *Parental Involvement in Education*. Vanderbijlpark, South Africa.
- O'Connor, H. & Gibson, N. 2003. A Step-by-step Guide to Qualitative Data Analysis. *A Journal of Aboriginal and Indigenous Community Health*, 1(1): 63-90.
- Olmstead, C. 2013. Using Technology to Increase Parent Involvement in Schools. *Tech Trends*, 57(6): 28–37.
- Ørngreen, R. & Levinsen, K. 2017. Workshops as a Research Methodology. *Electronic Journal of E-learning*, 15(1): 70-81.
- Padak, N. & Rasinski, T. 2010. Welcoming Schools: Small Changes that can Make a Big Difference. *The Reading Teacher*, 64(4): 294–297.
- PARHAR, 2006.
- Piper, H. & Simons, H. 2005. *Ethical Responsibility in Social Research*: In Somekh, B. and Lewin, C. (Eds). *Research Methods in the Social Sciences*. London: Sage.
- Punch, K.F. 2009. *Introduction to Research Methods in Education*. London: Sage Publications, Ink.
- Richardson, S.A. 2009. Principal's Perceptions of Parental Involvement in the "Big 8" Urban Districts of Ohio. *Research in the Schools*, 16(1): 1–12.
- Ruiz-de-Velasco, J., Fix, M. & Clewell, B.C. 2000. *Overlooked and Underserved Immigrant Students in U.S. Secondary Schools*. (Report No. ED449275). Washington, DC: The Urban Institute.
- Sanders, M.G. & Sheldon, S.G. 2009. *Principals Matter: A Guide to School, Family and Community Partnership*. Thousand Oaks, CA: Corwin.
- Schueler, B., Capotosto, I., McIntyre, J. & Gehlbach, H. 2014. Measuring Perceptions of School Climate. *Psychological Assessment*, 26(1): 314–320.
- Schultz, T.R., Able, H., Sreckovic, M.A. & White, T. 2016. Parent-teacher Collaboration: Teacher Perceptions of what is Needed to Support Students with ASD in the Inclusive Classroom. *Education and Training in Autism and Developmental Disabilities*, 51(4): 344-354.

- Seale, C. 2004. *Researching Society and Culture (2nd Ed.)*. London: Sage Publications Ltd.
- Shenton, A.K. 2004. Strategies for ensuring Trustworthiness in Qualitative Research Projects. *Education for Information*, 22: 6322.63-2.
- Sheridan, S.M. 2008. The Effectiveness of a Partnership-centred Approach in Conjoint Behavioural Consultation. *School Psychology Quarterly*, 23: 313–326.
- Shim, J.M. 2013. Involving the Parents of English Language Learners in a Rural Area: Focus on the Dynamics of Parent-teacher Interactions. *Rural Educator*, 34: 18–26.
- Simon, B.S. & Epstein, J.L. 2001. *School, Family and Community Partnerships: Linking Theory to Practice*. In: Hiatt-Michael, D.B. ed. *Promising Practices for Family Involvement in Schools*. Charlotte, NC: Information Age.
- Sirin, S.R. 2005. Socio-economic Status and Academic Achievement: A Meta-analytic Review of Research. *Review of Educational Research*, 75(3): 417–453.
- Smith, J.A., Harre, R. & Van Langenhoven, L. 1995. *Rethinking Methods in Psychology*. London: Sage.
- Stake, R.E. 2010. *Case Studies*, In Norman K. Denzin & Yvonna, S. Lincoln (Eds.), *Handbook of Qualitative Research*. Thousand Oaks: Sage.
- Staples, K. & Diliberto, J. 2010. Guidelines for Successful Parent Involvement: Working with Parents of Students with Disabilities. *Teaching Exceptional Children*, 42(6): 58–63.
- Stormont, M., Herman, K.C., Reinke, W.M., David, K.B. & Goel, N. 2007. Latent Profile Analysis of Teacher Perceptions of Parent Contact and Comfort. *School Psychology Quarterly*, 28(3): 195–209.
- Tadesse, S. 2014. Parent Involvement: Perceived Encouragement and Barriers to African Refugee Parent and Teacher Relationships. *Childhood Education*, 90(4): 298–305.
- Teddie, C. & Yu, F. 2007. Mixed Methods Sampling. *Journal of Mixed Methods Research*, 1(1): 77 - 100.
- Terhoeven, I. 2009. *The 8 Roles of The Teacher Support Team in Preventing Early School Dropout in a High School*. Cape Town: University of Stellenbosch.

- Terre Blanche, M., Durrheim, K. & Painter, D. 2012. *Research in Practice: Applied Methods for the Social Sciences*. South Africa: University of Cape Town Press (Pty).
- Tisdol, P. 2020. *A Phenomenological Study on the Effect of Parental Involvement and Student's Academic Achievement in Grade 3-K through Grade 8*. Doctoral Dissertation. Scottsdale, AZ: Northcentral University.
- Trang, K.T. & Hansen, D.M. 2021. The Roles of Teacher Expectations and School Composition on Teacher–child Relationship Quality. *Journal of Teacher Education*, 72(2): 152–167.
- Tubey, R.J., Rotich, J.K. & Bengat, J.K. 2015. Research Paradigms. *IISTE*, 5(5): 224 – 229.
- Van Der Berg, S., Wood, I. & Le Roux, N. 2002. Differentiation in Black Education. *Development in Southern Africa*, 19(2): 289-306.
- Van der Westhuizen, P.C. & Mosage, M.J. 2001. Optimising Parental Involvement in School Activities: Problems Facing School Principals. *South African Journal of Education*, 21(3): 90–195.
- Van Velsor, P. & Orozo, G.L. 2007. Involving Low-income Parents in the Schools: Community Centric Strategies for School Counsellors. *Professional School Counselling*, 11(1): 17–24.
- Vera, E., Israel, M., Coyle, I., Cross, J., Knight-Lynn, I., Moallem, I., Bartucci, G. & Goldberger, N. 2012. Exploring the Educational Involvement of Parents of English learners. *School Community Journal*, 22(2): 183–202. [Online]. <http://www.schoolcommunitynetwork.org> [Accessed xx Month 2021].
- Vygotsky, L. 1978. *Mind in Society*. London: Harvard University Press.
- Wagner, C., Kawulich, B. & Garner, M. 2012. *Doing Social Research: A Global Context*. United Kingdom: McGraw-Hill Higher Education Companies, Inc.
- Walker, J.M. & Legg, A.M. 2018. Parent-teacher Conference Communication: A Guide to Integrating Family Engagement through Simulated Conversations about Student Academic Progress. *Journal of Education for Teaching*, 44(3): 366–380.
- Walker, K.L. 2020. *Parental Involvement in Charter Schools*. Doctoral Dissertation. California: California Lutheran University.

- Walker, S. & Graham, L. 2021. At Risk Students and teacher-student Relationships: Student Characteristics, Attitudes to School and Classroom Climate. *International Journal of Inclusive Education*, 25(8): 896–913.
- Walsh, T.R., Irwin, D.E., Meier, A.W. & DeWalt, D.A. 2008. The use of Focus Groups in the Development of the PROMIS Pediatrics Item Bank. *Quality of Life Research*, 17(5): 725-735.
- Wang, J. 2020. Study on Problems and Countermeasures of Parent Teacher Interaction in Parenting Education. In: 2020 International Conference on Big Data and Informatization Education (ICBDIE). *IEEE*, 247–249.
- Warren, S.R. & Quintanar, A. 2005. Voices from the School Community: Latino Parent Volunteers Talk about Parent Involvement and Schooling. *Journal of Urban Learning, Teaching, and Research*, 2: 49–64.
- Warren, S.R., Nofle, J.T., Ganley, D.D. & Quintanar, A. 2011. Preparing Urban Teachers to Partner with Parents and Communities. *The School Community Journal*, 21(1): 95–112.
- Waterman, R. & Harry, B. 2008. *Building Collaboration Between Schools and Parents of English Language Learners: Transcending Barriers, Creating Opportunities*. Tempe, AZ: National Institute for Culturally Responsive Educational Systems.
- Weaver, K. & Olson, J.K. 2006. Understanding Paradigms used for Nursing Research. *Journal of Advanced Nursing*, 53(4): 459-469.
- Wegmann, K. & Bowen, G. 2010. Strengthening Connections between School and Diverse Families: A Cultural Capital Perspective. *The Prevention Research*, 17(3): 7–10.
- Whitaker, M.C. 2019. The Hoover-Dempsey and Sandler Model of the Parent Involvement Process. *The Wiley Handbook of Family, School, and Community Relationships in Education*, 419–443.
- Williams, J., Greenleaf, A., Albert, T. & Barnes, E. 2014. Promoting Educational Resilience among African American Students at Risk of School Failure: The Role of School Counsellors. *Journal of School Counselling*, 12(9): 1–34.
- Williams, M. & Moser, T., 2019. The Art of Coding and Thematic Exploration in Qualitative Research. *International Management Review*, 15(1): 45-55.

- Wong, W.W. & Hughes, J.N. 2006. Ethnicity and Language Contributions of Parent Involvement. *School Psychology Review*, 35(4): 645–662.
- Yin, R.K. 2009. *Case Study Research: Design and Methods*. London, Thousand Oaks, LA: Sage.
- Young, C.Y., Austin, S.M. & Growe, R. 2011. Defining Parental Involvement. Perception of School Administrators. *Education*, 3: 291-297.
- Yulianti, K., Denessen, E.J.P.G. & Droop, W. 2018. The Effects of Parental Involvement on Children's Education: A Study in Elementary Schools in Indonesia. *International Journal about Parents in Education*, 10(1): 14–32.
- Zahavi, D. 2018. *Phenomenology the Basics*. London: Routledge.
- Zhang, J. & Lin, H. 2018. The New Developments of Constructivism Theory and its Reflection on College English Teaching in the Era of New Media: A Case Study of International Textile Trade English. *Theory and Practice in Language Studies*, 8(6): 649–656.
- Zhou, L. & Nunes, J.M.B. 2015. *Research Paradigm and Methodology*. In *Knowledge Sharing in Chinese Hospitals* (pp. 39-52). Berlin, Heidelberg: Springer.
- Zulauf-McCurdy, C.A. & Zinsser, K.M. 2021. How Teachers' Perceptions of the Parent–teacher Relationship Affect Children's Risk for Early Childhood Expulsion. *Psychology in the Schools*, 58(1): 69–88.

APPENDICES

APPENDIX A: UNIVEN ETHICAL CLEARANCE CERTIFICATE

ETHICS APPROVAL CERTIFICATE

RESEARCH AND INNOVATION
OFFICE OF THE DIRECTOR

NAME OF RESEARCHER/INVESTIGATOR:
Mr. BM Kumbani

STUDENT NO:
11560094

PROJECT TITLE: **The impact of parent-teacher relationship in the education of their children in secondary schools in Lwamondo circuit of Vhembe west district.**

ETHICAL CLEARANCE NO: SEDU/20/CSEM/20/1801

SUPERVISORS/ CO-RESEARCHERS/ CO-INVESTIGATORS

NAME	INSTITUTION & DEPARTMENT	ROLE
Dr SL Tshikoto	University of Venda	Supervisor
Dr DA Sinthumule	University of Venda	Co - Supervisor
Mr. BM Kumbani	University of Venda	Investigator – Student

Type: Masters Research

Risk: Risk to humans, animals, environment, or a sensitive research area

Approval Period: January 2021 - January 2023

The Research Ethics Social Sciences Committee (RESSC) hereby approves your project as indicated above.

General Conditions

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following:

- The project leader (principal investigator) must report in the prescribed format to the REC:
 - Annually (or as otherwise requested) on the progress of the project, and upon completion of the project
 - Within 48hrs in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.
 - Annually a number of projects may be randomly selected for an external audit.
- The approval applies strictly to the protocol as stipulated in the application form. Would any changes to the protocol be deemed necessary during the course of the project, the project leader must apply for approval of these changes at the REC. Would there be deviation from the project protocol without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.
- The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date; a new application must be made to the REC and new approval received before or on the expiry date.
- In the interest of ethical responsibility, the REC retains the right to:
 - Request access to any information or data at any time during the course or after completion of the project,
 - To ask further questions; Seek additional information; Require further modification or monitor the conduct of your research or the informed consent process.
 - withdraw or postpone approval if:
 - Any unethical principles or practices of the project are revealed or suspected.
 - It becomes apparent that any relevant information was withheld from the REC or that information has been false or misrepresented.
 - The required annual report and reporting of adverse events was not done timely and accurately,
 - New institutional rules, national legislation or international conventions deem it necessary

ISSUED BY:
UNIVERSITY OF VENDA, RESEARCH ETHICS COMMITTEE
Date Considered: September 2020

Name of the RESSC Chairperson of the Committee: Prof Takalani Mashau



Signature:

UNIVERSITY OF VENDA
OFFICE OF THE DIRECTOR
RESEARCH AND INNOVATION

2021-01-18

Private Bag X5050
Thohoyandou 0950

APPENDIX B: PERMISSION LETTER TO CONDUCT RESEARCH



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

**DEPARTMENT OF
EDUCATION**

CONFIDENTIAL

Ref: 2/2/2 Enq: Makola MC Tel No: 015 290 9448 E-mail: MakolaMC@edu.limpopo.gov.za

Kumbani BM
P O Box 6002
Thohoyandou
0950

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

1. The above bears reference.
2. The Department wishes to inform you that your request to conduct research has been approved. Topic of the research proposal: **"THE IMPACT OF PARENT TEACHER RELATIONSHIP IN THE EDUCATION OF THEIR CHILDREN IN SECONDARY SCHOOL IN LWAMONDO CIRCUIT OF VHEMBE WEST DISTRICT"**
3. The following conditions should be considered:
 - 3.1 The research should not have any financial implications for Limpopo Department of Education.
 - 3.2 Arrangements should be made with the Circuit Office and the School concerned.
 - 3.3 The conduct of research should not in anyhow disrupt the academic programs at the schools.
 - 3.4 The research should not be conducted during the time of Examinations especially the fourth term.
 - 3.5 During the study, applicable research ethics should be adhered to; in particular the principle of voluntary participation (the people involved should be respected).

REQUEST FOR PERMISSION TO CONDUCT RESEARCH: KUMBANI BM

Cnr. 113 Bliccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X9489, POLOKWANE, 0700
Tel: 015 290 7600, Fax: 015 297 6920/4220/4494

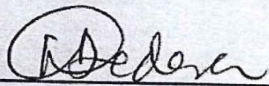
The heartland of southern Africa - development is about people!

3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.

4 Furthermore, you are expected to produce this letter at Schools/ Offices where you intend conducting your research as an evidence that you are permitted to conduct the research.

5 The department appreciates the contribution that you wish to make and wishes you success in your investigation.

Best wishes.



Dederen KO
Head of Department

15/07/2022
Date

REQUEST FOR PERMISSION TO CONDUCT RESEARCH: KUMBANI BM

APPENDIX C: REQUEST LETTER TO CONDUCT RESEARCH: CIRCUIT

ENQ: KUMBANI B.M.
CELL NO: 0829219438.

P.O. BOX 6002
THOHOYANDOU
0950
30 July 2021

The Circuit Manager
Lwamondo Circuit
Private Bag x1406
Lwamondo
0985

Dear Madam

SUBJECT: REQUEST TO CONDUCT RESEARCH TO SECONDARY SCHOOLS IN LWAMONDO CIRCUIT, VHEMBE WEST DISTRICT

I, Balanganani Maurice Kumbani, a Masters student at the University of Venda, would like to request for a permission to conduct a research to secondary schools in your circuit. The research is part of my Masters' Degree in Education Management at the University of Venda.

My research topic is **“The Impact of Parent-teacher Relationship in the Education of their Children in Secondary Schools in Lwamondo Circuit of Vhembe West District”**. The research is qualitative in nature that interviews and observation shall be conducted in such a way that classes and other activities of the school shall not be disrupted.

As a student, I will adhere to the principles of the University in terms of confidentiality, respect for human dignity and privacy.

I hope that my request shall receive a welcoming attention

Yours faithfully

Kumbani B.M.

APPENDIX D: PERMISSION TO CONDUCT RESEARCH



Limpopo
PROVINCIAL GOVERNMENT

**DEPARTMENT OF EDUCATION
VHEMBE DISTRICT**

Confidential
LWAMONDO CIRCUIT

Ref: 81024789
Khanedzeni M
Tel: 015 965 2007

Dear Sir
Mr Kumbani B.M
P.O Box 6002
Thohoyandou
0950

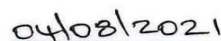
DEPARTMENT OF EDUCATION LWAMONDO CIRCUIT VHEMBE WEST DISTRICT 2021 -08- 04 DEPARTMENTAL DATE STAMP P/BAG X1406, LWAMONDO, 0985 LIMPOPO PROVINCE

**REQUEST FOR PERMISSION TO CONDUCT RESEARCH TO SECONDARY
SCHOOLS IN LWAMONDO CIRCUIT, VHEMBE WEST DISTRICT.**

1. The above matter refers:
2. This serves to inform you that permission has been granted to you to conduct research under the topic of **"The impact of parent – teacher relationship in the education of their children in secondary schools in Lwamondo Circuit of Vhembe West District"**.
3. It hoped that your interactions with your research will not disrupt teaching and learning and teaching activities.
4. Kindly inform the principal of secondary schools prior to commencing your study.
5. Best wishes on your study.



CIRCUIT MANAGER



DATE

OFFICE OF THE CIRCUIT MANAGER - LWAMONDO CIRCUIT
Private Bag X1406, Lwamondo, 0985, Telefax: 015 965 2007
*The Heart land of South Africa – Development is about people.
Batho Pele, People First, VhathuPhanda !*

APPENDIX E: INFORMATION SHEET FOR PARTICIPANTS

INTRODUCTION

I, **Kumbani Balanganani Maurice**, a Masters of Education Management student at the University of Venda, would like to request you to be part of my research study. The topic of my research study is **“The Impact of Parent-teacher Relationship in the Education of their Children in Secondary Schools in Lwamondo Circuit of Vhembe West District”**.

THE PURPOSE OF THE RESEARCH

The main objective of the research study includes:

- To investigate the impact of parent-teacher relationship in the education of their children.
- To determine the perceptions of educators towards parent-teacher relationship in the education of their children.
- To identify factors that promote parent-teacher relationship in the education of their in secondary schools.
- To identify factors that influence parent-teacher relationship in the education of their children in secondary schools.

PARTICIPANT’S RIGHT

Your decision to participate in this research study is voluntary, that you are free to refuse to participate at any given time during the process of participation. Upon your withdrawal from participation, there will be no negative consequences and you will not be asked to explain the reasons for your withdrawal.

RISK OF A PARTICIPANT

Participant will only be answering the interview questions on the subject under study and therefore there are no foreseeable physical injuries that could happen as a result of participating on the study. In case anything happen, the participant will be given the contact numbers of the supervisor for information. Should there be a question(s) the participant is not ready to answer, you will not be forced to answer the question.

PRIVACY AND CONFIDENTIALITY

No private or secret information will be disclosed to the other person or a public. The participant will be assured of a high level of confidentiality. Research findings will be presented anonymously with no personal information disclosed.

INTERVIEW PROCESS

If you accept to participate in the research study, I would request your consent to allow me to record the interview. The purpose of recording the interview is to listen to the interview at a later stage for more understanding and to be able to provide the transcriber the recorded interview. The transcriber will be warned not to disclose any information from the interview, be it names or documents of the participants. All the recordings and transcripts shall be kept in a safe place. The formal report shall be available to the participants before the public and shall only be accessed through the University of Venda.

