SCHOOL-PARENT PARTNERSHIP IN THE ENHANCEMENT OF EFFECTIVE TEACHING AND LEARNING OF THE CHILDREN

by

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DECLARATION

I, **CHAUKE NDZANGUMUNI DORRIS**, sincerely declare that this dissertation submitted for the purpose of obtaining Master Degree, at the University of Venda, is the product of my own work through the professional guidance of my expert supervisors. It is an original copy and has not previously been submitted to this University or another institution.

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DEDICATION

I dedicate this research to my husband Skheto Robert Chauke, and my children Rofhiwa, Hlayiseko, Mpfuxeto, Nkhesahosi, Avelo and my parents Nwa-Hlayisi and Mafemani Makhubele. I love you all.

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ABSTRACT

The aim of the study was to investigate school-parent partnership in the enhancement of effective teaching and learning of the children. Parents and schools remain key players in determining children's education because parents are primary, natural and first teachers of the child, while schools are responsible for the development of the academic growth of the child. The study followed a qualitative approach. Data was collected through interviews, observation, and artifacts. Data analysis was done through coding of data. Emerging themes were selected from specific data. Findings from the study were analyzed and discussed as they appear in parents and schools. School-parent partnership in the enhancement of effective teaching and learning of the children is still limited. It is hoped that every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional and academic growth of children.

Key words: barriers, community, management, parent involvement and school-parent partnership

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LIST OF ABBREVIATIONS

ACE	Advance Certificate in Education
BED	Bachelor of Education
MED	Masters Degree
PHD	Doctorate
RSA	Republic of South Africa
SASA	South African School Act
SGB	School Governing Body
SMT	School Management Team

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CHAPTER 1

ORIENTATION TO THE STUDY

For many years Education Department and researchers have been discussing how principals and educators should be prepared to work with parents of the learners and the community (Epstein & Sanders, 2000:6). Today most school principals and educators are still not equipped to understand, implement and evaluate productive connections with the families of their learners.

For effective teaching and learning at school to take place, enhancements in school-parent partnership programmes are not adequate. These difficulties posed significant challenges and worthy of investigation.

1.1 INTRODUCTION

Parents arecrucial stakeholders in the school community. They are the financial source of the school. They are donators, fundraisers as well as school fees payers. In addition, parents arethe school's ambassadors; they project the school's image (good or bad) when they interact with members of the community. They arethe custodians of values and ethos of the community which directly and indirectly culminate into the school's culture and school's atmosphere (in the form of policies). Therefore, forging a positive relationship with them is a priority. Managing this relationship is indispensible. This is so because teachers act in *loco parentis*. Their support is needed by the schoolsin order to render effective service. School-parent partnership in the enhancement of effective teaching and learning of the children is not as expected.

Constitutionally, parents comprise one of the schools' crucial structures. According to the South African Schools Act- SASA, 1996 (Act 84 of 1996), School Governing Bodies (SGBs) are statutory bodies which stand in trust for the school. One of the critical

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aimsof SGB members is to ensure that schools serve the interest of the community and meet the expectations of parents. But these are not happening at schools because parents are at the distance from school academicactivities.

Schools need to work hand in glove with parents in the academic activities of learners (SASA, 1996 Section 20e). Schools' efforts to promote parent involvement will succeed if teachers, and other crucial stakeholders at operational level, are prepared to manage the involvement. In the same vein, Shartrand, Weiss, Kreider and Lopez (1997:1) argue that: *"teachers from pre-kindergarten to secondary school need skills to create the positive family partnerships which result in student success and improved schools".* The message, therefore, is that teachers in turn should be prepared to manage parent involvement.

Literature emphasises the positive effect of parent involvement in the academic activities of learners. Henderson and Berla (1994:1) concur that the evidence is now beyond dispute when they say: *"When schools work together with families to support learning, children tend to succeed not just in schools, but throughout life".* In the same vein, Badenhorst (1995:115) concurs that the teacher plays a key role in parental involvement. However, in order to play this role effectively, teachers need to develop skills and strategies to manage parent involvement in schools.

In addition, parent involvement has many benefits such as:

- To improve the student's academic achievement (Dauber & Epstein; 1993:53, Shartrand, Weiss, Keider & Lopez, 1997:5);
- To improve the teacher's knowledge of the child's home situation which has an influence in the child's education (Lemmer & Van Wyk, 1996:3); Teachers need to have background knowledge of learners they are teaching so that it can be easy to help them.
- To transform schools into effective schools (Risimati, 2001:1); where various opportunities for cooperation between parents and teachers will be promoted.

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- To improve the skill of parents in teaching their children at home (Lemmer & Van Wyk, 1996:7); and
- To advance the prospects of a more democratic and equitable society.

Risimati (2001:1) contends that the South African Government expressed concern about lack of involvement of parents in the education of learners. This shows that there is need for parent involvement in schools. The government responded to this need by instituting SGBs to involve parents in decision- making. These being the case, schools need a comprehensive programme for parent involvement.

Based on my observations, schools do not have plans to involve parents. The relationship is a casual and sporadic undertaking, which is apparent mostly when there are special events. Where there seems to be any involvement, it is a result of initiatives from willing structures of the community. This creates extremes where both sides see the education of children as the responsibility of the country's administration (government). In such cases, children suffer the consequences.

1.2 REVIEW OF THE LITERATURE

This section discusses briefly the literature review concerning school-parent partnership in the enhancement of effective teaching and learning of the children in primary schools. The scope of the literature review entails the Epstein's typology of parent involvement and the functional approach.

1.2.1 Introduction

Parents' involvement is crucial for any school to succeed. A lot of research reveals that parents are vital for effective learning of children. Van Der Westhuisen (2002:145) indicates that parents are and remain the primary, natural and first teachers and should therefore have a great deal of say in decision making about the institution which

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is not only closest to parents, but also to teachers ofsuch as school. Thus, parents play an important role in education.

Prinsloo and Beckman (1996:55) are of the opinion that, by neglecting the role of parents in the teaching and learning, schools will be doing an injustice to both parents and learners. They further say thatthe reason why parents are compelled to educate children is to ensure that children will be prepared and equipped mentally, intellectually, morally and culturally for adulthood so that they will be able to award proper meaning to what they encounter in the various spheres of life. If parents are involved, this will help to achieve excellence in learner's achievement, because all learners will be properly prepared to meet all the challenges.

Kruger and Van Schalkwyk (1996:175) argue that the advantages of involving parents in education are many and teachers need to know them and how to make use of them. They further point out that parents need to be engaged in a consistent, organised and meaningful way in the consultation, planning, implementation and evaluation of programmes and activities that assist their children's development. This suggests that teachers should be trained to manage parent involvement.

1.2.2 Epstein's Typology of Parent Involvement

Epstein, Director of the Centre for the School, Family and Community Partnerships at John Hopkins University in Baltimore has written extensively on a comprehensive model for designing and analysing parent involvement in the education of their children. Epstein (1996:215 – 216) describes the six types of parent involvement as follows:

- Type 1 – Parenting: Schools should assist families with parenting and child-rearing skills, family support, understanding child and adolescent development, and setting home conditions to support learning at each stage and grade level.

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- Type 2 – Communication: Schools should communicate with families about school programmes and students' progress with school-to-home and home-to-school communication.
- Type 3 – Volunteering: Schools should improve recruitment, training, work and schedule to involve parents as volunteers and audiences at school or in other locations to support students and school programmes.
- Type 4 – Learning at home: Schools should involve families with their children in learning activities at home, including homework, and other curricula linked activities and decisions.
- Type 5 – Decision-making: Schools should, include parents as participants in school decisions, governance and advocacy activities through Parent Teacher Associations, committees, councils, and other parent organisations.
- Type 6 – Collaborating with the community: Schools should coordinate the work and resources of the community, businesses, colleges or universities, and other groups to strengthen school programmes, family practices and student learning and development.

The typology depicted above and the functional below will be discussed in detail in Chapter 2 and 3 together with the functional approach which is discussed next.

1.2.3 The Functional Approach

The functional approach indicates that the attitude that all teachers should learn skills and sensitivity in dealing with parents should be maintained (Shartrand*et al.*, 1997:25). This underscores the fact that teachers training are vital in the management of parent involvement.

The approach also emphasises that teachers should know the different cultural beliefs, lifestyles, childrearing practices, home structures, and living environments when using

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this approach to parent involvement (Shartrand *et al.*, 1997:29). Knowledge of parents' cultural beliefs will assist teachers to manage the involvement of parents with ease. According to Shartrand*et al.* (1997:45), the roles of teachers when using this approach are:

- Providing skills in supporting and involving parents as decision makers, advocates, curriculum developers and the like;
- Providing skills in sharing information and leadership to help parents make decisions; and
- Providing skills in interacting with parents on an equal footing.

While the functional approach has been briefly elaborated, the details are given in the subsequent chapters, 2 and 3 of this study.

1.3 STATEMENT OF THE PROBLEM

The main problem is lack of strategies to enhanceschool-parent partnership and parents' involvement in the education of their children. This is exacerbated by the fact that teachers lack training in the management of parents' involvement. Most of the training for teachers is mainly curriculum related. However, the fact that curriculum issues are parental issues too is not known. Parents only do their part at home. However, parents who are experts in particular fields can directly assist in curriculum implementation. The trend is that individual parents mind their businesses or take their children to schools far from home when they are dissatisfied by a near-by school. This happens mostly when parents feel their integrity is being undermined by teachers, or if communication channels are unclear. Against this background, a need exists, therefore to investigate the role played by teachers in the management of parent involvement because teachers work directly with parents through learners' work, discipline and extra-curricular activities.

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1.4 PURPOSE OF THE STUDY

The purpose of the research is to achieve the following:

- To determine the perceptions of principals, teachers and SGBs on parent involvement;
- To investigate the strategies used by management to involve parents in primary schools;
- To identify the benefits for managing parents involvement in the education of their children in primary schools; and
- To determine the barriers in managing parent involvement in the education of their children in primary schools.

1.5 RESEARCH QUESTIONS

The following questions facilitate the demarcation of the problem:

- What are the perceptions of teachers, principals and SGB members on parent involvement?
- What are the management strategies, used specifically to involve parent?
- What are the benefits for managing parents involvement in the education of their children?
- What are the barriers to managing parents involvement in the education of their children?

1.6 DEFINITION OF CONCEPTS

1.6.1 Parent

The SASA (1996:4) states that the term "parent" refers to:

- The parent or guardian of the learner;
- The person legally entitled to custody of learner; or

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- The person who undertakes to fulfill the obligation of a person referred to above, towards the learner's education at school.

1.6.2 Parent Involvement

According to Squelch and Lemmer (1994:94), parent involvement is defined as the active and willing participation of parents in a wide range of school-based and home-based activities which may be educational or non-educational. It extends from supporting and upholding the school ethos to supervising children's homework at home.

For the purpose of this study, parent involvement refers to a comprehensive approach aimed at involving parents in the education of their children.