APPROVAL FROM AUTHORITIES

If you would want to enquire more about the study to be undertaken, contact number I have provided for more information.

Kumbani Balanganani Maurice: Cell no: 0829219438

Email address: kumbanibm@gmail.com

Supervisor: Dr Tshikota S.L Cell no: 0825740501.

Email address: Shumanileonard.Tshikota@univen.ac.za

Co-Supervisor: Dr Sinthumule. D.A, Email: dzivhonele.sinthumule@univen.ac.za

APPENDIX F: INFORMED CONSENT DECLARATION FOR PARTICIPANTS

In terms of ethical requirements of the Research Ethics of the University of Venda, I would like to invite you to complete this form as an indication of your permission to voluntarily participate in this research project understudy.

I.....hereby confirm that I have read and understood the consent about the purpose, procedures and activities of the research study. The rights of the participant have been fully explained to me. I was also given the opportunity to ask questions and that the participant can withdraw from participating at any given stage and time without giving any reason thereof.

I, therefore hereby willingly give my consent to voluntarily participate in the research study as outlined.

☐ [Tick]

I, therefore, hereby willingly do not give my consent to voluntarily participate in the research study as outlined

☐ [Tick]

Signature.....

Date:

Researcher's Name.....

Signature.....

Date:

APPENDIX G: ASSET FORM FOR A MINOR

I, the undersigned give assent to participate in the research undertaken by Balanganani Maurice Kumbani, a Masters student at the University of Venda. I understand the information provided in the covering letter and I have of my own volition decided to participate in the study.

I have also been assured that all ethical practices as pertains to research and as outlined below will be upheld. As a participant in the study, I hereby acknowledge that:

- The researcher has thoroughly explained to me the purpose of the study. He has further assured that all the information obtained from participants as part of the study will be used for the research purpose only.
- I hereby give permission for the researcher to conduct the interview.
- I understand that participation is voluntary, and that participant can withdraw from the study at any given time without any penalty imposed to me.
- I understand that all participant's personal information in the study will not be made in public and that the information provided will only be used for the purpose of the study.
- I have had sufficient opportunity to ask questions and declare myself prepared to participate in the study.

In view of the requirements of the research, I agree that the data collected can be processed in a computerised system by the researcher and that significant new findings developed during the course of the research which may relate to my participation will be made available to me.

Name of Participant/ Guardian..... Date:

I.....Date..... Signature.....

herewith confirm that the above participant has been fully informed about the nature, conduct and roles of the above study.

Full Name of the Researcher: **Date:**
..... **Signature:**

APPENDIX H: RAW DATA FROM PARTICIPANTS

RESEARCH TOPIC: THE IMPACT OF PARENT-TEACHER RELATIONSHIP IN THE EDUCATION OF THEIR CHILDREN IN SECONDARY SCHOOLS IN LWAMONDO CIRCUIT OF VHEMBE WEST DISTRICT. CODES. PR 1-4: PRINCIPAL, PRT1-11: PARENT, ED1-12: EDUCATOR. LE: LEARNER1-12. Q: QUESTION

INTRODUCTION

I wish to thank you for accepting to take part in this research study. You are assured that everything you say in the interview will solely be used for this study. You are requested not to mention your names, names of colleagues or school. Feel free to use any language that you will feel comfortable with.

DATA COLLECTION WITH PRINCIPAL PARTICIPANT 1

Q: When did you do your teacher education?

PR1: I think I started somewhere in 1994.

Q: Where did you do your teacher education?

PR1: Yes, at the University of Venda doing my bachelor's degree majored in English and physical sciences. 1997 I started writing my final exam and manage to pass. It is record time.

Q: How long have you been in the teaching profession?

PR1: It is almost 21 years.

Q: Tell me if you live in this community where the school is found.

PR1: No. I am not a full resident. I grew up at the other part of this village.

Q: How do the community value the school property?

PR1: Some value the school by bringing their children. Others do not value the school and they take their children to other schools. The enrolment that we have shown that not all the parents value our school. Many learners that are here are from the

poor background. Many learners leave the village to other schools. The school experience the challenge of burglary time and again. From 2020 backwards there has been a vandalism of school properties and as such the community does value the properties of the school.

Q: What do you understand by parent-teacher relationship in education of children?

PR1: Not good, not bad but we are moving towards having a good parent-teacher relationship. Parents do not check the work of their children. If we can have a good parent-teacher relationship we will have a balanced smooth running of the school which is not what we expect it to be. Parents are reluctant to come when they are called. The reason for their not coming is as a results of their poor or zero support of their children in the school. I realise that majority of these learners live with their grandparents who cannot read or write. Some of the parents do not come when call them and grannies are too old to come and to discuss the education issues.

Q: What do you think are the impacts of parent-teacher relationship in the education of children?

PR1: Parents who are supporting their children are the ones who are contributing to good results at school. They make follow ups and enquire about performance, they are the ones who are educated and who can read and write. Our parents do not support their children that is why the performance is very low or poor. In our case “ndi thivhani, thivhani” simply meaning that it is difficult to deal with the issues of learners. There is poor performance because there is lack of motivation from parents, parents do not value education seriously. Parents and educators are not pushing towards the same direction. There is too much delinquency among learners.

Q: Tell me how you deal with the challenge of absenteeism.

PR1: There is a high rate of absenteeism at school. If parents were supportive, we would not be experiencing high level of absenteeism. When asked why you were not present at school, they will simply site health issues like running stomach or headache without providing a medical certificate confirming their ill health. When parents are called, they do not give a valid reason of their child’s absence. Some

of the parents seem to fear their children or grandchildren. Some learners are from the child headed families where there is no parental control. When we call parents to come, we found that the parent is far away due to work related issues. Because of the absence of the parent at home, children only come school when they want

Q: What roles do educators expected to play in support of parents in the education of children?

PR1: Educators are expected to treat parents with courtesy, give them respect they deserve. Parents support the school by giving us their children and other resources for the school to run. Teachers must treat parents in a friendly and welcoming way, and they must discuss issues with parents immediately and in a good way.

Q: How often do parents visit the school?

PR1: Ehh! They do not come to enquire about the learners' behaviour, learners' progress and performance. It takes time for parents to come to school. They only come when there is a challenge. You can only see one parent after a long time.

Q: What is the level of parent's participation in the parents meeting?

PR1: The participation is very poor in the meeting, they just keep quiet without making an input. They leave everything to the hands of teachers, they do not participate, and they just listen to us telling them what we are experiencing.

Q: How do parents volunteer their services to the school without remunerations?

PR1: No, there is no parent who volunteer his or her service.

Q: What do you think are the reasons why parents are not fully participating in the education of their children?

PR1: The school is not well resourced. We have delinquent learners with bad behaviour. Parents do not take our school as their first choice. Majority of learners we have are the ones who were denied admission from other schools or were given transfer due to their bad behaviour, smoking marijuana, being stubborn and not disciplined. Parents are tired of their children's behaviour, and they leave everything for the school to do without their support. Children are by themselves. No elder who looks after these children. Parents who are staying with their children are the grannies who are not educated, they cannot read and write. They do not enquire

the performance of the learner. They do not know anything about the education of the children. They do not enquire about the education of children.

Q: Tell me if you have teacher unions in your school.

PR1: We have only one teacher union in our school. We do things together. We do not have rebellious educators. We have only one educator who is mentally challenged and everything is with the Department, they are trying different ways of assisting the educator. The staff is united.

Q: How do you deal with the challenge of pregnancy in your school?

PR1: Teenage pregnancy is difficult to deal with. We sometimes call nurses and social workers to discuss with learners the social issues. Life Orientation educators are also trying to guide them. To show that there are many girl learners who are falling pregnant, this is the medical certificate that was brought by a learner who has just given birth and because of that she is not coming to school. Children are exposed to many sexual related issues through the media and as a result they emulate.

Q: What do you do with learners who are involved in drugs here at school?

PR1: We have a serious challenge of drugs. Learners smoke marijuana and for now we have not yet identified smokers red handed instead we have a proof of learners who were caught smoking cigarettes and the smoke smell on their hands. The source of marijuana is the community where these learners come from and the person who is alleged to be selling dagga is alleged to be related to the traditional chief. The police have not yet come to do the searching of learners.

Q: What do you think should be done to promote parent-teacher relationship in the education of children?

PR1: There are many ways to engage parents and we need to go back to the basics that: We get members of the community to come and coach, train learners the community culture and dances like Tshikona. The danger of dancing Tshikona is when people will have to drink so that they can have more energy which is alleged to be from home brew like mahafhe and dagga.

The less gifted ones need to be engaged in traditional dances where parents where parents will teach them.

Learners who misbehave should be reported to their parents and parents should be encouraged to assist their children in their schoolwork. Learners should respect their parents and educators all the time. Parents and educators should work together to get learners involved in their education. Discipline in learners should be the order of the day.

Researcher: Thank you for your time and information.

PR1: You are welcome.

DATA COLLECTION WITH PRINCIPAL PARTICIPANT 2

Q: When did you do your teacher education?

PR2: 1983

Q: Where did you do your teacher education?

PR2: At Tshisimani College of Education

Q: How long have you been in the teaching profession?

PR2: 37 years.

Q: Do you live in this community where the school is situated?

PR2: Yes.

Q: How is the reaction of the community in the education of their children?

PR2: The reaction of the community is not supportive because these learners are orphans, they do not have parents, and that is why most of the time I do not invite them.

Q: When you invite parents how do they respond?

PR2: I no longer invite parents when we invite them, they do not come. Only the siblings of learners are the ones who come and so I became discouraged.

Q: How can you tell me about parent-teacher relationship?

PR2: AHH, parent-teacher relationship is not practical because these learners do not have parents, most of them are orphans. That is why I say when I invite them parents, the siblings come, meaning that I cannot say is supportive because when

I am expecting parents to come, they do not come. Enrolment shows that they are not supportive because I do have the enrolment of 200 showing that parents are not supportive.

Q: What about when you invite for meetings like AGM, how do they respond?

PR2: Unfortunately, you are coming during the time of Covid-19 where we are not allowed to call parents for a meeting. Previously they were used to respond but not that much.

Q: Do you have parents who volunteer their services for the school?

PR2: I do not have.

Q: With such huge experience, do you think teachers should be blamed for poor performance if there is such?

PR2: Unfortunately, I cannot respond to that because the performance of learners here at school is good. The performance is good due to the fact that I motivate them and tell them that if their parents failed, it does not mean that they will fail. So, I give them an upper hand.

Q: How do you deal with the teacher union matters?

PR2: Unfortunately, I am the only person belonging to one union PEU, and these other educators are SADTU members. But we work together. Previously I had a challenge of the union up until when the other educator who horizontally transferred to our school assisted us and work shopped our educators. They initially thought that to belong to a union means to be rebellious, but when that educator came here, he told them that we are here to work and to support the principal. As union members we should not mislead one another by encouraging each other to do the wrong thing.

Q: What about the issue of drugs?

PR2: Here at school, we have a problem of dagga. Unfortunate part of it is that is being sold here just at the gate. Police are failing, most of the times if I remember last time

Q: How do the community value the school property?

PR2: For now, I do not have a problem with the vandalism and the like. Two years ago, when the food is delivered, two days thereafter the delivery, the food was being

taken away. I knew that these are the learners that we teach. I decided to talk with the learners that food suppliers will no longer supply the fish. I told learners that if they will need fish, they must come early in the morning at around 5 o'clock to receive fishes from the supplier because here at school we no longer take them as results of you taking the fish away through burglary. From that time food or fish was never stolen until today. This was because we suspected our learners as the only culprits. The gadgets were never stolen even during the time of Covid-19 when schools were closed. They were secretly kept in the school premises and very confidentially. We told our learners that they must not look for tablets, we were not given because we are a small school.

Q: Can you tell me how you deal with challenges of teenage pregnancy?

PR2: That is very common, only last year we had one and she has given birth. This year we do not have any challenge of teenage pregnancy.

Q: How is the relationship with the Department of Health personnel?

PR2: For now, they are not visiting the school due to Covid-19. Before Covid-19 were used to come and the relationship was good.

Q: With such work experience what do you think should be done to promote or strengthen parent-teacher relationship?

PR2: For now, I am used to tell older people that the enrolment does not increase because people from the community do not support the school. Others are jealous that may be the progress at my home can be similar to the one at school. Previously the school was never supported by the Department of Education because our neighbouring school was given educators from outside to teach Maths and Sciences, but we never receive anyone.

Researcher: Thank you for your time.

DATA COLLECTION WITH PRINCIPAL PARTICIPANT 3

Q: When did you do your teacher education?

PR3: I started in 1985 and completed it in 1988 at the University of Venda. I started working in 1989.

Q: How long have you been in the teaching profession?

PR3: From 1989 to date is along service. It is like it is 32 years, huge experience.

Q: Tell me if you live in this community where the school is situated?

PR3: No, no I had to commute to my place Shayandima where I stay.

Q: When commuting, how do the community value the school?

PR3: This is the one of high enrolled school in the Vhembe West District. We are a performing school, so parents bring their children here for education. Our learners come from far places all over the surrounding places.

Q: With such a good performance and with such recognition, how can you explain parent-teacher relationship?

PR3: Ya, of course parents need to be involved in the education of their children, so when results are good even the involvement of parents is so high and where results are not good is because parents are less involved in the education of their children.

Q: How can you explain the perception of educators towards parents in the education of children?

PR3: Ya, in fact educators involve parents so much that whenever a learner is failing to participate in teaching, educators call parents to come and explain why the learner is not doing well. If learners are not writing homework, not doing well in class parents are also called. Because of the Covid-19 we no longer make gatherings but these individual meeting where particular parents are called because their children are not doing homework is also helping us a lot as a school. So, which means educators value involvement of parents in the education of their children. One can also indicate that the relationship between parents and educators is impacting positively in the education of children because education cannot go well without the two understanding each other. So they have to work closely so that the learner can benefit.

- Q: How often do parents visit the school without being invited, do they frequently come to school?
- PR3: Not necessarily that but I think is quarterly. There are parents who come and say I want to see the progress of my child. They do so simply because whenever there is a problem they intervene as early as possible because they value the results of their children so much. So, they do not want to see the children underperforming. Whether their children are doing good or bad they want to know.
- Q: With such visits to see the performance and to find a way to intervene in order to support the education of the learners. So, initially you said educators value parents they give them the respect they deserve so this suggest that there is a good relationship between parents and educators.
- PR3: So, the relationship between the community and the school must always be enhanced to create an environment or relationship that can help the two to work together so that the learners can perform well.
- Q: Tell me if you experience parents coming to volunteer their services without any remuneration?
- PR3: Ya, in fact when we have the parents meeting say we want to build a certain structure or to undertake the project, we involve parents and say we have got this project and you have a skill or know how then you can come and assist as a school for things like this then we can do it in this way or we can hire people like so and so who can come and help us in a manner in which we can find that at the end of the day that project is something that can be seen. It is helpful to our school.
- Q: With the only few parents who are not coming to the meeting, have you ever researched on why are they not coming like others?
- PR3: Yes, in fact where there is absenteeism when it comes to attending parents meeting normally is a problem of child headed families where we found that children are there on their own, where parents are working on the reef where they cannot come simply because they are far from school. In certain homes there are learners who are being raised by their grandparents who are too old to can walk to come to the school or to attend the meeting. So, we do have such cases, but they are very few, it is just a drop in the ocean.

Q: Tell me if you have teacher unions in your school.

PR3: Yes, we do have.

Q: How is the relationship between the two unions in the school?

PR3: We do have the SADTU and the PEU members, but SADTU is in the majority. When it comes to meeting and information in most time when a PEU union calls a meeting, even a SADTU members go and attend simply because they know that when they attend, they get information which is related to their education. It is just an information sharing meeting, it does prevent one from the other union to attend and that means there is a good relationship between teachers from different teacher unions.

Q: So, parents are coming, they are contributing, and learners are being involved so are the good results. If we are to sustain the level of parents coming to the meeting what you think should be done in order to involve parents more to value the education of their children.

PR3: Whenever we give learners homework, we need to provide a space where a parent should sign just to make them involved, they have to check and have to sign. They cannot sign for the sake of signing, they have to go through and check and there after they sign. This is another way of involving parents through homework. Besides that, we do have a way of communicating with parents. Whatever happen to a grade or school we inform the parent like telling the parents that on this day this grade will be coming to school, and this is happening in this grade and staff like that. We send the information through SMS (short message system). So, social media is being used to engage the parents.

Q: How do you deal with teenage pregnancy if there is such?

PR3: Yahh, we do have some learners who fall pregnant. Whenever a learner falls pregnant we call the parent to come and ask the parent questions like when the learner going to deliver and when the period is about come for delivery we are expecting you to come to school just to be around the school so that when the learner is about to deliver or when the maternity pains start to kick in the parent must be there to take responsibility, and parents do comply. We record all learners who are pregnant and those who are about give birth we normally communicate

with their parents. When it is a week to deliver or when delivery is about in two weeks' time we communicate with parent on daily basis and we even advice the parent not to allow the child to come to school.

Q: With such an instance do you invite people from the Department of Health to come and talk to learners?

PR3: Yes, in fact they come twice in a year to communicate with girl learners. Besides that, educators who are responsible with Life Orientation also talk much about teenage pregnancy because it is part of their scope or syllabus.

Q: What do you do with learners who are involved in drugs?

PR3: With drugs it is one of the challenges which we do come across. We also call the police to come and address our learners. We also have a social worker in our school who normally communicate with learners about the danger of doing drugs or getting involved to drugs. The police also come to talk strongly about the danger of getting involved to drugs.

Q: Tell me if you experience vandalism in your school.

PR3: Yahh, for now I cannot say vandalism is a problem in our school but some years ago we did experience high rate of vandalism in our school even those learners who were involved in using drugs were breaking windows, doors and even some electric cables were cut off when they were under the influence of drugs. Yes, they do some funny things and even some educators were not respected because learners were behaving in a manner that is not acceptable. As a results, they were breaking our learners' code of conduct by not showing respect to our educators, not doing schoolwork. Some also show some disrespect in the present of their parents which was a problem. If it is happening now is minimal because in the past there were people from the community who were used to come during break through the fence and learners will go there and buy the staff.

Q: With that good and very inviting school culture, how things are being done to sustain or promote parent-teacher relationship?

PR3: Yahh, in fact in the first-place educators must understand that they cannot work well with learners without involvement of parents. Educators must take parents as a pillar in the education of learners. Without parents, education cannot go well.

So, these three components, Department of Education, Teachers and parents, need one another. Their relationship must always be in harmony so that the learners can get good education and if we sustain that relationship and always make sure that we create an environment where parents feel that they need to come to school where we call them, and they have to come to school even though we did not call them. The open-door policy must always be there to the parents. Parents must know that at school is their second home and they have to make sure that they support the school, and educators. So, where educators are well supported, the relationship between educators and learners become harmonious and so friendly.

Q: If people or principals were to be trained or work shopped can you support the idea of work shopping principals on how to handle parent-teacher relationship in the education of children.

PR3: That is very important. One another thing which we need to look at is that family structure is crumbling, most of the families are single parent family, child headed families are on the increase. The problems in the families are on the increase and this put more pressure in the school. The relationship between the communities must be in a state where we will say they are working like a hand in a glove.

Q: From the point of unions working together, how is the teacher-teacher relationship?

PR3: Yahh, in fact that one is very good. I can say the way to promote it is to make sure that human relation is also important and should be supported through things like making sure that whenever we have meeting we do not criticise, we respect one another, when one is unwell, we have to send messages of support. If someone has lost a close relative, we need to support one another and not necessary by going there or contributing but by just sending a message and that makes someone feels that I am being valued by my own colleagues.

Researcher: Thank you for your time and information.

PR3: Thank you.

DATA COLLECTION WITH PRINCIPAL PARTICIPANT 4

Q: When did you do your teacher education?

PR4: I started in 1995.

Q: Where did you do your teacher education?

PR4: The then VECO (Venda College of Education).

Q: How long have you been in the teaching profession?

PR4: For now, I think is more than 15 years.

Q: Tell me if you live in this community where the school is situated?

PR4: No, I do not belong here.

Q: How does the community value the school?

PR4: Hmm, hmm, it is 50:50 because if they support the school we would be having more than 300 learners and instead we have got only 243 learners which means it is only few. The top learners go to the suburb schools. But since I came here things are showing shape, when we call parents meeting, they do come to attend. They also come to collect the progress report cards for their children. In the past things were not like that. Only a handful of parents will come. But now things have changed that when we call parents, they come. And if the parent is working far away, they are used to call to show their commitment.

Q: How can you explain parent-teacher relationship in education?

PR4: Ahh, ahh, there is a good relationship. Only when the teacher has a problem with a learner, he/she calls the parents. They have a good relationship.

Q: How is the perception of educators towards parent in the education of children?

PR4: You know if you are working with the illiterate parents, you will find that there is more ignorance on the side of parents. With the teacher you will find that the teacher takes an advantage of the parents that parents know nothing and that is where I have to intervene. Just imagine if the classwork is not marked and the parent cannot read, does not check the work of the learner. It is our responsibility as educators to see that learners write and mark the work of the learner and not take the advantage of the situation because parents are illiterate cannot see what is happening.

Q: With few parents coming or supporting the education of their children, do you see this impacting positively on the school results?

PR4: Yes, it is impacting positively because since I decided to work with parents' results have been very well and no longer dysfunctional. The structures of the community are contributing to the good results because they are becoming part of the school.

Q: How often do parents visit the school?

PR4: Hmm, this is a rural, they just visit the school every time of the day. Even if you say they must come at two o'clock after school lessons, they will come very early at seven o'clock to half past seven.

Q: Rural as it is, what is the general relationship between parents and educators?

PR4: Generally, there is a good relationship.

Q: When parents are invited to come to school, do they participate in the meeting?

PR4: These parents do not participate, when they come, they only listen to what the educator is telling them. Even during meetings, you will not find a parent asking a question. Whatever I say to them, they will take it like that as it is. Even the SGB members do not participate, whatever I can say to them they take it as it is. Most of these parents are illiterate. Even the SGB components some of them cannot read and write. Instead of the SGB chairperson chairing the meeting I have to ask an educator to chair the meeting. I previously had an SGB chairperson who cannot read and write. I discovered this when the chairperson was supposed to read the agenda and I was so shocked and embarrassed but now before we start with the meeting I first find out if he/she can chair the meeting or not.

Q: Tell me if you think the parents' level of education is the other reason why parents do not participate in meetings?

PR4: Yes, their level of education fail, them to participate in the meeting.

Q: Can you tell me if there are parents who used to volunteer their services without remuneration?

PR4: Oh, it is difficult those who are being paid R700.00 is because we convince parents to contribute R200.00 per learner. To work for free cannot be possible here.

Q: What do you think are the reasons parents do not participate in the education of their children?

PR4: In this community what I have learned is that the learners are from the child headed families. Most of the parents are working very far away from home and learners are staying with their grandparents, they are not staying with their biological parents. It is difficult to deal with the learner who does not stay with parents. Other learners seem to be disrespectful to their parents where you find that a child comes home very late at about 12 o'clock midnight. Some parents find it difficult to talk to their children or to reprimand them. Some parents also went to an extent of telling me that they are tired of their learners, and I had to punish them on their behalf. They do not know that corporal punishment is no longer applied.

Q: In your years of teaching have you ever attended a workshop on parent-teacher relationship?

PR4: No.

Q: Tell me if you think it is important to have people work shopped on the parent-teacher relationship

PR4: Ya, it is very, very important just because in this department there is no such workshops, we just work on our own. Remember when I was appointed as HOD, I was never inducted, there was no induction for that.

Q: Tell me if you have teacher unions at this school.

PR4: Yes, we have PEU and SADTU at this school.

Q: How is the relationship between teachers of different unions?

PR4: Hmm, there's no issue about unions. We are working well, understanding one another irrespective of the teacher unions educators belong. Educators understand that they are here to serve the interest and needs of learners and not of unions.

Q: How do you deal with challenges of pregnancy?

PR4: This is a challenge especially in this community. But always we involve the parents. We sit down with the learners. We ask the period and call the parents and from the seventh month, the parent must come here every day until the learner gives birth because we are not experts on the maternity issues, and again we do have school van to transport the pregnant learner to the hospital or the clinic. Teenage

pregnancy is very high. Last term we had three learners in Grade 11 and they all gave birth to baby girls.

Q: Tell me if you interact with the people from the Department of Health?

PR4: Before Covid-19 they were used to come. The Home-Based people were used to come to talk to the boys and girls on prevention, HIV and AIDS. All these were before Covid-19 but now there is no visit taking place.

Q: What about the issue of drugs don't you have some challenges?

PR4: Ya, there are three Grade 12 boys who used to smoke dagga. We tried to intervene and failed. We even called parents it did not help. Sometimes you will find that they smell dagga or cigarette after break and when we tell him to go out, he will go forever and never come until we knock off. But generally, the issue of drugs is not a big thing because our school labourer used to monitor boys when going to the site of the toilets. We told him to be always on alert every time he sees a boy learner proceeding to the side of the toilets.

Q: Tell me if you have ever called the police to come and talk to the learners about the issue of drugs.

PR4: You know this issue of police is not reliable. Always when I call them, they will tell that I have to ask for a permission. Always I call the SGB people and the Civic to come and do the search in the whole school.

Q: Can you tell me about vandalism and valuing of school properties.

PR4: Some years ago, they once came and stole laptops 18 of them and even today there is no trace.

Q: What more do you think should be done in order to promote parent-teacher relationship in the education of children?

PR4: I think parents must trust teachers. If they do not trust, there is no where they will improve the school. Some parents do not trust us even if we work very hard and produce 100%, they do not have trust on us as educators. When the parent is not in good terms with the teacher, they mobilise each other against the teacher and the school and as results they take their children to other schools.

Researcher: Thank you for your time and information.

Principal 4: Thank you.

DATA COLLECTION WITH EDUCATOR PARTICIPANT 1

Q: So, I have prepared questions here which we will go through them. So, these questions are the introductory questions and the main questions. Even if I will not go one by one per se but they will lead us to this paper. May be to start how long have you been in the teaching profession?

ED1: Hmmm, it is long and very long time 35 years full and some couple of months about 8 months ya.

Q: What were your major subjects?

ED1: My major subjects are Life sciences and English.

Q: Are you teaching the subjects you have qualified to teach?

ED1: One of them I am still teaching it Life sciences and English is no longer with me.

Q: Which grades did you teach since you started working?

ED1: Eh, all grades. From Grade 8 upwards until Grade 12 where I spent something like 15 to 20 years.

Q: So, in your career you never had a no go area because in some educators Grade 12 is a ghost, is a no go area

ED1: Ya, they are afraid of the class.

But you find is the same educator who is teaching Grade 11 but afraid to go with his learners to Grade 12

Ya, he knows the reason why? Why? if you did not teach them well in Grade 11 you understand that you created a problem for the teacher in Grade 12. So, if you are willing to move with your kids you are going to teach Grade 11, 12 and go back to Grade 10. The circle should go on like that so that you get good results out of the circle. You understand that this pot is not going to be cooked by someone but by me next year. So, you have to teach. For you next year you are not going to find problems because you will have identified the learners' problems in Grade 10 and Grade 12. If you are a senior teacher, you know the weak points of the learners,

you those that are fast and those that are little bit behind. And when you are cooking you understand that when I make an emphasis, I know that I make emphasis to that group that I know it from Grade 10. When you are in Grade 12 you know this group will pass but you also want another group to pass that. That is a thing that you should do as a teacher.

Q: With such experience how can you explain parent-teacher relationship?

ED1: Ya...you know in the remote schools the teachers are the ones that are taking 80% for the learners to become educated. The parents themselves they did not go to school they are illiterate you see. And when you call them for the meetings most of them, they cannot come to the meeting. Reason they will come, and they are not going to participate in the meeting because what you would be telling them is what the learners should do in order to develop themselves and to develop the country. So, when you are the teacher the teacher – parent relationship is very good, but the teacher is going to take the upper hand for the teacher is the one who knows the little ones or the children. At home when you ask the learners as to whether the parents are taking part in the education, they will tell you that they do not even open the books of the learners. So, you have to give them homework and when they come back, you have to look for the homework if they are done or not done. The parents at home they do not have the chance or time to speak about something concerning education. That is the thing.

Q: So how can you explain the perception of educators towards parents in the education of their children?

ED1: Okay, the perception is, they take us as their helper, and they take us as the people that cannot manipulate their children into bad things. They trust us, they have got a high trust in us because they can send their children from January to December without coming to check as to whether their children are being taught or not. They have the element of trust that is number one they trust us. They understand us very well. That is their perception

Q: When you happen to invite parents, how do they respond?

ED1: The respond is very low. Those who are little bit educated these days they are the ones that are going to come. The main thing the male parents and mostly you will

see the availability of just perhaps 30 % and the rest 70% will be the female. That is the school that is in the remote area. All of them we have got the same style.

Q: Have you ever been approached by the parents wanting to see how you teach?

ED1: Yes, definitely, definitely, there was a certain old man who was called Vho-Radzilani we are very close to his home here. He once came and visit my principal and my principal was Mr Sithubi. And he came here and said I want somebody called Mr Magwaba. I heard him teaching and when I ask from my grandchildren they said Mr Magwaba is the one who taught us English. He came while I was teaching English in Grade 10 is long time ago I think is something like 1998 if not 2000. I was with him in class for two periods and I was very happy, I was very happy, I was very happy. I was in the class teaching a certain book I have forgotten the name by now. After he came to the principal's office and I was around here. He told the principal that I enjoyed the lesson of this boy, not of this teacher because he was very old enough. He said he came here because his grandchildren told him that Mr Magwaba is teaching the English. And said grandchildren said they do not want to miss Mr Magwaba lessons. So it was the grandchildren telling their grandfather and the grandfather wanted to see the person who is called Mr Magwaba by his own eyes and he did that. The relationship start from there was very good.

Q: With the old man coming do you experience some parents coming to see the work of their children?

ED1: No, no, we did not see that only that we made these gatherings of parent meetings and then as a whole they will come and we explain to them how the learners are working. From there it is amen. Ya, that element of trust is still with them, and they do not approach us for the work of their children and that is not the way how education move. It cannot move like that.

Q: What type of learners do you have in class, are they from the complete family where there are both parents, or from a single parent family or a child headed family?

ED1: Yes, we have got children who come from such families. They receive foster cares, and they are so many here but what amazes me is the way how they behave. You know the child who has got a father figure at home is not like a somebody who is

raised by a single parent. There is a vast difference and when we heard it over the media it was like a joke but now, we are experiencing here at school. They are very stubborn, and they are the ones that are not serious with their education. Those who have single parents are the ones who are not doing well, they are not serious at all.

Q: How do you deal with the challenge of absenteeism?

ED1: Hmmm, by now we just take an absentee or a child and ask some questions and make some oath in front of us because there is no corporal punishment. You know corporal punishment, it was good by then but by now it is no longer good, it is no longer in the fashion that if the government or the department of education can put the law in front of the teachers or the teaching fraternity they should have looked into the law in both pros and cons because they did not put anything in between. For if the learner is absent what must I do now as the teacher? The thing that we are doing now is the thing that we think can work. But if they put something like they say corporal punishment has to be implicated but now they do not say we should implicate what. There is a gap between the old-fashioned school and the now school because now there is nothing to use to punish the child who has been absent. Up to now our remote schools the results are good, but they lack quality. We can talk with these learners more often and more often, but they can pass and make mass production because they will never go anywhere with the certificates and diplomas because they never go anywhere. With diplomas you cannot get entrance into the college because there are other guys who have got better qualification than you. That is the reason why we are unable to make these learners to get good bachelors because there is no punishment which is strict or which is strictly used in the school. You know we used to be taught under trees, we used to have recitation, we used to cram things and dramatize things. Those were the things that were used to train the brain to grasp the thing very fast. These days there is nothing like that and they will tell you the child is not forced to attend morning studies and afternoon studies. We risk ourselves to be in the study room in the morning and in the afternoon for the benefit of the country because if the child is aired for something else and prosper in her or his education and find the

scholarship to broad, the country that will be talked of is South Africa where the child is coming from.

Q: How do parents assist their learners in as far as LTSM is concerned, are they supportive?

ED1: Yes, they are supportive in this sense of the learning materials because they give them money for us to buy study guides for them. Another thing which is used by parents in order for the learners to attend school well is that they give them pocket money to buy things. During break they go outside to the mobile café in order to buy something. If they do not give money these learners will go out forever and no longer come back but because they are given money, they keep them in the class. But what we want parents to do is to look to the work of their children, give children money to buy supplement materials in order for them to pass.

Q: How is the relationship between the community and the school?

ED1: Now they are starting to understand that education is the centre for them to develop their homes. You know I have got 35 years and couple of months to 36, but this area is not yet developed. But now there is light that is starting to be seen at the end of the tunnel coming out of tunnel because they are coming to ask as whether their learners are coming to school every day and they are worried if we have meeting they ask if their children are coming to school every day. They start to see that if a person is educated, they start to do something good for the community. They start to be jealous and start to hate those who are developing their homes.

Q: How does the community value the property of the school?

ED1: When we come to that area, we have a problem at this school. This school is being burgled every quarter until last year. The school has been burgled for a long period. They have taken a lot from this school desks, chairs, TV, refrigerators, radios everything. We used our money to buy those things. When they are here they make the school to be known better than at Luvuvhai they have refrigerator. At the remote school those are what we call developments.

Q: With that rare support of parents to the education of their children, do you think the level of education might be the reason why parents do not support their children in their education?

ED1: Yes, they cannot see that if the material of the school is taken, the school is affected negatively. They should have been fighting against people who vandalise the school, but they do not because of the lack of education. Their education level is very low. So, we are trying to pick the level of their children

Q: Busy with that process of trying to make them see the light at the end of the tunnel.

ED1: When we call parents, we separate parents in different classes during the time of giving parents report. We explain to parents how the learner has performed and why the learner did not perform well. That is the place where we can give them the full scenario of their children.

Q: What do you do with learners who bully others?

ED1: We have a lot of learners who bully other learners. A lot of them but they do not infiltrate pain to them, but you can find that they attack one another indirectly. You can see that these learners attack one another indirectly. Even us as teachers when we are in the class you will find these big boys make you to be afraid of them. When you are writing on the board they disturb and when you look back to the learners you cannot see who is disturbing. Seemingly there is a challenge of discipline especially self-discipline.

Q: What do you think should be done to promote parent-teacher relationship?

ED1: I think the parents should come to school two time's per quarter. That if a person can come 8 times a year the child will be definitely disciplined and will pass and will be loyal to teachers. Reason, there is no child who wants his parents to understand him of bad things. Every child needs good name from his parents. And if parents can come two times per quarter, things can go well. They will be knowing that if they are not writing exercises parents will find me having no exercises other learners have. Learners will know that if they do not study, they are going to take position number last. And they will know that if parents come, he will fight with me in front of the teachers, learners and at home. There is no child who wants to be undermine in front of other learners. Learners of secondary schools do not want their parents to come to school to be seen and known by other learners because they know and understand their parents better. Learners do not want other learners know that his or her parent is not clean, illiterate.

Q: Are there other comments that you would like to share with me in relation to parent-teacher relationship?

ED1: When you invite a parent to come to school you will find that parents are different you will find that this one has a discipline and the other one does not have discipline. You will hear the child saying big words and even threatening the parents saying I will find you when we go back home. That is where you can see that the one parent can discipline and the other one cannot discipline. When you call parents to come to school you are able to see how a parent and child treat each other at home.

You will hear the child saying *vha khou vhonelelwa nga avha vhadededzi, ndi do vha wana hayani*. You can be taken out by the child you bore. Some parents do not come because they do not want to be embarrassed by their children. Education is discipline.

DATA COLLECTION WITH EDUCATOR PARTICIPANT 2

Q: For how long have you been in the teaching profession?

ED2: 28 years if not mistaken.

Q: What were your major subjects?

ED2: My major subjects were three, I did Biblical Science, Political Science and again Tshivenda at the University of Venda.

Q: Are you teaching the subjects you have qualified to teach?

ED2: Yes. Now I am teaching Tshivenda.

Q: Which grades did you teach since you started teaching?

ED2: Hmmm...Since I started teaching, I taught Grade 12 since 1993, Grade 11 and Grade 11 to date.

Q: So, you never find yourself teaching Grade 8 and 9.

ED2: No Grade 8 and 9, let me say from 2015 to date I am teaching also Grade 9.

Q: With such experience how can you explain parent teacher relationship?

ED2: Hmm... parent- teacher relationship eee is a relationship between teacher and parent of which we are supposed to inform one another about the behaviour of the kids more especially when we talk of Grade 9 we have to get the parents for them they are supposed to ask their children which subjects are they going to choose when they go to Grade 10 for them to have a better future. But in connection with the relationship is superb due to the fact that if the children are misbehaving when we call them, they respond positively. When we are engaging them, and when we ask them what we are supposed to do, they also give us the mandate that whatever you want you must do because they were the people who were supposed to do a lot of things. We know them who they are and how are we supposed to sharpen them so that they must get a better future. They are also superb because whatever we say more especially in Grade12 they are concern because when we talk about donation they use to take out from their pockets. They used to dig into their pockets so that their children must be taught those Saturday classes. In connection with the parents, I think we do not have problem, they respond positively day in and day out.

Q: How is the relationship in your workplace among teachers in the school?

ED2: It is good due to the fact that we use to share whenever we face a mountain that we are supposed to climb. If we have problems we have to sit down and discuss them. And the relationship is also superb due to the fact that we as teachers we are not at loggerheads we have a syndicate where we have to enjoy ourselves being together we use to have birthdays where we have to enjoy ourselves. And I think as teachers when they find that there are such aspects within the subject matter where they are supposed to think they are not up to scratch we supposed to help one another. Even when there are problems in some classes we use to go together as a staff so that those learners must see that we are not divided. Whoever the child may cause any problem to him or her she or he should understand that not only Mr Mashila educator need to be angered. The resentment that I made affect the whole staff. The problems that we experience in class we go together. There is unity in ourselves. The teacher relationship is superb. Listen we have to. Instance before the pandemic if my child has to have a birthday, they will just collect

something for the birthday of my kid. There is a good relationship within our teachers.

Q: If you were to invite parents to come to school how do you invite them?

ED2: Eee, we have different methods, there is a what sap group where the principal writes the message. If the parents cannot have a whatsApp group, we issue a class communique and give learners to go with them home and read for their parents so that they may come. Through radio also is another option and is also working for the school. Is working for the school because whatever we encounter at the school the parents must know and must not be surprised by hearing the rumour that there is this and that taking place. We must inform them as a dissemination of information

Q: Do you also experience coming to school to see the work of their children?