1.6.3 Management

Smith and Cronje (1992:6) define management as a process or series of activities that give the necessary direction to an enterprise's resources so that its objectives can be achieved as productively as possible in the environment in which it functions.

For the purpose of this study, management means all management activities of school managers (principal managing the school and teachers managing their classes) with the intention of facilitating effective teaching and learning.

1.6.4 School-parent Partnerships

School-parent partnerships are collaborative relationships and activities involving school, staff and children.

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1.6.5 Effective Teaching and Learning.

Effective teaching and learning is the teacher's ability to select and weave the strategies to meet the specific learning needs of each learner. The teachers need to presents clear specific goals for learning with performance criteria on their specific subject.

1.7 RESEARCH DESIGN AND METHODOLOGY

The study is carried out within the framework of a qualitative research design using semi-structured interviews, as well as focus group interviews to gather data.

1.7.1 Research Approach

Generalization is not an issue in this study since this study will follow a qualitative approach. However the research will describe and explain the perceptions of principals, teachers and SGB members on the management of parent involvement in primary schools.

The first method to be used to probe the role ofteachers in parent involvement is a literature study. The researcher will do a literature study of local and international sources, journals and books on parent involvement.

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The second method that will be used isa qualitative. The researcher will audio tape all the interviews and transcribe them.

De Vos (1998:249) asserts that qualitative research aims at understanding "reality by discovering the meanings that people in a specific setting attach to it". Thus, context plays a significant role in qualitative research. In the same vein, Schumacher andMacmillan (1993:372) maintain that qualitative research is a naturalistic inquiry,

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which uses non-interfering data collection strategies for discovering the natural flow of events and processes.

1.7.2 Research Design

Research design refers to the plan and structure of the investigation used to obtain evidence to answer a research question (Schumacher & McMillan, 1993:31). Bogdan and Biklen (1992:58) concur that a research design is used in research to refer to the researcher's plan of how to proceed with the study.

1.7.3 Sampling

The selection of respondents will be done by means of purposeful sampling which is aimed at gettinga sample through which the researcher will explore how teachers, principals and SGB members in Malamulele North-East circuit manage parent involvement. Patton (1990:169) indicates that the deliberate selection of participants is referred to as purposive sampling and can be described as a process of selecting information rich cases for an in-depth study. In this study, the researcher will identify information rich teachers, principals and SGB members, who arelikely to have ample knowledge and information about parents' involvement (Schumacher & McMillan, 1993:401).

McMillan and Schumacher (2001:177) state that the sample size is the number of subjects in the study

1.7.3.1 Population

The population in this study will comprise of primary school principals, primary school teachers and SGB members in Malamulele North-East circuit in Limpopo Province.

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1.7.3.2 Unit of analysis

(i) SGB member

Four (4) SGB members per school will be sampled.

(ii) Teachers

Four (4) teachers per school will be sample.

1.7.3.3 Sample

The researcher will conduct research in 4 (four) schools. Four (4) principals will be interviewed. The researcher will interview four (4) teachers per school in focus group discussion. Four (4) SGB members will also be interviewed. A total of twenty (32) participants will take part in this research.

1.8 DATA COLLECTION

In this research, the researcher will use two data collection strategies, namely interviews and focus-group interviews. McMillan and Schumacher (1997:246) argue that interviews are usually in one of two forms, structured, semi-structured or unstructured. These authors (ibid) go further to argue that in structured interviews the written questions are exactly what will be asked orally, with appropriate probing questions. On the other hand, semi-structured interviews are more flexible than structured interviews because the interviewer asks certain major questions to all participants, but each time the sequence can be changed in order to probe more deeply. In this study, the researcher will make use of individual interviews to get the perceptions of principals on parent involvement.

Focus group interviews with teachers and SGB members will be conducted in this study. De Vos (1998) asserts that focus group interviews comprise of a small group of four to six members. Focus groups in this study will comprise of four members. In the focus group interviews with teachers, the researcher will employan interview schedule. The

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interview will take the form of a conversation with the participants, while an audio tape will be used to record the conversation. The recorded data will also be transcribed.

1.9 DATA ANALYSIS

There are many ways of analyzing data in research. Patton (1991:371) states that the culminating activities of qualitative enquiry are analysis, interpretation and presentation of findings. Furthermore, Patton (1991:371) argues that the challenges are to make sense of massive amounts of data, reduce the volume of information, identify significant patterns, and construct a framework for communicating the essence of what the datareveal.

In this study the researcher will apply content analysis to analyze data. Content analysis is the process of identifying, coding and categorizing the primary patterns in the data (Patton 1991:381). Data in this study will comprise mainly of transcribed interviews. The researcher will listen to audio tapes and then transcribe it word for word. After transcribing, the researcher will apply coding, in order to discover the patterns and themes resulting from the data.

1.10 TRUSTWORTHINESS

This study will assist South African parents to be actively involved in the education of their children. Van Der Westhuizen (2002:145) argues that parents are and remain the primary, natural and first teachers of the child. Prinsloo and Beckman (1996:55) add that by neglecting the role of parents in teaching and learning, schools will be doing an injustice to both the parents and the learners. This underscores the importance ofmanaging parent involvement in primary schools.

The research will assist the provincial Department of Education to train teachers in skills needed to manage the involvement of parents in the education of their children.

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Shartrand et al. (1997:2) maintains that efforts should be made to encourage family involvement in the trainingof teachers who will be working at all grade levels. This emphasizes the fact that teachers need to be trained to manage parent involvement.