ED2: They are used but not usually because during the first quarter they use to be here, and we call them, and we use to have the meeting in the hall. Each and every parent must sit with his or her child. If we know that there is something that the child is not writing what we call classwork or homework, each and every child must have his or her school bag full of those books. The teacher will ask the learner to open the book and the parent will see that the child has only written one classwork and others have written more work until the middle of the book. The parent must understand that his or her child is not doing the work. So, after that we have to ask the parent to ask him or her what is wrong with him or her why is not writing the work, she or he must narrate the story so that when the parent is going home parent must understand that my child is not doing this.

Q: Have you ever allowed parent to come to your class while teaching.

ED2: Ya, I cannot say yes here I do not want to lie. To have it myself a parent coming to a class while teaching, no, I do not have to lie.

Q: Are the learners in your class from the complete family where there are both parents, father and mother or single parent family or a child headed family?

ED2: Most of our learners they are used to come from families where there is one parent. More especially the parent that I may talk about here is the mother one because you may find that when you look up in their behaviour you can see that there is

something strange here because when we pose the question like whom do you live with you will find the learner talk about the mother, the grandmother, talk about the grandfather. And if you ask about the father you will find that he is having a family somewhere and just come sometime to see the children. Most of them they are living with single parent.

Q: So, if there are challenges of class attendance, how do you deal with it?

ED2: We sometimes ask the number phones of that parent whom he or she does not live with we communicate them, the father mostly that the child is doing this misbehaving and the parent used to come. If we say they supposed to come they used come they are used to come. And we say come next week Friday he or she will peach up, they want their children to be educated.

Q: Are these parents the ones who buy the extra resources for their children?

ED2: Ya, they use because if we say the child has no uniform so the parent try their level best to buy the uniform for their children. If we are undergoing a trip to somewhere these are the parents who used to sponsor the child for those trips.

Q: Vho-Mashila, tell me if there is a good relationship between the community and the school. How is the relationship?

ED2: Ya, the relationship is there because the community to us is used to seem to be owning the school. If there is something seem to be happening the community itself phone the principal or phone the SMT member that there is something wrong that is happening within the institution. If the results of Grade 12 are not speaking volumes, then the community and more especially the people from the headman will come here and ask what is going on here. We know this school from this year until this year results are speaking volume what is going on here. They know that they must know what is going in the institution. So the community seem to be owning the school and that is what I can say because if there is something wrong happening here the press the panic button to alert people what is happening, it means they value the property of the school and they understand that the property of the school belong to them. They know if the school is destroyed, they are the ones who are going to get their hands into their pocket again searching that there should be replaced again and rebuilding the school is another matter.

Q: So, do you have some learners who bully others?

ED2: Really, they are there. Because, you know what when we say in connection with nutrition there are those who will say I am the first one in the queue and they are the bosses to the little ones. And they will say I am the first to stand in the queue and that is bullying. And sometimes you find these bosses they did not get their meal and the little ones are enjoying their meal, they will come and take them from the little ones, it is a sort of bullying. There are those kids whom they will say they do not want to write their homework, their classwork they will initiate somebody that you each an everyday you are supposed to write for me every day it does not matter, whatever you have written must come to me, and I copy what you have done, so it is bullying at its best.

Q: So, with bullying at its best like you are saying, so how about drugs?

ED2: Bullying and drugs, they go hand in gloves because I am supposed to intoxicate myself in order to do something that is impossible. So, we do not who is selling for these kids because sometimes you just understand that there is something happening. On Saturday when we came here with a colleague, we were supposed to start at seven. So, these kids are 50 and there were only 12 were in class and we waited until it struck half past seven and we find that they were not many. So, we just wanted to combine them we agreed that a colleague must start first and I will be the second. When the period of colleague came to an end I went there and ask them if they want to have a break, or we should continue. So, the other learner said I want to have a break and I want to see somebody. What a statement that she said. He said no we are supposed to get something, we want to get dagga and we will come back. I jokingly said to myself the guy might be joking. So, the break starts at half past nine and we were supposed to start at 10 so the boy did not come early, and he came back late very late, and I called him, and I smell his hands and find he smells dagga. You know our children do not have manners and he was smelling with that might not be one there might be others whom we did not see and is not only boys even she ones. We are trying our level best so that the relationship is not going wrong. I ruin our children education. We tell our principal that we find

some guys that were trying to smoke dagga. We ask others and they say that one is the only one. We took him for questioning and said that he cannot do again.

Q: So, do you also have challenge of teenage pregnancy?

ED2: Ya, that is very few because this year there is only one in Grade 11 last year, they were three, Grade 12 was one and eleven were two. So, teenage pregnancy is very limited.

Q: Mashila can you describe the parents' attitude in the education of their children?

ED2: Some are too ignorant because they just rely to us as teachers. When we call them, they will just come and have conversation with the child, and they will come only once and say do not call me again. So, if he does something else, take the decision. I think these parents sometimes the attitude of the parents they are not serious about the education of their children. Not all of them, very few are serious with the education of their children. Those who have the little bit of education they know what they are supposed to do. Not even when we do not call them, they will call us and say just talk about my child, how is he doing and we will go to the class and take that particular child and put the phone in the speaker and talk to the particular parent. And also, we will allow him to ask him questions. If the behaviour is bad, we will talk to him and say there is one two three ask him. Most of the parents are reluctant to their children education they put him in our hands that we are supposed to do one two three and we are able to do it that way.

Q: With all these what do you think must be done in order to promote parent-teacher relationship?

ED2: I think we are supposed to have a meeting. In terms of meeting, they must not come here only to collect the reports of their kids, we must have meetings. Let say we say in the first quarter we must have two meetings as it is in January and at the end of the quarter and at the end of the year, they will be six and not only four when they come and collect the report of their kids. The challenge if you make it once in the quarter there will be some loopholes because when we see these kids doing these early in the year and wait for long period like March, April, May, June and parents are not coming there will be some issues so if we have meetings where the parent will be okay. I am also of the idea that parents must also come

and ask on what is going on with my child in terms of education. I think we will build the school that will be seen by others as a stock one.

Q: With this concept of parent-teacher relationship, don't you have anything you can say as far as you understand it maybe I did not say this and that concerning your knowledge and experience in the sector in parent-teacher relationship?

ED2: Hmm; on parent relationship one would also understand that the parents take us as the parents of their kids in their absence. we also understand that as parents they must not castigate educators before their kids because once they do castigation is then that their kids will have the loopholes unto us and they supposed to say what they want. Parents must not have negativity unto teachers with their children because once they have the negativity to us their children will have their negativity to their educators. And when I am before him or her, she won't listen what I will be talking about because I have been talked by somebody in a bad manner. So, parents themselves if they do that, I think they are hindering the chances of their child to be educated because there is this notion where teachers are used to be criticised in the families. Say Mr Mashila is coming from poor family how can he talk with you that way. I gave him a pair of trousers the other year while he was still at school. But this relationship between the teacher and parent must not have those negativities because if it is, it will have an impact in the education of their children. Because if the children knew about our background they will talk about in the class while we are teaching them every day and they will say, I know where you come from and your background because these learners do not respect us. When you ask him or her a question you will find him or her say something in front of the class with that negative attitude where the whole class will laugh at me, and I become a laughingstock.

I think the parents wherever they are they should know that the teachers must be respected and whatever the parents know about me should not be said in front of his or her kids.

Q: Thank you so much for your time you were of good help to me.

ED2: No there is no problem I also appreciate your time.

DATA COLLECTION WITH EDUCATOR PARTICIPANT 3

Q: For how long have you been in this teaching profession?

ED3: Hmm... I started in 1984. I think is 37 years of teaching.

Q: If you started in 1984 it means you also taught me when I was doing my Grade 9 the Standard 7 by then. Even if I was not in the school, you were teaching but I was in Grade 7 the year you started teaching. What were your major subjects?

ED3: My major subjects were Social Sciences and by then it was History and Geography, and also Tshivenda and Librarianship. In fact, I completed my Junior Secondary Teacher Diploma in 1983.

Q: So, 1984 was your first year to start teaching. Are you teaching the subjects you have qualified to teach?

ED3: Yes, because I taught Geography from Grade 8 to 12.

Q: which grades did you teach since you started teaching?

ED3: I taught all the grades from Grade 8 to 12.

Q: People of age can teach all the grades. Vho-Mutengwe, how can you explain to me parent-teacher relationship?

ED3: Hmm...is like the relationship between parents and teachers in our school I informally see especially in our area most of the parents are less engaged in the education of their children. They normally dodge to engage themselves because when we call them to come and address some issues, they normally do not come. It is rare that you will find a parent coming here to find out what the progress of their children are. They normally come when there are issues that are burning, to just can come to say I just want to see the progress of my learner, they normally do not come. So is like a one-way traffic because we struggle alone with the learners. I made research and most of the learners here are from a child headed families. You will find a learner say i do not have parents, so, it is difficult for the learners to achieve what they supposed to achieve without some back up and the support that is needed. These learners are just on their own and they all in one, that they are both a parent and a learner at the same time.

Q: How can describe the relationship among teachers at school?

ED3: The relationship among teachers is good. We do not experience problems. Normally what one can say is that we are one unity, we are working together as a team even though there are some challenges there and there. Because most of us are of the same age so we respect each other. The relationship is good because we have syndicate, we eat together, joke together and as long we have been working together, we are used to one another.

Q: How can you describe the relationship between teachers and parents in the school?

ED3: The relationship between teachers and parents, normally is good. But when we call them to come to the meetings where we are supposed to see them coming normally, they do not come. So, the relationship is minimal to can say because they are not fully engaged.

Q: If you were to invite parents to come to school, how do you invite them?

ED3: We usually give learners pamphlets. But we realise that some parents cannot read and make announcements to the radio so that they can come.

Q: So, when inviting parents with those different ways, how do they respond?

ED3: Like I said above they do not come they are less concerned about the education of their education. May is the reason I mentioned above that they are from child headed families.

Q: Are there parents who usually come to school to see the work of their or to see the teachers teaching in the class?

ED3: No, we never experience that.

Q: So, you said these children are from the child headed families and others stay with their parents. Tell me if you have challenges of class attendance.

ED3: Ya, absentees is high. And everyone is experiencing this in Grade 12, like in Saturday classes you will find that out of 50 learners only half has managed to come. They will only come during the class sessions. Even in these other grades there is a high volume of absenteeism.

Q: So how the responds of parents to the support of the learning materials is concerned. Do they buy for their children, pay the extra classes?

ED3: Eee, you mean the study LTSM, no few of them buy. But here we have provided with study guides. These days we normally use phones to send those messages and text to them. It is easy these days

Q: As far as you are concerned how is the relationship between the community and the school? Do you see the community and the working together where they take care of the school property or there is no interlink?

ED3: I think the community care less about the school. We have several cases of burglary. It is like a norm the y break and they took valuable goods. So, they see the school as a place to steel, to enrich themselves, to have what they do not have. So, if there is a TV the find means of coming and take that TV, refrigerators, oven, micro-oven, radio and that is why we have the strong room to try to solve that

Q: So, what do you do with learners who bully others in class?

ED3: We usually call them and talk to them to show them that is serious. We also give them the recent example of incident that happened at Mbilwi secondary school. We use the practical example to make them see the impact of bullying one another at school that there can be a loss of lives. We reprimand them along those lines and if it escalates is then that we call the parents.

Q: From your observation what do you think might be the barriers, hindrances to parent involvement in the education of their children, can you single out poverty, level of education as a barrier?

ED3: Yes, poverty and level of education are the problem. It makes one live in a certain lifestyle like bullying. Wanting to eat the food alone, some want to take other learners' food. Hmmm yes thank you.

Q: And what do you think in all these challenges can be done in order to promote the parent-teacher relationship?

ED3: Firstly, I think we must organise an awareness campaign as to educate the community around about the values of education. Because I can see the parents just say go to school so that it is over for them and becomes the work of educators alone. I think the parents must be taught about the value of education through awareness campaign may be that can make parents see education valuable

Q: With these questions that I have prepared and others I used to find more, Do you have anything to share with me Vho-Mutengwe as far as parent-teacher relationship is concerned in the education of their children?

ED3: Eee yes, I think the government must do something about this to can give incentives to the learners like awards, may be with these awards they can be serious with education. We have started here at school to give awards to best performance. But now we have stopped awarding 50% and we have targeted 70% and above as from Grade 8 to 12 because with less than 70% it is not easy for person to get admission entrance at the university.

Researcher: Thank you so much for your time and sharing with me this important information.

ED3: You are welcome.

DATA COLLECTION WITH EDUCATOR PARTICIPANT 4

Q: How long have you been in the teaching profession?

ED4: I have 1 year and six months.

Q: What were your major subjects?

ED4: My major subjects were Tshivenda and History.

Q: Are you teaching subjects you have qualified to teach?

ED4: Yes, I am teaching those subjects.

Q: How can you explain parent-teacher relationship?

ED4: I think it is helping or motivating each other in trying to up bring the child by parents and educators, parents with the child at home and educators with the learner here at schools so that the learner can become something instead of leaving everything to the hands of educators

Q: How can you explain the perception of educators towards parent in the education of children?

ED4: Educators welcome parents so that we can assist each other in raising the person. Educators are ready to work with parents. Parents think that it is the responsibility of the principal and educators to look after the children.

Q: What can you say about teacher relationship among themselves?

ED4: I see that the relationship among teachers themselves is good

Q: How is the relationship between teachers and learners?

ED4: As educators we do not have problems with learners. Parents are the ones who do not take care of their children. If a parent can say my child does not want to bath and must not be told to do that, it gives an impression that a parent is failing to do his or her job.

Q: How do you invite parents to come to school?

ED4: Sometimes we tell a learner to come with his or her parent at school. We also phone them to come to school

Q: When parents are invited to come to school, do you see them responding positively or negatively?

ED4: They do not respond, they just listen. Even when they comment, they just comment simple with no inputs.

Q: When parents are invited to come to school after issuing letters, how do they respond to the invitation?

ED4: Some will come, and some will not come.

Q: Tell me if you sometimes experience parents coming to school to see the work of their children.

ED4: No, no, no, they cannot do that, they do not come. Myself, I live not very far from the school, it is just few minutes' walk to school, but they do not ask me what is happening at the school. They do not come, and they do not ask.

Q: Can you tell me if you see parents playing a role in trying to assist their children in the work of the school?

ED4: No, they do not assist their children. Not very long I gave learners a task to research about Indigenous knowledge and when I ask them how far they are with research, they simply say we are not getting assistance at home.

- Q: Are these learners coming from a complete family where there are both parents, single parent family, and a child headed family?
- ED4: Some have both parents, some are orphans and some are from a single parent family. One can say is a mixture of all family structures.
- Q: Can you explain the challenges of class attendance?
- ED4: There is a huge challenge of class attendance. Learners do not come to school, they absent themselves. Even today the Grade 12 were supposed to be arranged for trial examination and some did not come. They also absent themselves during the day of test. They deliberately absent themselves even when the timetable for assessment is in their classes.
- Q: How do you handle the issue of learners who do not come to school?
- ED4: I report the matter to the principal so that she must know what is happening.
- Q: After reporting the learners to the principal, do you see some changes to the learners' attendance?
- ED4: They do not change because they know that they will be given the test and write. Even when they are writing the common tests, they do not come. They know that they will be given special time and write the test.
- Q: Can you tell me if parents buy extra materials for their children?
- ED4: Some of them give their children money to buy extra resources.
- Q: How is the attendance in Saturday classes?
- ED4: They do attend Saturday classes.
- Q: Tell me if the community value the property of the school.
- ED4: They respect the property of the school, they do not come and vandalise the property of the school. There is minimum or no damage of the school property.
- Q: Can you tell me if you think the level of education to parents may be the reason why parents do not support the education of their children?
- ED4: I do not think is the level of education. My mother did not go to school, but she was used to tell me to go to school. Is a matter of concerned to a parent and those who are not educated should tell the child how serious education is?
- Q: What do you do with learners who bully others?

ED4: Yes, there is bullying taking place even if it is not serious. In some instances, parents of learners are called and told about the case of bullying. Just the previous day Grade 12 were fighting.

Q: Because you are a local person, what could be the barrier that prevent parent from participating in the education of their children?

ED4: There is no barrier, it is just that parents are not supporting their children in their education.

Q: What do you think could be the ways of promoting parent-teacher relationship?

ED4: If parents are being called to come to school to meet teachers and failed to come, I do not see any mean that can promote parent-teacher relationship, it is about parents themselves. May be if parents are contributing a certain amount of money, they can want to be involved thinking about their money.

Q: Is there anything that you want to say about parent-teacher relationship?

ED4: May be if corporal punishment can be reinstated can solve some of the issues.

Researcher: Thank you so much for your time.

DATA COLLECTION WITH EDUCATOR PARTICIPANT 5

Q: How long have you been in the teaching profession?

ED5: Now is 5 years.

Q: What were your major subjects?

ED5: Life Sciences and Mathematics.

Q: Are you teaching subjects you have qualified to teach?

ED5: Yes.

Q: Which grades did you teach since you started teaching?

ED5: All the grades from 8 to 12.

Q: How can you explain parent-teacher relationship?

ED5: Hmmm, it is nonexistence because parents do not check the work of their children. They only come if they are called and when something is wrong. If there is nothing wrong, you might not see parents coming to school to find out about the performance on the subjects.

Q: How can you explain the perception of educators towards parents in the education of children?

ED5: There has been a change over the years because parents of these days are different from the time I was growing up. There is less discipline at home, less support. A very limited number of parents support their children and take care of their studies and that number is being reduced day by day.

Q: Tell me if you see educators accepting parents when they come.

ED5: Yes, because most of educators talk to parents and show them the performance of the child and explain how the child can be assisted. Some try to talk to parents to try to find solution which can be best for the child.

Q: With your experience, do you see parent-teacher relationship being of benefit in the education of children?

ED5: Yes, it is, a healthy school is comprised of a good relationship between teachers and parents. It is very important for the two to work hand in hand.

Q: How is the relationship among teachers themselves?

ED5: It is good. It is very professional and may it is because we are a small school and we are able to manage ourselves. It is not like in a big school where a person can just go unnoticed.

Q: When parents are invited, how is the response?

ED5: The response is not that good. You can find the attendance not making 50%. Maybe it is because parents are working, and they are not working on permanent jobs where if they may not go to work they will miss the salary of that day. Some parents. Some parents are in Joburg, and children are living with their grandparents. Sometimes numbers are very good.

Q: If you were to invite parents, how do you invite them?

ED5: We usually write letters and give them to learners to give their parents.

Q: How often do you communicate with parents?

ED5: Hmm, once or twice in a year. It is very difficult more so when there is Covid-19. But before Covid-19 and depending on the situation I was able to meet them.

Q: Can you tell me if you experience parents coming to school to see the work of their children?

ED5: It is very rare, may be one parent or two out of the many students will come and check the work of their children.

Q: When giving these learners task to do at home, do you see them being assisted being assisted by their parents?

ED5: No, no, even when you give learners a simple assignment of Mathematics and tell them to get assistance at home, you will find that the learner was not assisted. The parent is supposed to assist the learner or to ask for an assistance from someone.

Q: Are these learners coming from the complete family with both parents, or a single parent family or a child headed family?

ED5: I am assuming most of them come from single parent family and some of them are orphans. I do not know them exactly because I do not stay in this community.

Q: How do you deal with the issue of class attendance?