This study will be delimited to primary schools in Limpopo Province. Research will be conducted in four (4) primary schools at Malamulele North -East circuit in Vhembe District.

1.11 ETHICAL CONSIDERATIONS

The ethical considerations which are relevant to this study include:

- **Permission.** The researcher will seek permission from respondents before they participate in the research. Informed consent is achieved by providing respondents with an explanation of the research, an opportunity to terminate their participation at any time with no penalty, and full disclosure of any risks associated with the study. Consent will be obtained from the school, the circuit and principal before data are gathered (Macmillan & Schumacher, 2006:143).

1.12 DIVISION OF CHAPTERS

The study will consist of five chapters. The structure of these chapters is given below:
Chapter one will discuss the background of the study, the rationale as well as thedelimitation of the study.

Chapter two will deal with the literature review on the management of parent involvement in primary schools.

Chapter three will discussthe methodology used to investigate the management of parent involvement.

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In chapter four the exposition of data analysis is given and the management of parent involvement will be discussed.

Chapter five will include a synopsis of the findings and the recommendations emanating from the study.

1.13 CONCLUSION

Teachers seldom receive formal training in the management of school-parent partnershipin education. Clearly this study can provide information on the training which should be given to teachers with a view of assisting them to manage parent involvement effectively. Furthermore, a comprehensive programme for parent involvement such as the one discussed in this study is needed.

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CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The Department of Education (2012) indicated that though the role of parents in supporting their children's education is vital, many parents still believe that education is the responsibility of the school and the Department alone, and that they have no role to play. Meanwhile the business of the school is teaching and learning, and if it has to achieve its goals of improving educational quality in school, it must ensure that all parents are actively involved in supporting its efforts. However the school should empower and keep parents informed about their children's and the school's progress.

Researches show that school practices encouraging parents to participate in their children's teaching and learning are more important than family characteristics like parental education, marital status, family size and socio-economic level (Dauber & Epstein, 1993:14). Parent involvement in teaching and learning is regarded as an integral management area in school management. Improving parent involvement is one of the most challenging tasks facing teachers today (Vandergrift and Greene, 1992:57).

According to Pearson (1990:15) the challenge of achieving effective parent involvement in teaching and learning lies with the principal who is responsible for the assurance and facilitation of the extent of parent involvement. The position allows him/her to control the degree of involvement within the school activities. However, nowadays many teachers and principals are still not trained to understand, design, implement and evaluate productive connection with the families of their learners.

According to (Epstein *et al.,* 1998:14) most principals are not equipped to guide and lead their staff to develop strong school programmes and classroom practices that

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inform families about and involve them in their children's teaching and learning, development and educational plans for the future. This poses a problem for all teachers but more especially for those who work in rural areas.

For learners to be successful, schools need parent involvement. Thus, there has been a move from the practice of leaving education to the hands of teachers towards recognition of the central role of parents in teaching and learning. In the same vein, Melhuish, Sammons, Siraj-Blatchford and Taggart (2001:ii) conclude:

> 'Higher home learning environment was associated with increased levels of cooperation and conformity, peer sociability and confidence, ... lower anti-social and worried or upset behaviour and higher cognitive development scores ... after age it was the variable with the strongest effect on cognitive development.'

Risimati (2001:19) reminds us that parent involvement will not occur automatically. This calls for a more comprehensive programme of parent involvement. It is anticipated that parents should play a role not only in the promotion of their own children's achievements but more broadly in school improvement and democratization of school governance. Despite this, Heysteck and Louw (1999:21) argue that the actual involvement of parents in the teaching and learning of their children remains weak. Likewise, the involvement of parents on school governing bodies alone cannot realize the full benefits that more comprehensive programmes can provide.

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2.2 SCHOOL- PARENT PARTNERSHIP

Moreover, parent involvement means various things to different people. Jose (2008:8) states that parent involvement is a broad term but it is primarily defined as parents' participation in school activities and their children's education at home. The Human science Research Council HSRC (2005:119) defines parent involvement as "a way of involving parents in the education of their children in order to make parents supportive of and informed about their children's progress in school". Parents can support their

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children's schooling by attending school functions, responding to school obligations (parent-teacher conferences, for example) and becoming involved in their school work. Silvia (2010:4) defines parent involvement by stating that it includes several forms of parent participation in education and with the schools. Parents provide encouragement, arrange for appropriate study time and space, model desired behaviour (such as reading for pleasure), monitor homework, and actively tutor their children.

The terms for school-parent partnership are as varied as the definitions. Lloyd-Smith (2008:1) contends that some theories and practitioners refer to *home-school partnerships*; some prefer to call it *parent participation*, some *parent partners.* Risimati (2001:2) concurs that sometimes the terms "involvement", "participation", "collaboration" et cetera, are used synonymously in parent involvement. Whatever the terminology used, the issue of parent involvement has become an increasingly popular topic among teachers and politicians in South Africa.

Accordingly to Lemmer (2007:218) schools and families seldom share the same perspective on what is wanted or needed. Moreover, government rhetoric and education department policies are not equally matched by effective site-based implementation. In the same vein, this lack of consistency in defining parent involvement makes the task of assessing results across studies a real challenge.

Although varied name and definition, the importance of parent involvement has been documented by numerous researchers, practitioners and policymakers (Sylvia, 2010:14). Bastiani (1995:5) highlights the importance of parent involvement by stating that from birth to age 16, 85 percent of children's waking hours are spent in the home and 15 percent in the school. House (1995:29) underscores the importance of parent involvement in this way:

> "The process of schooling is moving from a top-down model delivering professionalized and bureaucratized educational services to passive and apathetic students to a collaborative or a bottom-up model, with parent and community

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involvement in governance, decision-making an advocacy at the local school level."

Parents work together with schools' staff to establish academic and social goals and to develop and implement comprehensive school plans. Klaberg (1991:268) maintained that in some Swiss cartons and in some state in the United States, parents take part in decisions regarding the hiring and firing of teachers, principals, and superintendents. In Hamburg, they also participate in the teaching and learning process. However parents do not challenge the authority of principals and their staffs. They provide perspectives on matters that serve the best interest of the children.

Sylvia (2010:15) states that increased parent involvement leads to an increase in academic achievement, better classroom behaviour and conduct, greater self-esteem, increased motivation and attitude towards school, low rate of absenteeism, increased satisfaction, and increased school climate. Although parent involvement is linked to school success, schools frequently fail to establish string links between home and school and parent participation is not significant in many schools even where parents are invited (Chrispeels, 1992:2).

Many parent involvement programmes have been implemented in school in order to manage and improve parent involvement in the education of children. Risimati (2001:3) suggests that a comprehensive programme is needed in order to improve parent participation in schools.

2.3 THE MANAGEMENT OF SCHOOL PARTNERSHIP IN THE TEACHING AND LEARNING

The process of active and effective parent involvement in teaching and learning should be managed by careful long-term and short-term planning. Different management tasks/activities are involved in parent participation. Before new plans for parent

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involvement are developed, it is important to know the current feelings of parents and teacher in the school communities. Landerholme and Karr (1988:12) state that many programmes are designed based on what schools think the parents need rather than on the actual wishes and needs of the parents. This is supported by Mannan and Blackwell (1992:20).

For any programme of parent involvement to succeed, various management tasks should be carried. According to Pearson (1990:16) the principal's standards, morals and ways of thinking will influence what type (if any) of parent involvement will evolve and to what extent. This means that it is the principal, teachers and SGB who determine the success of initiatives towards active parent involvement at the school.

The four main management tasks that are important for parent involvement in teaching and learning are:

- Planning
- Organising;
- Leading or providing guidance;
- Control, supervision and evaluation

There are sub-tasks that support the main tasks for each of the management activities. Each management task will be discussed below.

2.3.1 The Planning of Parent Involvement

According to (Massie & Douglas, 1985:106) planning is the function performed by managers that determines the pattern of actions needed for meeting situations in the future in order to attain organizational goals. Van der Westhuizen (1995:40) concurs that planning largely determines the potential and limitation of the home-school relationship. Van der Westhuizen (1995:40) suggests the following when planning:

- Determining goals;

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- Policy-making;
- Problem solving;
- Decision making.

Badenhorst (1988:38) suggests the following guidelines when planning:

- Planning is usually geared to change;
- Policy determines the parameters of planning;
- Planning should not be rigid;
- Written planning is essential;
- Aspect of planning should be related;
- Human limitations should be taken into account in planning;
- Routine planning, not all planning is geared to change.

Van der Linde (1997:33) states that short- term and long-term planning should be done at schools. Chavkin (1989:283) recommends that teachers need to collaborate with parents to develop a clear statement about the goals of parent involvement in their schools; the statement needs to be based on the premise that parents are as important to children's academic success as teachers and every school should develop written policies about working with parents in teaching and learning with the cooperation of parents.

Chavkin (1993:37) states that the participation of parents in planning and implementing home-school partnership activities can be expected to produce many further opportunities of meaningful collaboration.

After planning you have to organize what you have planned.

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2.3.2 The Organisation of Home-school Relationships

According to Dekker & Lemmer (1996:166) the possibilities and effectiveness of collective parental participation in education lie firstly in the organisation therefore by means of structures (SGB and parent councils), which can conduct meaningful communication at all levels with other partners in the teaching and learning sectors.

According to Massie & Douglas (1985:516) organisation is the function to determine the structure for the allocation of individual tasks and coordinating activities towards the organizational goals. The planned programme goals for school-community relationship can be achieved by means of organising people and resources. Principals, teachers, parents and broad school community are responsible for the development a healthy school-community relationship.

Van der Westhuizen (1995:163) recommends that to facilitate the process of organising a parent involvement programme the following questions serve as guidelines:

- What must be done? (tasks)
- How should the work be divided? (delegation)
- Who will do the work? (competency)
- By which means will the work de done? (resources)
- When should the work be finished? (time schedule)
- Who must communicate with whom, in what way and about what? (Communication)
- Who will co-ordinate and check the work? (leadership)

Van der Westhuizen (1995:412-413) also recommends that the school principal should identify individuals and groups who should become actively involved with the school community relationships programme and the nature of each one's responsibility should be known to him/her. The principal should direct parent involvement.

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2.3.3 Guidance in the Home-school Relationship

Levels of parental involvement will differ from school to school as each school has its unique needs and functions under unique circumstances. The most important factor is that parental involvement must be guided to more effective teaching and learning in the school. The principal together with his/her management team must work out various strategies to win the support of parents. Van der Westhuisen (1995:414) beliefs that the person who is overall responsible is the school principal who must take the initiative.

The style of principal's leadership will determine how school community relationship are to be planned, organized and how control is to be exercised. The principal should give guidance with regard to the entire programme.

De Witt (in Van der Linde, 1997:34) recommends that in order to effectively manage a parent involvement programme, it is important for the principal to possess the following characteristics of leadership:

- Leaders should maintain good interpersonal relationships.
- Leaders must be willing to take full responsibility.
- They must have great self-control.
- They should be genuinely committed to the cause and people they serve.
- They should be prepared to serve.