ED5: Eish, it depends on the season. If we are towards the closure of the school, you will find a high level of absenteeism or if there is no task they do not come. Some grades are better than others because as you move up the grades, the level of absenteeism increases. In the FET, there is a problem because some of the learners do not stay with their parents, and they stay with their boyfriend. In grade 12 during trial the attendance decreases. So, there are seasons where they attend very well, and the attendance drops

Q: Can you tell me if you see parents buying extra materials for their children?

ED5: Aah, it is very rare. For example, in Grade 8 and 9 they do not have calculators. I think parents were supposed to be buying them for their children.

Q: How is the relationship between the community and the school?

ED5: Hmm, it is decent, you will find the community sending their children to their school of choice and when they see that they are struggling they bring them back to our school because here we have only one stream. But there are certain families who

bring their kids to our school and whom we have a very good relationship. Learners who first attend in other schools and come back, they perform very well.

Q: How do the community value the school properties?

ED5: They respect or value the school properties. There are only few incidents which I do not think they come from the community. But up until last years we have not experienced any problem.

Q: Can you say poverty is contributing on the parents' failure to support the education of their children?

ED5: I think the major one is the level of education and poverty because if you are poor it is difficult to be educated. These two contribute, how they can assist their children if they did not attend to Grade 7 and the child is in Grade 10.

Q: What about bullying, is there no learners who bully others?

ED5: There are few instances of bullying. We do not have many incidents of bullying, it is just here and there but if it happens, we call learners concern, speak to them and call the parents to come school.

Q: Can you tell me if you think there are other barriers which prevent the involvement of parents in the education of their children?

ED5: Like I said, the type of work that they do and working far from home at a very long distance. The other thing is the excessive use of alcohol.

Q: What do you think should be done in order to promote parent-teacher relationship?

ED5: I think it requires a strong SGB. In parents meeting, they should understand that they are an important stakeholder in the school and in education. The SGB must understand their roles. Parents should be given more responsibility to look for the work of their children like buying the extra materials for their children. Parents should be made aware that the school and its properties belong to them and not the government.

Researcher: Thank you for your time and information.

DATA COLLECTION WITH EDUCATOR PARTICIPANT 6

Q: How long have you been in the teaching profession?

ED6: I am now in the third month, and I have just completed my degree.

Q: What were your major subjects?

ED6: My major subjects were Life Sciences and English.

Q: Are you teaching subjects you have qualified to teach?

ED6: Yes. I am teaching English Grade 8, NS Grade 9 and Geography Grade 11.

Q: How can you explain the parent-teacher relationship?

ED6: As far as I can tell you there is a good relation because whenever learners are given task or project they respond positively.

Q: Since you joined the school how can you explain the perception of educators to parents?

ED6: I really cannot say much because I have just joined the school for only three months so I cannot say much.

Q: How is the relationship among teachers themselves?

ED6: It is great because there is a good commitment, and they work as a team.

Q: What about the relationship between parents and educators?

ED6: There is a great communication between parents and teachers. The relationship is great.

Q: Have you ever invited parents to come to have a word with in relation to the education of the child?

ED6: I have never talked to parents and no parent has ever approached me.

Q: When you see parents invited by the principal or other educators, do you see parents responding well?

ED6: Yes, as far as I can tell they are responding in a great mood.

Q: Have you ever seen parents coming to school to see the work of their children?

ED6: Yes, they do come.

Q: If they do come, can you say these parents seem to assist their children with the work?

ED6: Yes.

Q: Do you see these learners coming from single parent family, child headed family or a complete parent family with both parents?

ED6: In terms of that I cannot say anything, and I have not heard anything about such.

Q: How do you solve the issue of class attendance?

ED6: I make sure that whenever I go to the class, I check the class register to see if there are learners who are absent or how many present and how many absent. If I find that there is a learner absent, I ask the reason why in order to look for a solution and to maintain consistency. I make some efforts to find out the reason.

Q: Can you tell me if you see parents assisting their children by buying extra materials?

ED6: Yes, they are trying though we understand that this is a rural based circumstances. They try because they buy files for their learners.

Q: What can you say about the relationship between the school and the community and the way they value the property not the school?

ED6: I think is a great relationship.

Q: Can you explain if you think may be the level of education can also hinder the role of parents in supporting their children in their education?

ED6: Yes, it depends, we can see kind of assistance they get at home. There is different level of assistance.

Q: If you were to solve the issue of bullying, how do you deal with that?

ED6: That depends on the core roots of why bullying is taking place, but I will first find out what is the cause of bullying taking place so that we solve it from the grass root level.

Q: What about the issue of drugs?

ED6: I do not know about it.

Researcher: Thank you for your time.

DATA COLLECTION WITH EDUCATOR PARTICIPANT 7

Q: How long have you been in the teaching profession?

ED7: This is the third year I have been teaching.

Q: What were your major subjects?

ED7: My major subjects is Life Sciences and Geography.

Q: Are you teaching subjects you have qualified to teach?

ED7: Yes, I can say I am teaching subjects I have qualified to teach. I am teaching Life Sciences from Grade 10-12. In lower grades is only languages. Under this qualification I believe that any teacher can teach languages. In Grade 8-9 I am teaching Tshivenda.

Q: So which grades did you teach since you started teaching?

ED7: Since I started teaching, I have taught all grades from 8-12.

Q: With such experience that you have, how can you explain parent-teacher relationship?

ED7: Ahh, according to my understanding, I believe teacher relation is when you involve parents in academics or learners work or may be updating parents on how their children behave at school or involving them in different morals, for example, behaviour of a learner where the parent is phoned and have a private meeting to make the parent understand the behaviour of the learner because learners behave in a different manner in different phenomenon because of situation. If you involve parents sometimes, they can give a way forward so that you can understand different learners. According to me parent- teacher relationship is like that.

Q: How can you explain the perception of educators toward parents in the education of children?

ED7: Aah, yes from my own, the perception of educators on parents once you involve parent's learners upgrade a certain performance in terms of parents. May be if you give learners a task or homework you have to include parents. For example, in Tshivenda there is a pre knowledge that learners can get from parents, we give learners a task that will make the learners ask from parents to get information. Even in Life Sciences practical work, will also need learners to ask for parent's

involvement. To myself parent-teacher relationship has a positive impact in the education of children. May be to add that if a learner does not respect the teacher by the way they view you involve the parents so that the learner can change towards the positive thing.

Q: With that do you see parents being accepted by educators here at your school or being welcome or valued?

ED7: Yes, very, since I arrived here at school, I have been seeing different parent coming to school to taking the work and the reports of the learners. We give learners progress report to parents because once we give the progress report to the learner, sometimes the report may not reach the place. Even when we hold the Grade 12 meeting, we include the parents so that the parents can tell us, how is their child at home, how they are conducting the studies at home. Even now they are doing extra studies whereby the principal remains at school until they half past and parents will come from five up until 8 o'clock. It means we are already involving them when coming to teaching and parent relation.

Q: How is the relationship among teachers themselves?

ED7: Teacher, ahh, we believe that a person is not an island, and you cannot live on your own. If we are working as a team, the results will be very good. Here at school the environment is very good even during Saturday classes we exchange with learners. From our side even if you do not communicate well as a team. We work together as a family, and we support each other.

Q: With the Saturday classes taking place, how are the parents assisting the learners?

ED7: Yes, they do pay money for extra Saturday classes. If the teacher said that can you get this prescribed book, the learner writes down the name and the author of the book. Within a short space of time parents respond by buying a book. When we come to Saturday classes and we do not have money to pay the teacher, they request money from parents, and they come with money and pay.

Q: When you invite parents, how do you invite them to come to school?

ED7: The principal has all the phone numbers of parents. When parents have to collect the progress reports she sent a text message to parents. Even when the learner is not available for Saturday classes, she can phone the parent and ask for the

updates. The parent will say this person has just left now. So, the principal phone the parents.

Q: When these parents are called, how do they respond, do they come?

ED7: Yes, normally we cannot say they all come but most of those parents that are involved in their children's work, they do come but not all of them. May be out of 100%, 75% will do come. Even when we are issuing reports you cannot find all of them coming, some of them will be at their work but they end up coming when they are free.

Q: Can you tell me if you experience parents checking the work of learners at home?

ED7: Yes, hmm... sometimes, even when you give them homework on Friday you left the space for the parent to sign to show that the parent went through and has seen the work. That show that the parent has seen the work. It is good so that parents do not say that we are not teaching. When you finish a chapter and give learners activities and left the space for parents to sign.

Q: Tell me if you sometimes see parents coming on their own to check the work of learners.

ED7: Sometimes I do see some and others do not come because parents are not the same.

Q: Have you ever been visited by parents in your class while teaching?

ED7: Hai.... Since I arrived here, I have never experience such.

Q: Are these learners coming from the complete family of both parents, single parent family and child headed family?

ED7: Some do have the complete family, some do not have parents. I do not think some stay with their parents especially boys. According to my understanding I do not think they are staying with both parents because if you can check some behaviour, you can find this person may be is staying with the mother or alone. You can find some parents are in Gauteng, they are working there, and they left their homes with the child alone.

Q: How do you deal with the issue of class attendance?

ED7: We have attendance registers, normally on extra classes we have attendance register where a learner will sign. For example, when a learner gets inside the

classroom, they sign in at around half past seven and again at 12h00 I will give them a register to sign out. So, you will find that if you give them a register they will just sign and vanish. This is the evidence to show that they have been part of learning from the beginning to an end. When the learner did not attend the Saturday class, on Monday I will give the register to the principal to call the parents to come to school to give the details. That is how it is done, the class teacher or any one responsible take the list to the principal and the principal will communicate with parents.

Q: When parents are called or phoned, how do they respond?

ED7: Yes, they do respond, it is just that some will respond slowly, and some will respond fast.

Q: How is the relationship between the community and the school, do they also value the school property?

ED7: Since I arrived here, the community and the school are more similar or the same because there is nothing like damages. Even if there is a teacher who is having the garden project of cabbages and spinach, he sells those things to the community and the community come and support by buying those vegetables. During some school holidays they come to water those vegetables. So, they respect the school and the property because there is no vandalism.

Q: You said some parents assist or support their children, to those who do not support can you blame poverty and the level of education for them to fail to support their children?

ED7: Not really that, sometimes I cannot just blame poverty because if you are a learner and you decided to go to school, so parents are supposed to support that learner. Sometimes those parents need to come to school when phoned to be able to tell us the barrier or to say I was thinking of buying this particular book, but I do not have enough money. I was thinking if you have alternative way, we can do something. You may find that with electronic system a soft copy is not expensive than an original textbook. The problem parents do not come and tell us exactly where the problem is. But some parents do support their children I remember last time when we have the meeting where we invited guest speaker to talk to the

learners and parents, he was having a list of study guides and parents were taking numbers and other particulars. At the end we saw learners having the study guides.

Q: With such things happening in your school, what can you say about the issue of bullying?

ED7: Hmmm, on the issue of bullying, I cannot say much because since I arrived there, I never heard anything about bullying. May be is because of the environment because here is a deep rural environment and they do not have much to show up, they do not come with phones, they are always in a school uniform, they do not come with many staff to show the background or status. They are like they come from the same family, and it is good to us as teachers because we do not struggle with discipline. The way the principal is conducting everything is the best way because they wear only school uniform. They do not come to school with different things like expensive belts, expensive shoes or materials. Only us teachers we can put on those staff that are presentable.

Q: With such good practice in your school, have you ever picked anything that can be a barrier in preventing some of the parents to come to school or to contribute to those classes?

ED7: For that one I am not sure. I have just arrived here at around March. I do not think may be long time ago they have stories but for now see any problem.

Q: When coming after they have been invited and told what is expected of them, how is the attitude?

ED7: The attitude is normal others even raise some questions on how they can manage children's work. As teachers we must show them how they can handle the learners work, but some do not participate.

Q: What do you think the school can do in order to promote more parent-teacher relationship?

ED7: By keeping on having those meetings with parents, keep on showing parents how they can help learners and keep on working together with parents for good results. We must put our names on the board for parents to keep on supporting us by giving us their children to teach them. If the results are not good, they will not keep on

bringing their children. Once we involve parents, work very hard towards our goal, it will make them proud of us.

Q: Are there some educators who apply corporal punishment?

ED7: Hmmm. As you know that thing of corporal punishment is forbidden, so in our school we do apply that is why we normally involve parents. Even when the learner is not behaving well, we inform the parents. If the behaviour of the learner is questionable because of other reasons, we would want to know from parents. We do not apply it.

Q: Are there other comments that you would like to share with me in relation to parent-teacher relationship?

ED7: I do not have much but to me I believe parent-teacher relation normally is very crucial and very important when it comes to conducive teaching and learning because once you involve the parents it shows that we are working hand in hand to fight against someone because if we are two, we can manage to change something. I think parent-teacher relation is crucial to us as educators.

Researcher: Thank you so much for your time and information.

ED7: Thank you also.

DATA COLLECTION WITH EDUCATOR PARTICIPANT 8

Q: How long have you been in the teaching profession?

ED8: 29 years.

Q: What were your major subjects?

ED8: My major subjects Tshivenda and Geography.

Q: Are you teaching subjects that you have qualified to teach?

ED8: Yes, except Life Orientation though I have not qualified in it.

Q: Which grades did you teach since you started teaching?

ED8: I taught Grade 12, 11, 8, 10. So I can say I taught all the grades and I have been an all-rounder.

Q: With that huge experience how can you explain to me parent-teacher relationship?

ED8: I will say it is very good because we normally have parents' meetings wherein we involve them in the education of their children. Even when the learners is misbehaving we normally call the parents except in the formal meeting where we call parents meeting. Usually when we release results, we normally call parents so that they must come and see the performance of the learners. So, one can say it is good because when we call them, they normally came.

Q: How is the perception of educators towards parents as they come to school?

ED8: The perception is very good because sometimes they are educators who say will let us call the parents. Because nowadays we have their phone numbers, so it is quite easy. In other words, they like parent involvement these educators

Q: With parents coming and with yourself engaging with parents, how is that impacting in the education of children.

ED8: It is impacting very well, because immediately after calling parents upon parents or individual parents the performance of the learner will automatically improve. Immediately after consulting with the parent the performance improves.

Q: How is the relationship among teachers themselves?

ED8: Yaa, one will say the relationship is very much good. Because sometimes of one is having a birthday, we celebrate together which is quite good. For example, I am teaching geography Grade 11 sometimes when I got a problem with another section, I will call another educator to come and assist even if it is not his or her class will come and assist willingly. We normally visit each other at different homes.

Q: For general meeting or grade meeting with parents how do you invite them?

ED8: Ee, way back we normally wrote letters, but now we have the SMS whereby we call parents by means of SMS and it is also working for the school.

Q: When calling parents with SMS how is the response?

ED8: The response is very positive, but sometimes we have some challenges where parents change the phone numbers but recently, we told learners that those parents who changed their numbers must give us the new ones to update on system. Sometimes there is the issue of network that is also a challenge.

Q: When have you started working?

ED8: I started working at this school. I was appointed here but after some months I went to Mugaguli to help and thereafter I came back again. So, I was outsourced by Mugaguli because the enrolment was very high.

Q: Do you experience parents visiting the school to see the work of learners?

ED8: Sometimes the parents themselves would like to come to visit the school to see the performance of their children. Again, we call them. But normally we like them to come during break so that it cannot affect teaching.

Q: Have you ever been found teaching in the presence of parents?

ED8: No that but sometimes they can just get inside the teaching environment and have never come across such.

Q: How is the family structure where these learners came from? Are they coming from complete parent family, single parent family or a child headed family?

ED8: We have got all the categories but very many learners came from good families where they are still having all their parents. Although some come from the child headed family, but they are very few. But all categories are there. Majority are from well to do family.

Q: With learners from the single parent family and child headed family, do you experience the challenge of attending classes?

ED8: We normally experience lot of challenges. We sometimes involve the '*munna ndi nnyi*' organisational which assist us in solving other challenges. Again, we are so lucky because we have a social worker here at school. When the learner is having a problem, we normally refer him or her to a social worker.

Q: Generally, how is the class attendance?

ED8: It is not that bad. But of the learners is not present we normally call his or her guardian or parent or drive to a learner's home to find out what is wrong and why the learner's is not coming.

Q: Are these parents able to buy extra materials for their children?

ED8: Yes, they are able to buy like I indicated that many learners are coming from good a family structure and they are able to buy.

Q: So, how the relationship between the community and the school.

ED8: I will say the relationship is quite very good because we involve civic and the royal council. And sometimes the ward committee under the leadership of the ward councillor and every time they normally come and address learners, even when we are experiencing problems with other learners, they will come even to such an extent of going to the home of that particular learners.

Q: How the community value the property of the school.

ED8: Yes, the value it, although sometimes we encounter some problems because there was a time where our laptops were stolen. But vandalism and stealing of the school property has decreased.

Q: One can ask to those who do not come when called, can you say the level of education and poverty are contributing to their failure to support their children.

ED8: Yes, I will say that is contributing. Although one will say the idea of feeding is quite alright, it is assisting learners. They are only focusing problems of food when they are at home but here at school, they are well fed.

Q: How do you deal with learners who bully others?

ED8: We have a committee dealing with that. Immediately after the incident at Mbilwi secondary we formed the committee dealing with bullying only although the committee is under disciplinary. Besides we sit with learners involved, we call parents, and we discuss because the incident came as an eye opener.

Q: What do you think you are doing as a strategy that is sustaining a parent-teacher relationship?

ED8: No! One can say it is because we involve parents in different way wherein even outside the school yard when a teacher met with parents we normally discuss about the performance of the learners. The performance or results make it easy for the parents to bring their lauds hand. Many educators taught parents of these learners. So, it becomes easy to involve parents. Like saying I taught your mother, and she was doing the right thing so why can't you do the right thing.

Q: How you describe parent attitude in the education of children?

ED8: One can say that the attitude is very possible because most parents are educators themselves some are nurses, and some are policeman and woman do they understand the education system.

Q: Can you share with me anything that might promote parent-teacher relationship in the education of children?

ED8: I can say by calling up parents' time and again and have frequent meetings. Way back when we have the awards, we normally invite parent and parents will be more interested and involve themselves in the education of children. Not any of those who are going to get awards, all of them although it is not easy for all of them to come because other will be at but those are around normally come.

Q: Are the other things that you can say as far as parent-teacher relationship is concerned?

ED8: Yaa I can say although there is positive things we normally encounter some problems because some of the parents, the single parents when you call them they fail to understand and even at home the learner is giving a parent a problem some parent are young parents and other parents have dropped out of the school. But one can say parent-teacher involvement is a good idea.

Researcher: Thank you so much for your time and information.

DATA COLLECTION WITH EDUCATOR PARTICIPANT 9

Q: How long have you been in the teaching profession?

ED9: About 33 years I started in 1988.

Q: What were your major subject?

ED9: I did Tshivenda and Geography.

Q: So, are you teaching these subjects you have qualified to teach?

ED9: Yes, since I started teaching here, I am teaching Tshivenda, and SS these days.

Q: Which grades did you teach since you started teaching?

ED9: I taught Grade 10, 11, 12, 9 and 8. I taught all the grades.

Q: With that huge and convincing experience how can you explain parent-teacher relationship?

ED9: Hmm, I think it was not easy during these days because parents were timed not to be cooperate were not willing to come to school. But now that we are living in the world parents are now starting to cooperate. The part that we use to apply the corporal punishment which was not relate well normally of the child does something which requires me to perish him or her. I will just apply corporal punishment. But these days that we are no longer using corporal punishment, we are obliged to maternal with parents, where never we say you must not do this to a learner, we realise that now this needs the parent attention that is why we interact with parents. We definitely put a pressure to a learner so that she or he bring the parent. The other way of communicating with parents is to have meeting with parents. Quarterly reporting on them about the progress of the learner.