The success of any relationship is based on the type of communication given. Van der Westhuisen (1995:414-415) states providing guidance therefore entails establishing relationships, motivation and communication. People always give of their best if they receive incentives.

For the achievement of planned goals and objectives on parent involvement programme, supervision and evaluation is needed.

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2.3.4 Supervision and Evaluation

De Wet quoted by Van der Westhuisen (1995:222) remarks that evaluation is a useful means of determining whether a person has carried out his/her given task, whether a person is helping to achieve set objectives and also helps determine where a specific person, with his/her unique qualities and specific talents, may give the best service.

It is important for those who are involved in the programme for parent involvement to know how and who exercise control. Control methods should be chosen with a view to their objectionable features. McFarland (1970:402) indicates that control becomes more bearable, if it is part of a general atmosphere of competent, successful work and where the principal makes clear the reason why he/she is instituting control and how he/she selected particular methods.

Corrective measure is the final phase in the task of controlling. Once evaluation takes place, remediation follows or else all tasks completed will be in vain.

All the management tasks are interdependent and that for any programme to succeed efficient management is a prerequisite.

2.4 THE THEORIES AND PRACTICE ON THE MANAGEMENT OF SCHOOL-PARENT PARTNERSHIP IN TEACHING AND LEARNING

According to Botha (1999:14) the unique circumstances and environment of each school determine how parent involvement in teaching and learning should be planned in that school. There is no one perfect parent involvement programme that can serve as a model for all others. Williams and Chavkin (1989:18-20) propose the following seven elements, which they find to be integral to parent involvement programmes.

- *Written policy*: Specifies the areas for parent involvement in teaching and learning and formulates the powers, responsibilities and duties of parents.

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- *Administrative support*: Means those resources(such as meeting venue and duplicating facilities), funds and people should be made available to carry out parent involvement programmes.
- *Training*: Means the continuous instruction of parents and teachers in the elements of parent involvement in teaching and learning.
- *Partnership approach*: If parents and teachers adopt this approach in curricular, management and non-curricular matters, they develop an attitude of ownership towards the school and take the pride of it.
- *Two-way communication*: Means regular communication between parents and school. The school can, for example, devise their own channels of communication such as a newspaper, visits and telephone calls.
- *Liaison*: means liaison with other schools that are running parent involvement programmes.
- *Evaluation*: Means the continuous evaluation of the school's parent involvement programme or individual aspects of it.

Chavkin (1989:81) recommends that teachers build infrastructures by reorienting existing policies and programmes as the only way to bridge the parent gap in teaching and learning reform.

2.4.1 Types of School-Parent Partnership

Epstein's framework of six types of involvement that fall within the areas of overlapping spheres was developed from many studies and the work of teachers in schools. This framework assists teachers in developing school and family partnership programmes. There are many reasons for developing school family, and community partnerships. Epstein's main reason to create such partnerships is to help all youngsters succeed in school and in later life.

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Epstein et al (2001:408-410) briefly describes the type of involvement as follows:

Type 1: Parenting. Help all families establish home environments to support children as students.

- Parent education and other courses or training for parents (e.g. ABET, Kharikhude, college credit, family literacy);
- Family support programmes to assist families with health, nutrition, and other services; and
- Home visits at transition points to pre-school, elementary, middle, and high school.

Type 2: **Communication**: Design effective forms of school-to-home and home-to-school communications about school programmes and children's progress and refer to two-way communication and many channels of communication that connect school, families, and the community. This includes print and non-print communications, taking into account parents who do not speak English or who are illiterate.

There are numerous means of communicating with parents. These include:

- *Written reports/profiles*: According to (Macbeth, 1989:20) these should be presented to parents at least twice a year. The report should be the agenda for a consultation at least twice a year and a class meeting for every term.
- *Letters*: newsletters could be used to inform parents of schedules of multicultural events, which include notices of upcoming cultural experiences in the school as well as information to educate parents (Barta & Winn, 1996:29). Garca- Lubeck (in Chavkin, 1989:283) recommends that letters to parents be written in more than one language and key educational terms should be translated to minority languages.
- *Home visitations*: Brown & Martin (1996:18) state that short home visits introduce teachers to the world of learners. Even when teachers do not

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understand the language spoken by parent at home, they are usually welcomed into homes and this increases the understanding of parents' attitudes to schooling.

- *Parent evening*: according to Dekker & Lemmer (1996:174) these must be well structured especially in schools with learners from across the broad socio-economic spectrum.

Type 3: **Volunteering:** A volunteer is anyone who supports the school goals and children's learning and development in any way, at any place and at any time. Here all families, time and talents are welcome. Schools should recognize efforts so that participants are productive.

School and classroom volunteer programme to help teachers, administrators, students, and other parents.

Parent room or family center for volunteer work, meeting, resources for families. Training should be provided, matching time and talent with school, teachers and learners' needs.

Annual postcard survey to identify all available talents, times, and locations of volunteers.

Type 4: **Learning at home:** Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.

Information for families on skills required for students in all subjects at each grade.Information on homework policies and how to monitor and discuss schoolwork at

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home.Family participation in setting student goals each year and in planning for college or work.

Type 5: **Decision making**: Include parents in school decisions, developing parent leader and representatives. Training should be offered to enable parent leaders to serve as representatives of other families, with input from and return of information to all parents. Parent leader should include from all racial, ethnic, socio-economic and other groups in the school.

Active PTA/PTO or other parent organizations, advisory councils, or committees for parent leadership and participation.

Independent advocacy groups to lobby and work for school reform and improvements.