Q: How can explain the perception of educators towards parents in the education of children?

ED9: Without not forgetting the legacy of the country, most of the parents were not cooperative at all. Some of them did not take care about the education of their children but this days parents are now starting to cooperate whenever we call them they come and sit down and discuss the progress of the learners.

Q: And when they come as you invited them how is the perception you as educators towards the parents who are coming?

ED9: We value them, give them respect because they are an important stakeholder in our education. We cannot do without. We have to value them because they play a bigger role in the learning of the child. We have to respect them, honour them knowing that some of them might not be following exactly what is happening. We value them because we cannot do without them.

Q: When valuing them, respecting them, how are you seeing the relationship between the parent and the teacher impacting in the education of children?

ED9: Of course, yes these days if a child does something which is not good at school we are supposed to put some measures and we will definitely need the help of parents who are at home. The parents must know how their how their children are behaving in a learning situation here at school.

Q: With yourselves as teachers how is the teacher-teacher relationship?

ED9: The relationship amongst ourselves is good as teachers not forgetting that in a big family there are all types of people, good and bad. There are teachers who need to be pushed. The results of our school speak a mouthful because for the past 12 years, our school has been doing well and we have not received less than 83%. So, the results confirm that there is a good teacher-teacher relationship.

Q: When you invite parents to come to the meeting, how do you invite them?

ED9: We invite them through SMS (short message system). We have phone numbers of parents. We communicate with parents through SMS. Parents respond in big number, and they really understand why they should come. The fact that as a school we are doing well, the parents tend to respect all the calls that we make to them, and they value the school.

Q: Can you tell me if you experience parents coming individually wanting to see how learners are working or how learners are behaving?

ED9: Yes, sometimes but is not yet coming smoothly but individually they come but they do not come as we want them to come. We want them to come even if we did not invite them to come. Those who are free must come and see the progress of their children.

Q: With 33 years of teaching experience, have you ever been in a situation where you find a parent coming to be in your class teaching together with him or her?

ED9: With those years I have never experienced such.

Q: When giving learners task to do at home, do you see these learners being assisted by their parents?

ED9: Some they do especially myself who teaches Tshivenda because some of the topics we treat here at school require the assistance from the parents. When I last gave them a homework some come with answers which are not exactly from them but from their parents.

Q: Which type of family do you think these learners come from, are they coming from complete family, single parent family or child headed family?

ED9: Some of them has got both parents and some have the single parent, and some stay alone. We have a learner in Grade 12 who always give us problem, when we try to call his parents, we realise that he stays alone at home because parents have

separated. Even his performance is not good, and his behaviour is not because he is always fighting with other learners, and we can see that is the impact of loneliness.

Q: How are you dealing with challenges of class attendance?

ED9: Normally they come to school. If they do not come usually, we engage parents and now that we have contact numbers of parents, we call parents directly alerting him or her that your child is not coming to school what is the problem. But generally, absenteeism in our school is not rife.

Q: Are the parents supportive to their children in trying to buy extra materials for their children or paying for extra Saturday classes?

ED9: Some they do pay but some do not participate may be is because of the shortage of sufficient funds.

Q: With those who are do not pay for extra classes, how do you deal with them?

ED9: As a school we have experienced teachers that even if the learner is not coming for extra classes, we are sure that we can help them and make them pass. We have experienced teachers who mark Grade 12 examinations. We even tell learners that they should not go to other extra classes somewhere.

Q: With other learners being unable to attend extra classes because of the lack of funds can you say poverty or education level of their parents is contributing to their failure to support their children.

ED9: Yes, it could be the way parents understand education and even poverty itself because in extra classes they pay a lot there and to the parent who is not employed it cannot be easy.

Q: How is the relationship between the community and the school?

ED9: The relationship is superb because members of the community who are leading structures out there are former students here at school. Whatever happens in the school, they care.

Q: How do you deal with bullying when it surfaces?

ED9: The challenge of bullying is very common in the school but immediately we realise that it is taking place, we have a committee that deal with all case of discipline. If

bullying is that is taking place is severe, we call parents of both perpetrator and the victim.

Q: How do you deal with challenge of drugs?

ED9: Yes, sometimes they were used to it but now once learners entered the school, we no longer allow them to go out. Some of the learners carry them with their schoolbags. The level of discipline in our school makes it difficult for them to utilise them even when we can see that there are others who are using these substances.

Q: How is the attitude of parents in the education of children?

ED9: Hmm, Yes or no there are some parents who really understand the issue of education and some who do not understand. There are those when you call them to come and hear what the learner has done you find out him or her defending the learner.

Q: With that good story that you are telling, what else do you think can be done or sustained in the promotion of parent-teacher relationship?

ED9: I think is a regular interaction between the two stakeholders talking about good things and bad things. The other thing is having regular interaction with parents.

Researcher: Thank you for your time and information.

DATA COLLECTION WITH EDUCATOR PARTICIPANT 10

Q: How long have you been in the teaching profession?

ED10: It is 13 years now.

Q: What were your major subject?

ED10: My major subject are economics and accounting.

Q: Are you teaching subject you have qualified to teach?

ED10: Yes, in the moment I am teaching 10 elemis 8 and 9 EMS.

Q: Which grade s did you teach since you started teaching?

ED10: Most grades that I taught previously was Grade 8,10,11,12.

Q: With such experience of 13 years how can you experience parent-teacher relationship?

ED10: What I can say may be in short regarding parent and teacher relationship. I think in most cases we experience difficulties is involving parents in their learners' study because sometimes you will find learners are orphans also find learners in a child headed family situation then we also find a situation where parents are not literate enough, they do not understand the situation we face right here at school so which lead to education of their children. But with literate parents is much better because they seem to support, and they even came to school to check their learner's progress. The problem lies with the ones that do not understand education.

Q: How can you explain to me the perception with educator towards parents?

ED10: Hm, the perception of educators towards parents sometimes you find that to the literature is difficult between the teacher and the parent and sometimes it becomes easy between the educator and the parent because it starts with the approach. The approach is the important factor because the way talks or sadness parents on the problems of their children on will find that the way we approach parents is not good which sometimes lead to conflict and sometimes lead to misunderstanding so that way it leaves the situation unsolved.

Q: What do you are the fruits or good results of the relationship between parents and teacher.

ED10: The fruits of the relationship between the parents and the give to the educators regarding their children is educating because the more thy give the support the good relationship becomes. And even in the educator side the educator the more he or she becomes supported, it leads to motivate or to encourage the learner more unlike the situation. Where you find that there is no good relationship between the parent and the educator so it is going to lead to a bad situation where we find that the educator might even neglect the child.

Q: How is the relationship among teachers themselves?

ED10: The relationship is good but with me and others is very good because I like to interact with everyone. We spend much of our time here so we must have a good relationship amongst ourselves.

Q: When you invite parents how you invite them.

ED10: When invite parents we used circulars in the form of letters. But due to improvement of technology these days and because of Covid-19 we even use sms and with individual parents we do telephone calls.

Q: When inviting them with those different models ways, how do they respond?

ED10: Parent respond positively. But with literate parents not understanding what is taking place as a school environment, they just take things for granted. You find that when invite parents they do not care. Because I do not think if a parent is serious enough or is concern about his or her child education can sit down and relax if there is a meeting to attend. And the majority happen to attend because we even enforce power taking an extra mile of turning the learner back home to fetch the parent so that we can hear the other side of the story on why they are not attending meetings. We want them to join us in a meeting as that they came with suggestions and idea in order for the school to go to another level.

Q: Do you experience coming to school on their own without an invite to check the work of learners or to ask the behaviour of the learner?

ED10: Yes, we do these are those parents who are eager to come to school to check their and progress. I find it very good and gives a courage that there are some people out there who are supportive.

Q: With them coming to check the books have you ever find yourself in a situation where you have the parents being part of your class teaching him or her.

ED10: No that has never happened.

Q: You see these learners being assisted by parents when given tasks to work at home?

ED10: A few most of them seem not to be getting any assistance because you will find that the parent is not reminding the learner on what to write and when to write a particular subject. Learners came to the exam unprepared meaning that they were not reminded or assisted.

Q: With less assistance of parents to the education of their children can you say level of educating of parents is also contributing on the parents is failure to support their children is education.

ED10: Yes, I agree 100% that level of education is contributing to the failure of parents to support their children in education because how can an illiterate help her or his education with education issues when he or she does not know anything. There is situation where you find a parent not literate or very old woman or man not literate but very supportive in the education of children.

Q: Can that suggest that the parent is from single parent family, child headed family or complete parent family.

ED10: I think they are from both family set ups. Some are from single parent family, since are from child headed family and some are orphans and their parents are not living with them due to work situation, they are working too far from home some are living with their grandparents that contribute a lot.

Q: With such different family set ups how do you handle the issue of class attendance.

ED10: Right now, we are facing a difficult situation because of Covid-19. Most of the learners coming from different family set up is difficult when it comes to absenteeism. Because you cannot expect a child from a child headed family to control or to take care of himself or herself. It is very difficult but with the solution previously we forced to learners to bring their parents along so that we can try to eliminate this behaviour but for now it is very difficult because we are using the rotational methods of school attending. Learners from Grade 8 to 11 are not attending classes every day because we have a high enrolment in schools therefore learners are coming in shift. Because learners are not coming, they are not study they are just playing.

Q: With them not coming is there any mechanism that you are doing as a school in order to manage then leave of absenteeism.

ED10: Yes, I can say yes because sometimes right now we are restricted a little bit by the policy that we cannot return the learners home to stop the learners to learn. What we do we give them the invitation letter to parents so that they can bring the parent and try to address the issue of absenteeism?

Q: How are the parents assist their children in extra classes?

ED10: Even on the issue of Saturday's classes it becomes very difficult because some parents even want to an extent of not seeing anything wrong if their children are

not at school. Because they do not care or maybe they do not see the important of learning due to illiterate, but some parents do show support by giving them what is requested by the school like buying study guides.

Q: How is the relationship between the school and the community and in terms of the respecting or disrespecting the property, of the school?

ED10: The community support the school 100% because they do not disturb, and they do not damage any properly of the school.

Q: What do you do with learners who bully others?

ED10: Ahm, we did address the issue, as I have already said that we do have problems from last year depending on how learners attend. But since the incidents of Mbilwi occurred we started to be hands on the issue, and we talk to learners about the impact of bullying and also try to involve police to talk to learners class by class and is helping a lot.

Q: What about the use of drugs don't you have such challenges?

ED10: In the use of drugs, it si a problem as well because we did have a situation where we hear drug dealers, they even stand by our fence trying to sell drugs to our learners I think Covid-19 help us a lot solving that issue. Because we no longer have vendors in our premises. We prevent learners from buying anything when they are in the school premises. Last year we had a challenge where people who used to sell food went to an extent of wanting for our learners outside the fence and doing break, they used to sell food. Illegally we encourage learners not to buy anything outside the school and they should eat what has been prepared for them or they can come with their own food from home.

Q: How is the parent's attitude in the education of their children?

ED10: I find the parents attitude bring positive because we did address the issue and we are seeing the positive results. Parents are also positive whenever we talk to them.

Q: What do you think can sustained or be done to promote parent-teacher relationship in the education of children.

ED10: I think what can be done is the more we involve parents the more we have good results. As I have already said that we have parent who support children in their education. So, the more we involve such parents who give us support, I think we

can perform better and we can have good results in our school. For now if you can check our school is the one parents are sharing interest in our school.

Q: Do you have problem of teenage pregnancy.

ED10: In Lwamondo we cannot say it is not happening, but it is very rare. We told parents that if the girl fed pregnant it is the parents' responsibility.

Researcher: Thank you so much for your time.

DATA COLLECTION WITH EDUCATOR PARTICIPANT 11

Q: For how long have you been in the teaching profession?

ED11: It is approximately 26 years.

Q: What were your major subjects?

ED11: My major subjects are Mathematics and English.

Q: Are you teaching the subjects that you have qualified to teach?

ED11: Yes.

Q: Which grades did you teach since you started teaching?

ED11: I have been to primary school, high school so is a mixture. I taught in all the GET and the FET bands. I have been an all-rounder.

Q: With such huge experience, how can you explain parent – teacher relationship in the education of children?

ED11: In parent-teacher relationship, education is a triangle. Beside the content, one can say that you cannot separate the cognitive level of a learner. The role of parent in the education of their children plays a vital role where because where parents are not fully or actively involved in the education of their children themselves turn to value less what they are being taught. They cannot see the value of education. But if parents are rallying behind, it becomes easier for us as educators to teach because already these kids are already benefitting from home. Besides benefitting from home, if they see SGB structures coming to school on regular basis, they can

relate what they are expecting out of them. Parent-teacher relationship assists a lot in terms of conducive teaching and learning environment.

Q: How can you explain the perception of educators towards parents in the education of children?

ED11: The minimum percentage of parents around this village value education. Majority of parents are not engaged no wonder the outcome of the results. I cannot say we have a strong relationship between educators and parents. If we call parents meeting, we do not receive majority attendance.

Q: When you have called parents to come how do educators value parents?

ED11: Educators are always ready to give parents a space and respect. We cannot be the school without kids and kids are from parents from various families. We give them a positive look. On the other hand, the majority of parents do not bring their children here at school and as a results of that we have a lower environment. There are parents are campaigning for kids not to come to this school and they want them to go to other schools. Educators do not have problems with parents, it is just that parents are reluctant to be freely involved in the education of their children.

Q: What do you think are the impacts of parent-teacher relationship in the education children?

ED11: The relationship is impacting negatively because these kids are not performing. With SGB we suggest that members of the SGB should move around families trying to motivate parents and learners to take education seriously. The results of term 2 are not pleasing because in Grade 10 and 11 there has been a catastrophic decline but the GET band has improved with less number of learners. The relationship is impacting negatively because the turn up in parents meeting is very bad and results are declining.

Q: How is the relationship among teachers themselves?

ED11: We are united. We support each other. We assist each other in teaching and exchange experience.

Q: When you invite parents, how do you invite them?

ED11: We usually invite them through the written communiqué, we send out invitation letters. To those other parents we make the active calls in case their learners failed to give them letters.

Q: How is the parents' respond when they are invited to the meeting?

ED11: The level of education of parents is very low and we do not expect much from them. The parents' level of education is contributing to their zero support in the education of children.

Q: How is the level of poverty contributing to the support of parents in the education of their children?

ED11: The level of education of parents is very low and we do not expect much from them. The parents' level of education is contributing to their zero support in the education of children.

Q: What type of family structure these learners come from, complete parent family, single parent family or child headed family?

ED11: There is a lack of parenting. Some of the families are child headed families in the absence of their parents. The majority of parents are migrant labourers in other provinces of the country. You will find that both parents are in Johannesburg and only kids are remaining at home. Sometimes parents think that giving their kids money is enough which is not good parenting. Kids are always there on their own with no one who caution them on what to do and not to do.

Q: Tell me if you have challenge of class attendance.

ED11: There is a huge challenge of class attendance. Other Grade 12 learners even fail to avail themselves for Saturday classes that have been arranged as a catch up program, they do not come to honour those classes. Others are also missing to the trial exams due to the unknown reasons.

Q: With that high rate of absenteeism, how have you decided to deal with the challenge of absenteeism?

ED11: We decided to engage the SGB so that they can talk with parents. Whenever we call parents to come, they do not show up instead they send the sibling to come to attend the meeting.

Q: Tell me if the community value education and the property of the school.

ED11: Ever since I arrived here, I have never experienced vandalism of properties, but they do not value education because of the level of education of parents. Majority of these kids use substance like their parents do hence poor results. When we find the learner using drugs, we call parents to try to talk to the learner together. With those efforts some are changing in behaviour.

Q: With that anomaly taking place, what do you think can be done to promote parent-teacher relationship?

ED11: I think it should start from community structures where they should discuss the issue of education. We must agree to work together and attend the community meetings together. I think as a school we must find a platform in their community structures and talk about education of children. Parents should be advised on how to interact with children at home, how to assist them, motivate them and teach them good morals and behaviour. Parents must try to live the way that will be exemplary to children that they should lead by example.

Researcher: Thank you for your time and information.

DATA COLLECTION WITH EDUCATOR PARTICIPANT 12

Q: For how long have you been in the teaching profession?

ED12: It is now 5 years.

Q: What were your major subjects?

ED12: My major subjects are Life Sciences and Mathematics.

Q: Are you teaching the subjects that you have qualified to teach?

ED12: Yes, I am only teaching Mathematics.

Q: Which grades did you teach since you started teaching?

ED12: I have been teaching Mathematics Grade 8 to 12.

Q: With such experience of 5 years how can you explain the parent-teacher relationship?

ED12: The parent-teacher relationship is fine, perfect because whenever I want them, I get them

Q: How can you explain the perception of educators towards parents in the education of children?

ED12: We interact a lot most of the time but when we call them the number is not that huge. But there is too much interaction between us and parents. We give parents respect, and we also value them. Some of the parents would want to know how their children are performing and some would want to see the results and will also ask why the learner has performed poorly. All educators explain their challenges in their respective subjects.

Q: What do you think are the impacts of parent-teacher relationship in the education of children?

ED12: The impact is that most parents are free to work with teacher. They make sure that they encourage their children to write homework, they make sure that learners come to school regularly because they know that the absence of learners at school affect the results negatively. We collaborate with parents, and we ask them to work together to improve the performance.

Q: How is the relationship among teachers themselves?

ED12: The relationship is good I may say because we share almost everything and in syndicate we eat together interacting, knowing each other better and our different personalities. When anyone has a problem in terms of subjects, we assist each other.

Q: When you invite parents to come to school, how do you invite them?

ED12: We type letters and give them to learners to give their parents. We invite parents some days in advance before the day of the meeting.

Q: How do the parents respond to the communicate when you invite them?

ED12: I will not lie, I will tell you that we do not have a large number of parents coming to school meeting. The number of parents who come to the school is very few. If we can say each parent must come with his or her own child, it will not be equivalent in terms of numbers because it is only few who come.

Q: Tell me if you experience parents coming to school to see the work of children.

ED12: It does happen but not most of the time. It is only few who come to school.

Q: Tell me if you ever teach with a parent inside your class?

ED12: No, no, it has never happened.

Q: Tell me if parents assist their children in doing their schoolwork.

ED12: I will not lie, and I do not think they help them because in other grades you will find that some of the learners do not write homework. Some might have tried to write but did not finish which simply shows that there is no assistance at home.

Q: Can you tell me the family structure these learners come from, complete parent family, single parent family or child headed family?

ED12: Ehh, the way I see it I think is they come from single parent family or child headed family structure because when you ask the learners to come with parents to talk about performance you will hear that the parent is at work and the father is not around and things like that.

Q: Tell me how do you deal with challenges of class attendance?

ED12: I can say that almost every day you will find that there is a learner absence

Q: So how do you try to address absenteeism?

ED12: As a class teacher I do the follow ups and ask where you were? What happened so that if there is a problem that I find with the child I try to solve it? When I find that learner A or B was absent, I try to find out if I can come with the solution.

Q: Tell me if parents buy or pay the extra classes?

ED12: Yes, as a Maths teacher I can see that all Grade 10, 11 and 12 learners are attending extra classes. I do not know for other subjects. So, I can say that parents are trying by all means to assist their children and are also trying by all means to improve.

Q: How is the relationship between the community and the school?

ED12: I won't say the relationship between the community and the school is good or bad. I will say is neutral because when we need support from the community structure they do come and meet us here. For parents meeting, they attend but not that much that is why I say is neutral.