Type 6: **Collaboration with the community**: Identify and integrate resources and services from the community to strengthen school programmes, family practices, and student learning and development.

Information for students and families on community health, cultural, recreational, social support, and other programmes or services.

Information on community activities that link to learning skills and talents, including summer programmes for students.

Services to the community by students, families, and schools (e.g. recycling, art, music, drama, and other activities for seniors or others)

According to Epstein et al (1997:8-10) each type of involvement poses specific challenges for its successful design and implementation, and each type leads to some different results or outcomes for parents, students and teachers. Lemmer (2007:220)

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states that good programme to implement parent involvement will look different in each site, as individual schools tailor their practices to meet the needs of students and their families. There are, however, some commonalities across successful programmes at all grade level. These include a recognition of the overlapping spheres of influence of student development, attention to various types of involvement that promote a variety of opportunities for schools, families, and communities to work together; and an *actionteam* for school, family and community partnerships to coordinate each school's work and progress (Epstein et al., 1997:18).

Although Epstein's typology of parent involvement is comprehensive and allows for parent involvement in a wide variety of programmes both at home and at school, it will not be successful if t is not organized and sustained. For this, Epstein and associates suggest the institution of an Action Team consisting of parents, teachers and secondary school learners Epstein et al (1997:8-10). The Action Team can organize parent involvement according to two stages:

- Firstly, determine what the school is currently doing in each of the six types of involvement as well as what the school would like to implement or improve on in each of the six areas.
- In the second place the school can decide on one issue which the school would like to improve, for example poor school attendance. The Action Team then determines how each of the six areas can be utilized to improve learner attendance in the school.

The Epstein typology provides a structure around which a school can organize, implement and value its efforts to improve parents and communities in children's education. Because the programme is adaptable, it will look different in each site, as individual schools tailor their practices to meet the needs and interests, time and talents, and ages and grade level of learners and their families (Epstein et al., 1997:7). This is of great value in a diverse country such as South Africa.

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2.4.2 The Theory of Overlapping Spheres of Influence.

The theory of *overlapping spheres of influence* was developed by Epstein in the 1980s based on data collected from teachers, parents and students. Epstein's (1996:214) perspective of overlapping spheres of influence posits that the work of the most effective families and schools overlap and they share overlapping goals and missions concerning children. Epstein's (1996:214) perspective of overlapping spheres of influence emphasizes the similarities and overlapping goals and missions concerning children.

The theory of overlapping spheres of influence includes both an external and internal model. The external model recognizes that the three major contexts in which children learn and grow – the family, school and community – can be drawn together or pushed apart (Epstein, 1996:214). Epstein et al. (1997:3) state that this model also illustrates that some practices are conducted separately by the school, families and some are conducted jointly in order to strengthen children's learning.

The internal model of interactions of schools, families and communities shows where and how complex and essential interpersonal relations and patterns of influence occur between individual at home, at school and in the community. Lemmer (2007:220) reminds us that these social relationships can take place at an institutional level as well as the individual level. The theory of overlapping spheres of influence assumes that the mutual interest of families and schools can be successfully promoted by the policies and programmes of organizations and actions of individuals in the family.

The model of overlapping spheres of influence recognizes that, although some practices of families and school are conducted independently, others reflect the shared responsibilities of parents and teachers for children's learning (Lemmer, 2007:220). When teachers and parents adhere to the perspective of separate responsibility, and emphasizes the specialized skills of teachers and parents for school and home training,

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the sphere of family and school are pulled apart. With specialization comes a division of labour that pulls the spheres of school and families apart (Epstein, 1996:104).

When teachers and parent emphasizes their shared responsibilities, their combined endeavor pushes the sphere of family and school influence together, increases interaction between parents and schools, and creates *school-like families* and *family-like schools.* A *family-like school* recognizes ach child's individual's individuality and makes each child feel special and included (Lemmer, 2007:220). Such schools welcome all families and not just those that are within reach (Epstein, 1995(a):702). *A school-like family* recognizes that each child is also a learner and it reinforces the importance of school, homework, and the activities that build a feeling of success.

Epstein (1995(a):702) states that the community, which is the third sphere of influence, can also create *school-like* opportunities, events and programmes that reinforce, recognize and reward learners for good progress, creativity and excellence. Communities also create f*amily-like* settings, service and events to enable families to better support their children in education (Lemmer, 2007:220). *Community-minded* families and schools help their neighborhoods and other families. On the other hand, schools and communities talk about programmes and services that are family-friendly. This theory holds interesting possibilities for South Africa's particular contexts.

Because it is assumed that the child is the reason for the connections between home and school, the model focuses on the key role of the *child as student* in interactions between families and school, parents and teachers, or the community (Lemmer, 2007:220). Students are the key to successful school and family partnerships. In short, by placing the learner in the centre of the overlapping spheres of influence, Epstein (1995(a):702) states that "The unarguable fact is that students are the main actors in their education, development and success in school". Accordingly, Epstein and Sanders (2000:295) remind us that the main reason teachers, learners and parents communicate is to help learners succeed in school and in life.

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Schools, family, and community partnerships cannot simply produce successful students. Rather, partnership activities may be designed to engage, guide and motivate students to produce their own success (Epstein, 1995(a):702. If children feel cared for and encouraged to work hard in the role of student, they are more likely to remain at school and do achieve better academically (Lemmer, 2007:220).