Q: Being neutral as they are how do they value the school property?

ED12: They value it because since I started working, I have never heard of vandalism, what we normally heard is what happened in other schools that there were vandalism damage of properties and stealing of properties. Because I have not heard of damage of properties, I will say they value the school property.

Q: Can you suggest that the level of education of parents might be the reason why parents do not support their children in their education?

ED12: Yes, I can suggest that you know learners need motivation in order to be serious with the schoolwork.

Q: Can you also suggest that poverty also contribute the parents' less support in the education of children?

ED12: Yes, poverty does contribute, say a learner is unable to attend extra classes like what I experienced last year where the learner was unable to attend because she did not have money to pay for extra classes, so, poverty contribute a lot.

Q: What do you do with learners who bully others?

ED12: Eee, we try to advise them or discourage them that bullying is not the right thing. So, with corporal punishment abolished, the only way is to talk with them and advise them no to do bullying.

Q: Tell me if you have the challenge of teenage pregnancy?

ED12: We do have a few cases but not more than five. They can be 3 or 4 learners being pregnant.

Q: With that small number do you sometimes call the people from the Department of Health to come and talk to with girl learners?

ED12: No, I have not seen them since I started working here. They have not visited us yet.

Q: What about the issue of drugs here at school, how do you deal with drugs?

ED12: Ee, one or two boys sometimes. I would say dagga is just a thing they use. Some boys were once found in the toilet smoking dagga, and it was taken as a serious matter and parents were called to come to school to talk about the issue.

Q: With such huge experience of interacting with learners, what do you think the school should do in order to promote parent-teacher relationship in the education of children?

ED12: Parents should get involved in the education of children. Parents and teachers should attend the meeting together for parents to know teachers who teach their children and for teachers to know the parents of learners they teach. In parents meeting, teachers should be allowed to attend and be part of the meeting and that will improve the relationship.

Q: What else can you tell me on the issue of the parent-teacher relationship?

ED12: I can say that interaction can be done when a child has lost a parent. Teachers should be part of funeral proceedings to show sign of support. Going to funeral and show support can improve the relationship. It should not be only parents who come to school, also teachers can go to the community and interact. The interaction should be two way instead of one way where parents are the only ones who come to school without a teacher going to the community.

Researcher: Thank you for your time and information.

DATA COLLECTION WITH A LEARNER PARTICIPANT 1

Q: How old are you?

LE1: I am 18 years old.

Q: How many years have you been at this school?

LE1: One year six months. I did not start my school here. I started at Khwevha Commercial School.

Q: Tell me if you attend the morning and afternoon classes?

LE1: Yes, I attend classes from Monday to Thursday.

Q: When attending those classes, are you supervised?

LE1: Yes, we are supervised>

Q: With that experience, how can you explain to me parent teacher-relationship?

LE1: In my previous school I did not have the close relationship with my teachers because we were many and here, we are not many nahone vhadededzi vha a tevhelela nga maanda nahone vha a ri tutuwedza uri ri vhale nga maanda.

Q: Do you think parent-teacher relationship should be good or bad in the education of children?

LE1: It must be good because if I do not have a good relationship with my teachers, I will not concentrate on the subject and I will fail. Parent-teacher relationship is good for our education and should be promoted and it helps us because we also ask questions when we do not understand.

Q: Tell me if you write classwork and homework.

LE1: Yes, we also write class test every Friday.

Q: Are you assisted with your schoolwork by your parents at home?

LE1: My brother assists me with schoolwork because my mother is not educated. My brother is doing law at the University of Venda.

Q: How can you explain the perception of educators towards parents in the education of their children?

LE1: We always have meetings with parents and explain how they are going to work with learners. Our parents are also encouraged to assist us with our education every time. We see educators working with parents. Even if I have done something wrong, they always call my parents before punishing me. They always want parents to be present when the talk to me, so teachers want to work with parents.

Q: Are you forced to wear the school uniform?

LE1: We always wear school uniform every day because we were told that if we can wear other clothes, they will take them and give us after school.

Q: How is the relationship between teachers and learners?

LE1: We feel loved by educators because they make follow ups and want to know our progress in our performance. When the performance declines, they will call us and tell us that we are playing.

Q: Are there some teachers who do not respect their teaching periods?

LE1: No, we do not have teachers who do not respect their teaching periods. And I have never found myself telling the teacher to come to class.

Q: After writing a test, for how long does it take for educators to finish marking and bring back the scripts?

LE1: May be two days but the principal is very fast. After writing the test in the morning, he brings scripts back before school out. If he can take long time, it will be the following day. With other educators they do not take more time also may be three to four days.

Q: After receiving your scripts, do you do some correction?

LE1: We always do corrections. Corrections make us understand what we did not understand when we were writing. We also manage to pick up mistakes we made, and mistakes done by the principal.

Q: Are you allowed to hold meetings with other learners?

LE1: Yes, I am allowed to hold meeting with other learners. We encourage each other to read books.

Q: Are you allowed to attend the SGB meeting?

LE1: Yes, I am allowed to attend, and I also contribute in the meeting. I attend because I am the president of the SRC.

Q: How is the issue of drugs here at school?

LE1: Drugs, we do not talk about drugs here, we talk about weed, mbanzhe or dagga.

Q: Were you ever trained to handle issues of the school if there are differences?

LE1: Yes, I have been to Lwamondo Circuit where I proceeded to Makhado as a District where I was selected as a secretary for a District.

Q: After attending meeting, do you give other learners feedback?

LE1: Yes, I give feedback to other learners on what we were told in the meeting. I move class to class. Because of corona virus I move class by class telling them what I got from the meeting.

Q: How do you treat learners who are members of a gang?

LE1: No, we do not have gangs here. There are no gangsters.

Q: How do you deal with the issue of educators being in affairs with girl learners?

LE1: Ee,..... that will be disrespectful to us and other teachers. Arali ha nga vha na mudededzi a ne a pfana na nwana wa tshikolo, ndi vhona unga kha rine zwi do vha zwo khakhea. A thi imi na zwo.

Q: Are there teachers who apply corporal punishment to reprimand learners?

LE1: No, they do not use corporal punishment here instead they call our parents and discuss the issue with them.

Q: What do you think must be done in order to promote parent-teacher relationship in the education of children?

LE1: I think we should have meetings with parents. Parents must bring their contacts here so that they will be able to phone if there are things that are not going well. There must be whatsapp group between parents and educators because other parents are always at work, and they do not have the chance of coming to attend the meeting here with other parents. The school use letters to invite parents to come and attend meetings. And the school should also use the other methods to invite parents because other learners tore the letters and others do not give their parents these letters.

Q: With such a relationship what else do you think you can say about the issue of parent-teacher relationship?

LE1: I think there must be regular meetings between parents and educators. If a learner has done something wrong, there must be regular contacts with the parent of the learners.

Q: Are there learners who are pregnant, and how do you deal with them?

LE1: We sometimes have such cases but right now we do not have learners who are pregnant.

Q: What type of families these learners come from, single parent, child headed or complete family?

LE1: Many children live alone, others live with their mothers only, others live with their grandparents only. Percentage of children staying with both parents is very low.

Q: Are these learners coming from poor families, middle class families or rich families?

LE1: They come from poor families.

Q: Are the parents educated or not educated?

LE1: Parents are not educated.

Researcher: Thank you so much for your time.

LE1: Thank you.

DATA COLLECTION WITH LEARNER PARTICIPANT 2

Q: How old are you?

LE2: I am 18 years old.

Q: How many years have you been at this school?

LE2: I have 3 years now being at this school.

Q: Can you tell me if you attend morning classes and after studies?

LE2: Yes, I attend. It is something that I have to do.

Q: When attending your morning and afternoon studies, are you supervised?

LE2: Not really, but sometimes they do come and not all the time. It is helpful to some people and not of help to others. But to me the studies is fine that I need to do it because it is about my future. So, the studies is good because we benefit from it.

Q: Tell me if you write classwork or homework?

LE2: Yes, we do write.

Q: With such experience of schooling how can you explain parent-teacher relationship?

LE2: Can elaborate a question I do not understand it?

Q: Parent-teacher relationships the situation where parents and educators work together for a common goal for learners to be educated and get results for a better future. How do you understand it yourself?

LE2: I think mine is more of yours. I think is when parent and educators people work together where a parent want their children to be at school to be educated, their goal is common is one thing therefore is straight forward. It is a goal.

Q: What do you think are educators' perceptions towards in the education of children?

LE2: The thing is some parents are very rude. You might find that a learner did something wrong and obviously we have to call the parents and find that the parent is defending the child and that creates some conflict. Teachers have a good relationship with parents and parents see that they have to defend the kids.

Q: With that understanding of educator perception, how do you take your schoolwork to your parents for assistance?

LE2: I do not take my schoolwork to my parents. It is something that I learn when I was at lower grades. I work it myself and I know that it is about the future.

Q: Do you show your parents how you are performing at school?

LE2: Yes, I show them and also tell them how I perform in the subjects. In case there are subjects which I do not understand better, I tell them that this is the subject that is giving me a challenge, like I have a challenge with pure Maths.

Q: What do you think should be done to improve your Maths?

LE2: I have many options like doing extra classes. I do not like it because I do not see the use of it. But in other subjects the understanding is very much better except in Mathematics. I am doing well in other subjects.

Q: How is the relationship with your teachers?

LE2: My relationship with teachers is very good because I am a person who always ask questions because I want to understand. I do not ask question to embarrass educators because I have a goal that I want to achieve.

Q: Are there some teachers who do not respect their teaching periods?

LE2: I do not know in other classes because in Grade 12 they are very strict. Always they want us to do better because, so they have to come to class. From the very first period they are there unless if they are marking.

Q: What if the teacher is not coming to class, do you remind him about the period?

LE2: I cannot say like that because we do not have time to go to the teacher to tell them to come to class because they always come. Maybe we can only go there during studies if we want to ask something.

Q: After writing a test how long does it take for the teacher to bring back the marked scripts?

LE2: We are not many, so it is a matter of three or four days. If there is a mistake of marking, I go to a teacher and show him the mistakes he made.

Q: If you did not get answers correctly, do you do corrections?

LE2: Yes, I do corrections and they are assisting me because I want to improve>

Q: Are there learners who attend meetings?

- LE2: Yes, prefects attend, and they give us feedback to tell us what was happening. Prefects are the ones who tell us about the information from the meeting.
- Q: Have ever tried to solve the issues of learners amongst themselves or between the learner and the teacher?
- LE2: Yaa, I assist to resolve when there is conflict trying to tell them how they must resolve the problems, showing them the procedure. They listen to what I tell them. In Grade 12 is an issue of maturity, it is not like when we are in Grade 10 and 11. So they stop doing their things after telling them that is what they are doing is wrong. They thereafter make peace.
- Q: What can you say about the use of drugs?
- LE2: The use of drugs is not easy to see. I do not see people smoking here at school. The school is very strict that they go to toilets to check. Maybe they smoke outside the school. I have never seen people smoking, and I have never seen people selling and smoking dagga.
- Q: What about gangs, do we have gangsters here?
- LE2: May be, I do not usually check people, may be in those other classes. Because it is about time that when people get older, they change behaviour. In the lower grades they do not want education but here in Grade 12 they like the school.
- Q: What about the issue of affairs between educators and girl learners?
- LE2: To be honest, since I came here at this school, I have not seen anything about the educator and the learner. Maybe it happened before I came. Since I came here I have never experience that.
- Q: Are there no girl learners who are pregnant?
- LE2: In terms of this year, I have never seen anyone except last year they were there. Maybe they are there is just that I cannot see it.
- Q: If pupils have done something wrong, do we have educators who apply corporal punishment?
- LE2: Wow... corporal punishment you mean beating? No, they call the parents if there is a different between the learner and the teachers.
- Q: So as far as you are concerned can you share with me what you think can promote the parent-teacher relationship in the education of children?

LE2: I think there should be a meeting between parents and teachers once a month and talk about the issue of education with parents.

Q: Do you think learners come from poor families?

LE2: Hmm, in my class you can see that there are people who are struggling a lot in terms of uniform, and you can see that this person is suffering.

Q: Do you see the level of education of parents contributing to the failure of parents to support their children in terms of schooling?

Is there anything you can share with me as far as the relationship between parents and educators is concerned?

LE2: I do not know if you can talk to these teachers to show them how they should talk to parents, how they should do things. Usually when parents come here sure there will be furious.

For me I think you have the opportunity to talk to teachers on how to talk to parents. When parents come here there's furious. They must start by talking to learners before they call parents. This issue of sending the learner home for a week is not good. When parents are called, they must be polite and try to listen to what teachers are saying because they are the ones who understand us better. We spent many hours here at school.

Researcher: Thank you for your time, patience and information.

DATA COLLECTION WTH LEARNER PARTICIPANT 5.

Q: How old are you?

LE5: I am 21 years.

Q: How many years have you been at this school?

LE5: 5 years.

Q: Tell me if you attend studies?

LE5: Yes.

Q: Are you supervised in your studies?

LE5: we are not supervised or controlled.

Q: How can you explain parent-teacher relationship?

Ni nga talutshedza mini nga ha vhushaka vhukati ha vhabebi na vhadededzi?

LE5: Vhushaka ha vhadededzi fhanu tshikoloni ndi vhona vhu havhudi, vha a kona uri sumbedzisa uri ri nga kona hani u wana zwithu zwa ndeme. Hayani vha avha na tshifhinga na rine sa vhabebi.

Q: Ni vhona unga vhadededzi vha a tangedza hani vhabebi fhanu tshikoloni?

LE5: Ndi vhona vha tshi vha tangedza zwavhudi.

Q: Zwezwi ni kilasini ni a nwala mushumo wa tshikolo?

LE5: Ee ndi a nwala.

Q: Can you tell me if you take your school work to parents to assist you?

LE5: Yes.

Q: Can your parents read and write?

LE5: Yes.

Q: Ni tshi sedza ni vhona vhabebi vha tshi takalela zwa pfunzo ya vhana vhavho?

LE5: Ee vha a zwi takalela nga maanda. Ndi zwi vhona uri musu ndi tshi vha sumbedza dzi results vha a takala. Musu ndi tshi vha hayani vha a sedza uri ndi khou vha mini nahone ndi khou nwala ndi tshi vha naa?

Q: Ni tou kombetshedzwa u ambara uniform kana ni tou zwi funa?

LE5: Ndi tou zwi funa.

Q: Ni a takalela vhadededzi vha vha ni funa.

LE5: Ee, ndi a vha takalela fhedzi vhanwe vhana a vha funi vhadededzi zwi tshi itiswa nga u shaya mikhwa na u nyadza nga uri vhanwe vhadededzi ndi vhatuku nga minwaha.

Q: Huna vhadededzi vha vha sa thonifhiho tshifhinga tsha u funza kilasini?

LE5: Ahuna arali vha sa di kilasini ndo vha ndi tshi do ya nda vha humbudza uri ndi tshifhinga tshavho.

Q: Zwi dzhia tshifhinga tshi ngafhani uri vhadededzi vha vhuise mushumo we na nwala?

LE5: A zwi dzii tshifhinga tshilapfu, hunwe zwi bva kha mudededzi>

Q: When returning back scripts, do you do correction?

LE5: We do corrections because we correct our mistakes.

Q: Inwi vhuimo hanu ndi vhufhio kilasini?

LE5: Nne a thi tshithu kilasini ndi tou vha mugudiswa na mitangano ya SGB a thi dzheneleli.

Q: Huna vhana vhane vha shumisa zwidzidzivhadzi?

LE5: Ee, ndi zwi vhona musi ri kilasini, nwana wa hone koni u thetshelesa, u kona u khakhiswa vhanwe musi vha tshi khou funzwa. Ndi vhona uri hezwi zwidzidzivhadzi zwi wanala nnda midini.

Q: Huna vhadededzi vha u funana na vhana vha tshikolo?

LE5: Hai, ahuna.

Q: Huna vhadededzi vhane vha shumisa thuba?

LE5: Hai ahuna nwana u tou kaidziwa.

Q: Inwi ni vhona uri ho vha ho fanela hu tshi khou itwa mini u tutuwedza vhushaka vhukati ha vhabebi na vhadededzi?

LE5: Ndi nga tou ri vhabebi na vhadededzi vha tea u vha na khonani u itela vhana vhavho. Vhadededzi vha tea u vha na vhudavhidzano na vhabebi nga lutingo u itela uri vhabebi vha kone u divha uri nwana u khou ita zwa tshikolo naa.

Q: Ni vhona vhusiwana vhu tshi khou thithisa vhabebi kha u dzhenelela kha pfunzo ya vhana

LE5: Hai. Arali u tshi bva vhusiwanani wa di imisela kha zwa tshikolo u a ita uri vhusiwana vhu shanduka.

Q: Ni na zwinwe zwine na nga amba nga ha vhushaka ha vhabebi na vhadededzi kha pfunzo ya vhana?

LE5: Ndi vhona uri zwe zwi zwa vhagudiswa vha tshi funzwa hu tshi khou shumiswa na dzithingo ho itwa zwigwada hu tshi khou itwa zwa tshikolo.

Researcher: Ndi khou livhuwa tshifhinga tshanu.

LE5: Na nne ndi khou livhuwa.

DATA COLLECTION WITH A LEARNER PARTICIPANT 6.

Q: How old are you?

LE6: I am 18 years old.

Q: How many years have you been at this school?

LE6: This is my fifth year. I passed all the grades on time.

Q: Can you tell me if you attend studies?

LE6: Yes, I attend studies the morning one at half past six and the afternoon knock off at half past three.

Q: When attending studies are you supervised?

LE6: Yes, we are supervised, naughty students are everywhere in every school.

Q: With that understanding of education, how can explain parent-teacher relationship?

LE6: Parent-teacher is a kind of professional to have a relationship with a teacher, HOD and all kind of love. Parent-teacher relationship is a kind of mother daughter relationship

Q: How can you explain the perception of educators towards parents in the education of children?

LE6: Hmm, educators give parents that respect for example when we have meetings with all the parties that are children, parents and teachers they give the due respect. When there are problems they work together, they solve those problems we as students we are facing. Educators respect parents because they always want to get their opinion when there are problems.

Q: With that, what do you think are the impacts of parent-teacher relation in the education of children?

LE6: I think that actually give me a safer place as children. When my parent and educators are working together for my education, it assured my studies. If the teacher is working with me in my education and my parent is also doing the same at home, I think it works well for my education and I will have a better future because of being a student, unless otherwise I have other plans which are not in line with my education.

Q: Tell me if you write classwork or homework?

LE6: All the time. I know that I do not finish I am gonna get into trouble.

Q: When taking your work to your parents at home, do they assist you?

LE6: I am more of an independent student. Yes, I usually do my own research and I can only ask for data but most of the things I do them myself. My parents again do not understand my subjects because I am a commercial student.

Q: Tell me if your parent show interest I your education

LE6: Yes, they do show interest. I always get motivation from my parents and making sure that they do not push me under pressure.

Q: With the wearing of school uniform, are you forced, or you are willing to wear s school uniform

LE6: I always wear my uniform because I do not want to get into trouble. It is so humiliating to be reprimanded about wearing a uniform while you are supposed to do it in your own.

Q: Tell me if you love teachers who teach you.

LE6: I love them so much, they are so dear.

Q: Are there teachers who do not respect their teaching periods?

LE6: With my class we do not have such.

Q: Should they be there, were you going to remind them of their teaching periods?

LE6: Obvious, I would because it is my loss at the end of the day. If she comes or does not come to class at the end of the day on the 22nd she is going to be paid and I would have missed a lesson on the particular day.

Q: For how long does it take for teacher to bring back the test after marking?

LE6: We usually mark our work in class. It usually takes 3 days or 4 days, LO is the one they take long time to bring back the scripts.

Q: When bringing back scripts, do you do corrections?

LE6: Yes, we do our corrections and submit them at the gate early in the morning at half past six.

Q: Are you allowed to hold meeting with other learners.

LE6: Yes, we are allowed.

Q: Are you also allowed to attend SGB meetings?

LE6: The RCL are the ones who are allowed to attend the SGB meeting, so I am not part of the RCL. I am just an ordinary student at Lwamondo high.

Q: After attending those meetings, do they give feedback?

LE6: We have never got a feedback except when we want the T-shirt and we were told that we requested it very late. But this we never had meeting because of Covid-19 and we had limited time.

Q: So, what do you do with learners who use drugs?

LE6: Ooh, I do not like it but sometimes when coming to school, I saw the grade learner smoking.

Q: Where do you think they get these drugs, outside or inside the school?

LE6: Hmmm, yes, it is outside the school premises. I once saw grade 12 learner selling those things to other learners and they were buying.

Q: Do you have some learners who are members of gangs?

LE6: I do not know of any.

Q: Tell me if there are teachers who are in relationship with girl learners?

LE6: I do not know anything about that. I am the mind your business type of student.

Q: If learners do something wrong, are there teachers who apply corporal punishment?

LE6: No, they do not apply corporal punishment, they usually talk to learners.

Q: Tell me what do you think should be done in order to promote parent-teacher relationship in the education of children?

LE6: I think it has to be direct instead of involving parents. It must be directed to learners than to tell the parent what has actually taken place. My parents and my teachers must have their direct communication than involving me.

Researcher. Thank you for your time and information>

Learner: Thank you.

DATA COLLECTION WITH A LEARNER PARTICIPANT 7.

Q: How old are you?

LE7: I am 18 years old

Q: How many years have you been at this school?

LE7: It is the fifth year now

Q: Do you attend studies?

LE7: Yes, I do attend in the morning and afternoon.

Q: Are you supervised in those studies?

LE7: I cannot say we are supervised because the principal is always around taking control.

With that understanding of education, how can you explain parent-teacher relationship?

I think is about my teacher and my parents working together, for example, if my teacher can see that I am not performing well in class, or it looks like I have a problem they can go and talk to my parents. Maybe they will understand why I am not performing, they will know how to assist in my education.

Q: If parents and teachers are working together, what do you think might be the impact of their relationship?

LE7: That will really improve the results of me as a learner because I know I have support of both parents and educators. Parents and teachers will be both on the same page. When my mother works with the teacher, I will feel supported because my mother will want me to work hard the same my teacher will also want me to work hard and that will improve the results.

Q: How can you explain the perception of educators in the education of children?

LE7: From what I see it looks like teachers know that our parents really do not care and I do not blame about that. When parents are not doing something about our children, teachers will know that our parents are not supportive. Teachers do not really know that our parents support us.

Q: Do you think parents should be made aware to support you as a learner?

LE7: Yes, parents should be made aware on they should support us. Let there be a meeting between my parents and educators trying to show parents how they should support children in their education. Teachers must advise parents on what to do when they assist their children. Parents also must find more information about my work from my teacher.

Q: Tell me if you write homework and classwork.

LE7: I write activities, I just don't want homework, but I write activities.

Q: Do you sometimes take your schoolwork to your parents for assistance?

LE7: I cannot really say I do, I am a commercial learner and I do not think there is much that I can ask my parents about. I can only ask if the task wants me to ask something from my parents, but I do not always ask.

Q: Do your parents show interest in your education?

LE7: Yes, very much. They cannot help me with the content, but they want to know how the school going and those staff is. They also wake me up every day in the morning

Q: Tell me if you willingly wear the school uniform.

LE7: I really wear a school uniform and I am also proud of it. When wearing a school uniform, I feel good and make me proud of my school. I wear a school uniform with pride.

Q: With that love of a school uniform, do you love teachers who teach you?

LE7: My teacher, I love them. They are amazing, I like the way they think. She makes me feel like I can really help the people. I love them.

Q: Are there some educators who do not respect their teaching periods?

LE7: Hmm, for Grade 12, no.

Q: Suppose if they were there, what were you going to do?

LE7: We have a good principal. He makes sure that every teacher goes to the class. If the principal can find that there is no teacher in the class, he gets in and ask whose period and there after he ask the learner more especially the prefect to go to call the teacher.

Q: For how long does it take for teachers to bring back books or a test?

LE7: In the other teacher when you write a test today, tomorrow books are brought back marked. Others take some days or a week to finish marking.

Q: When the teacher brings the scripts back, do you do corrections?

LE7: Yes, I do corrections, it helps.

Q: Are you allowed to hold some meetings as learners.

LE7: We do not do that. But last year when I was a president of the LRC, we were used to have meetings but not in all the meetings. But we never reported or gave feedback to the students. Students will only be talked to after the SGB would have told us to go and tell students what the meeting was all about. And again, in our school they do not allow a learner in Grade 12 to occupy a position of the president of the LRC.

Q: What do you do with learners who do drugs?

LE7: Some years ago, there were learners who used to do drugs and they are no longer here, they let them go. This year there are no drugs in our school.

Q: Tell me if you know anything about gangsters here at school.

LE7: Not anymore, may be when I was in the lower grades, there were gangs who used to scare us, take our money and all the staff. But now, no, no gangs.

Q: Tell me if there are teachers who are in relationship with girl learners.

LE7: No, I do not know of that.

Q: Are there teachers who apply corporal punishment?

LE7: Yes, if we made some mistake, yes.

Q: Can you share with me what do you think can promote parent-teacher relationship in the education of children?

LE7: I think they should meet regularly and communicate between themselves. Our parents care about our teachers and teachers do not know of and our teachers care about our parents and our parents do not know of.

Researcher: With such good information thank you

LE7: Thank you also.

DATA COLLECTION WITH A LEARNER PARTICIPANT 8

Q: How old are you?

LE8: I am 18 years old

Q: How many years have you been at this school?

LE8: This is the fifth year now

Q: Do you attend studies?

LE8: Yes, I do.

Q: Tell me if you are supervised in your morning and afternoon studies.

LE8: Yes, there is a schedule for supervision.

Q: Tell me if you love schooling for education.

LE8: Yes, sometimes when I get good marks.

Q: Can you explain to me, what do you understand about the relation between parents and teachers?

LE8: I think the teacher must always inform the parents about how the learners are participating, and if parents have the issue, they must inform the teachers and that will help us as learners.

Q: When you are here at school how you can explain the perception of educators towards parents in the education of children.

LE8: They respect them. They always inform them about everything that is happening at school. They take them as part of the school because if there is anything taking place, they always inform them so they value them.

Q: What do you think are the impacts of parent-teacher relationship in the education of children?

LE8: It helps me to upgrade my marks, stay focused. I will have good marks if there is a good relationship.

Q: Tell me if you write classwork.

LE8: Yes, especially test.

Q: Tell me if you take your work to your parents to assist you?

LE8: Not always because I am a commerce student, and my parent is illiterate. But if my parent was literate, I was going to take my homework to my parents for assistance. But they provide me with money for internet.

Q: Being illiterate as she is, does she show an interest in your schoolwork?

LE8: Yes, a lot.

Q: Tell me if you willingly or forced to wear a school uniform.

LE8: We are not forced. At first when I was in Grade 8, I thought ah, how can they force us to wear a uniform? But when I go out, I found that other learners are wearing their school uniforms and ask myself why I do not wear a school uniform and from there I started to love I and wear it.

Q: Tell me if you love teachers who teach you.

LE8: Yes, a lot.

Q: Are there teachers who do not respect their teaching periods?

LE8: Yes, when I was in Grade 8 there was a teacher who did not come and can sometimes come. And we were scared of him. But now teachers are coming to class because things have changed.

Q: Suppose the teacher is not coming to class, what were you going to do?

LE8: We are doing commercial subjects and if the teacher is not around, the principal will come and announce why the teacher is not around, and amongst ourselves we will try to help each other.

Q: For how long does it take for your teacher to bring back the scripts after marking?

LE8: In business we write today and tomorrow she submits. They are very fast.

Q: When bringing the scripts back do you do correction?

LE8: Yes, I do corrections, so that I can see where I got wrong and where to improve.

Q: Are you allowed to hold meetings with other students?

LE8: They usually do that, but in our class if we have something to discuss we hold our meeting during studies.

Q: Are the LRC people able to move around to explain what was discussed in the SGB meeting?

LE8: We do not have that.

Q: Are there learners who use drugs here at school?

LE8: I have not seen them, but rumours are rumours. Rumours is saying Grade 12 learners are using the staff.

Q: Are there learners who belong to a particular gang?

LE8: No.

Q: Tell me if there are teachers who are in relationship with girl learners?

LE8: From my experience I have never seen or heard anything like that.

Q: Are there teachers who apply corporal punishment?

LE8: Not that much.

Q: What do you think can be done to promote parent-teacher relationship in the education of children/

LE8: Keep on having regular meetings with parents. They should also give them feedback. They should keep them informed on what is happening at school.

Researcher: Thank you for your time and information.

Learner 8: Thank you.

DATA COLLECTION WITH A LEARNER PARTICIPANT 9

Q: How old are you?

LE9: I am 18 years old

Q: How many years have you been at this school?

LE9: This is the second year now

Q: Do you attend studies?

LE9: No, I do not, there is no studies in grade.

Q: In which grades are you?

LE9: I am in Grade 11.

Q: With your experience of schooling, what can you tell me about parent-teacher relationship?

LE9: Oh, the relationship between teachers and parents is important because teachers need to know parents of learners so that they can know each other and know she

or he behaves because learners can have problems at home that may affect his or her schooling. Some behaviours of learners were copied from parents and if the teacher knows the parents, the teacher will understand the learner better. It is a must for a teacher to know his or her learners' parents so that the teacher can know how to deal with a certain learner.

Q: With that beautiful explanation how can explain the perception of educators towards parents in the education of children?

LE9: I think they value them good because they often call the meeting a lot and if you miss a period, they will call the parents and sit down in order to get each Q. Being good as it is, what can you say about the impacts of parent-teacher relationship in education of children?

It is impacting positively because you won't misbehave, you will know that they will call parents. Sometimes parents will deal with you in a rough way, so you will have to pull socks so that they do not call parents. So, parent-teacher relationship is impacting positively.

Q: Tell me if you write classwork or exercises.

LE9: Yes, I do write.

Q: What can you say when taking your work to your parents, do they seem to assist you?

LE9: I do not know that because I do not live with my parents but I see my friends being assisted by their parents with the writing of assignments. So, parents try to assist children in whatever they can.

Q: Tell me if wearing of uniform is from within or you are forced to wear school uniform.

LE9: We wear uniform because we must wear uniform.

Q: Can you tell me if you love teachers who teach you?

LE9: Yes, because if you have a negative towards a teacher you will not pass that subjects because if the teacher teaches Maths and hate that teacher therefore you cannot understand Maths when the teacher is teaching.

Q: Are there some teachers who do not respect their teaching periods?

LE9: They respect their teaching periods but there are some who do not come to class if they are busy with something. When we call them, they will advise us to be busy

doing something. When we remind them, they cooperate and when they know that they will not be present they us the work that we must be doing.

Q: For how long does it take for a teacher to bring back the test after marking?

LE9: Some take one to two days. Let me say the minimum is one day and the maximum three days.

Q: When bringing back the scripts, do you do corrections?

LE9: Yes, sometimes we even do corrections before we get our scripts back.

Q: Do you think it is important to do corrections?

LE9: Yes, it is important because if I got the answers wrong, I must get to know the right answer so that next time when I practice, I will get the right answers so that I do not use the wrong answers. So, corrections are important.

Q: Are you allowed to hold meetings with other students?

LE9: No, it is only RCL members who hold meetings where they talk about school annual plans and other things.

Q: After the RCL has attended those meetings, do they come and give feedback?

LE9: Not always

Q: Have you ever attended the SGB meetings?

LE9: No, I have attended some meetings, our own RCL meeting and we report back the class in order to tell other students what the meeting was all about.

Q: What can you say about the use of rugs here at school?

LE9: Some students yes, they use marijuana. Some think that it is good, and some do it because of being under the peer pressure. But I think I t is not wise to use drugs because you may not be able to find it and when you did not get it you will want to get it through stealing other people' belongings and teachers' belongings.

Q: Where do you think learners get these drugs?

LE9: They are sold outside the school in the community.

Q: Are the learners who are members of gangs?

LE9: No, no.

Q: Are there teachers who are in relationship with girl learners?

LE9: There are no teachers who are in such a relationship.

Q: Tell me if there are teachers who use corporal punishment.

LE9: No. not any more now it is fine

Q: What do you think should be done in order to promote parent-teacher relationship in the education of children?

LE9: I think both parties, parents, teachers must get time to talk to the learners so that they must know what is bothering a learner, what is difficult to a learner, which subject is hard to a learner. Parents should know how to support children financially.

Q: Is there anything that you can say in relation to parent-teacher relationship?

LE9: No, not at all.

Researcher: Thank you for your time and information.

DATA COLLECTION WITH A LEARNER PARTICIPANT 10

Q: How old are you?

LE10: I am 17 years old

Q: How many years have you been at this school?

LE10: This is the third year now

Q: Do you attend studies?

LE10: Yes

Q: Are you supervised in those studies?

LE10: Yes.

Q: Tell me what do you understand by parent-teacher relationship?

LE10: The relationship between parents and teachers is that parents can help their children to study. The parent cannot manage to tell the child to study without the educator. Other children trust teachers more than their parents and also educators cannot manage to tell the learner to study without parents.

Q: What is the perception of educators towards parents in the education of children?

LE10: Educators do respect parents a lot. Educator's respect and value parents.

Q: How are the results at school?

LE10: The results are good because of a good relationship between parents and educators. Results are being brought because of a good relationship between parents and educators.

Q: Tell me if you write exercises or homework?

LE10: Yes

Q: Tell me if you take your schoolwork to your parents for assistance

LE10: Yes.

Q: Can you tell me if your parents show interest in your schoolwork?

LE10: Yes, they show interest, a lot.

Q: Tell me if you wear your school uniform willingly or you are forced to.

LE10: Some of us are forced and some wear uniform willingly. So, I wear uniform willingly.

Q: Tell me if you love teachers who teaches you?

LE10: Yes, I love them a lot.

Q: Are there teachers who do not respect their teaching periods?

LE10: They all attend their teaching periods.

Q: If a teacher has failed to come to class, do you remind him or her of the period?

LE10: We go to her to remind her that it is her teaching periods. And if she is busy, she will tell us to be busy studying. If we go to staff room to call her, she cooperates.

Q: When bringing back the scripts do you do corrections?

LE10: Yes, we do because we are able to see our mistakes.

Q: Are you allowed to hold meetings

LE10: Yes, we are allowed to hold meetings

Q: Are you allowed to attend SGB meetings?

LE10: No

Q: Have you ever works hopped on how to deal with issues of learners?

LE10: Yes.

Q: What can you say about learners who use drugs?

LE10: Learners who do drugs do not respect their teachers, they do not wear uniform properly, they are always up and down, they do not sit down, they do not attend the whole period, they do things as they like, and they do not listen to their teachers. These are learners who use drugs. To make them stop using drugs we must make

a research or call the police. We can also tell them not to use drugs because drugs are not good for other learners.

Q: Tell me if there are members of gangs here at school?

LE10: No.

Q: Tell me if there are teachers who are in relationship with girl learners?

LE10: There are no such teacher here.

Q: Are there teachers who apply corporal punishment?

LE10: No.

Q: What should be done to promote the relationship between parents and teachers in the education of children?

LE10: We as learners we should share with our parents and educators love. We should appreciate them and what they are doing. We value their relationship, and we love being them as our role models.

Q: What else can you tell me about the role of parents in education working with educators?

LE10: I think I explained everything

Researcher: Thank you for your time and information.

DATA COLLECTION WITH A LEARNER PARTICIPANT 11

Q: How old are you?

LE11: I am 16 years old

Q: How many years have you been at this school?

LE11: This is the third year now

Q: Do you attend studies?

LE11: No.

Q: Tell me what do you understand by parent-teacher relationship?

LE11: Relationship between parents and educators is that children respect their teachers and their parents. The parents want the children to do their school studies. They even ask about what we have done at school. They check the books.

Q: What can you say about good things which are happening because of the relationship between parents and teachers?

LE11: I can do everything to impress them while they are giving me the right thing to impress me. I can do anything to make them happy. I can pass at school because I am working with them.

Q: Tell me if you see educators valuing or respecting parents.

LE11: Educators give parents respect doing what they want parents to do. When parents are here at school, they feel happy because they are treated well.

Q: Tell me if you take your schoolwork to your parents for assistance.

LE11: Yes, they even show interest because they do not know what I am asking about, they give me money to buy data to search in the internet.

Q: Tell me if you wear the school uniform because you are forced or is from within.

LE11: I wear the school uniform willingly without a push. I love my school uniform.

Q: Tell me if you love teachers who teach you?

LE11: Yes, I love them.

Q: What do you do when the teacher is not coming to class to teach?

LE11: I follow them and tell them that it is their periods, and they cooperate.

Q: For how long does it take for teachers to finish marking your test?

LE11: It lasts may be for a week or five days if it is too long and a matter of three days it is too short.

Q: When bringing back the scripts do you do corrections?

LE11: Yes, we do corrections to see where we made mistakes.

Q: Are you allowed to hold meetings with other learners?

LE11: Yes, we hold meetings during studies.

Q: Have you ever attended the meeting of the SGB/

LE11: No.

Q: Are there learners who use drugs at this school?

LE11: I have never heard anything about drugs.

Q: Are there learners who belong to gangs?

LE11: No.

Q: Are there teachers who are in relationship with girl learners?

LE11: No.

Q: Are there teachers who apply corporal punishment?

LE11: Sometimes.

Q: What do you think must be done in order to promote parent-teacher relationship in the education of children?

LE11: They have to work together with common interest. They have to help each other, they have to tell each other if there is something wrong. They must work together for learners to pass and have a brighter future.

Researcher: Thank you so much for your time and information.

APPENDIX J: CERTIFICATE FROM LANGUAGE EDITOR

Sarah-Jane Coetzee

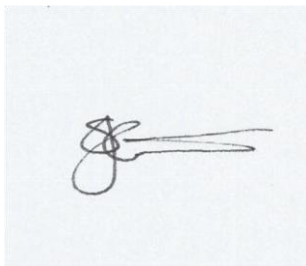
71 Carmichael Road, Fish Hoek,
Cape Town cell: 083 287 0079
email:
wordessence@outlook.com

10 December 2021

To Whom It May Concern

I, Sarah-Jane Coetzee, ID no. 710402 0540 087, do hereby confirm that I have conducted an English proofreading and grammar edit of chapters 1 to 5 and the references of the thesis entitled Impact of the parent-teacher relationship in the education of children in secondary schools in Lwamondo Circuit of Vhembe West District for BM Kumbani in submission for a Master's of Education degree from the Department of Educational Management at the University of Venda.

Yours sincerely



Sarah-Jane Coetzee

MA, PGD Intercultural Communication, PGD Marketing Management, BA

Note: The edited work described here may not be identical to that submitted. The author, at his or her sole discretion, has the prerogative to accept, reject, or change amendments made by the editor before submission.