2.5 FORMAL AND INFORMAL PARENT SUPPORT STRUCTURES

Parents should be encouraged to form various structures needed for parent involvement in the education of children. Clarke (2007:174) reminds us that parent involvement should not be limited to formal structures but should be encouraged at every level. Accordingly, Dietz (1997:2) explains that where schools limit parent involvement to a particular type of involvement, such as governance or fundraising, only a fraction of the parent community participates. In this section the researcher discusses the School Governing Body (SGB), Parent-teacher associations (PTAs) and service groups, special interest groups, parent and school sport as well as parent fund raising as the formal and informal parent involvement structures.

2.5.1 School Governing Body (SGB)

School governing body system is a direct result of the policy of democracy that has been introduced in 1997 by new government of South Africa. School governing body are legal structures charged with powers as determined by parliamentary law (DoE, 1997:14).

Potgieter, Visser, Van der Bank, Mothata and Squelch (1997:11) define school governance as follows:

> "School governance, as regarding the governing body's functions, means determining the policy and rules by which your school is to be organized and

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controlled. It means ensuring that such rules and policies are carried out effectively in terms of the law and the budget of the school."

In terms of the South African Schools Act (RSA, 1996:14), every school must have a School Governing Body. This is highly commendable. However, on the other hand it means that parent involvement parent involvement is being narrowly defined and limited to few people serving on school governing bodies. This can also not make teachers to attain all the benefits of parent involvement.

The Education Human Resources (DoE, 1999:10) states that elected members of the School Governing Body in South Africa should comprise individuals from the following categories:

- The school principal.
- Elected members.
- Parents of learners at the school.
- Teachers at the school.
- Members of staff who are non-teachers.
- Learners in the eighth grade or higher of the school (secondary schools).
- Co-opted members from the community who are invited by governing body to assist in fulfilling its functions.

However, this Act (RSA, 1996, Section 23) warns that parents serving in this body must form the majority.

According to the South African Schools Act (RSA, 1996:14-22) each governing body must have a constitution which provides for:

- A meeting of the governing body at least once every term.
- Meeting of the governing body with parents, learners, teachers and other staff at school.
- Recording and keeping of minutes of the governing body.

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- Making available such minutes for inspection by Head of the Provincial Education Department and other staff of the school at least once a year.

In the same vein, Clarke (2007:51) states that the constitution of the governing body should include the following:

- Frequency of meetings,
- Quorum,
- Attendance at meetings,
- Notice of meetings and agendas,
- Special meetings,
- Apologies and non-attendance,
- Confidentiality,
- Rules of meetings,
- Election of office bearers and their studies,
- Sub-committees, their authority and jurisdiction,
- Minutes (format, distribution, conformability.

Parents have been placed in a powerful position with authority to influence fundamental issues, such as:

- School budget.
- Language policy.
- Discipline.

- **Appointment and promotion of teaching and administration staff**

Accordingly Msila (2004:301) puts it this way: "The South African Schools Act provides for formal power in education to parents as well as communities. Thus, South African legislation provides for more extensive powers for the SGB than is found in most of the countries. For example, in a report published by European Commission (Eurydice, 2009:83), a number of functions of school governing structures on which parents are represented were compared. This shows that South African School Governing bodies

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also have certain tasks to execute. This also makes it imperative that all members serving on SGB should be empowered. Accordingly, the South African Schools Act (RSA, 1996 Section 19) asserts that the provincial department of education is responsible for providing training to the school governing bodies.

However, Clarke (2007:175) states that once the parents have been elected to the SGB they should be fully briefed on their roles and responsibilities. According to the South African Schools Act (RSA 1996 section 20), the ranges of responsibilities fulfilled by the SGB include the following:

Developing a vision and mission statement of the school. The school's vision statement is a dynamic image of what the school could and should be like, while the mission statement captures the character, identity and reason for the school's existence and therefore provides a parameter within which the school acts.

- Adopt a code of conduct for learners of the school after consultation with the learners, parents and teachers of the school.
- Determine the admission and language policy of the school.
- Suspend learners from attending the school as a correctional measure for a period not exceeding one week.
- Adopt a constitution for school.
- Recommend the appointment of teaching and other staff at the school and deal with disciplinary hearing of teachers.
- Supplement the resources supplied by the State to improve the quality of education provided by the school. In this regard parents may be asked to pay school fees. All school funds are administered by the school governing body.

The School Governing Body of a public school is the most important and powerful of the formal structures with clearly defined duties. According to the South African Schools Act RSA (1996:14) the School Governing Body has a significant influence on the decisions and effective functioning of the school. According to Epstein et al. (1997:9) one of the problems of decision-making is to include parent leaders from all racial, cultural, socio-

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economic and other groups in the school's decision-making. Thus, teachers should include parents from various socio-economic groups in decision making.

The school should see to it that capable parents are elected to serve on the School Governing Body. In the same vein, Clarke (2007:174) captures this when he argues that there are "... those who have the best interest of the school at heart, and they have the insight, skills and knowledge necessary to fulfill their governance functions. However, Risimati (2001:49) asserts that training of parents serving on school Governing Bodies in South African schools is often lacking due to shortage in finance. This results in untrained and incapable people, with little or no knowledge of ways to fulfill their tasks, being placed in the position of decision-making at school level.

2.5.2 Parent-teacher Associations (PTAs) and Service Groups

Parent-teacher associations are formal organizations composed of parents, teachers and staff that are intended to facilitate parent participation on equal footing in a public or private school. They are very active organizations working in a school to provide common forum for interaction of parents and teachers so as to improve facilities for academic excellence. However, Hesteck and Paquette (1999:189) state that these are informal structures which do not have powers granted to them by law. Despite this, these are the most helpful parent structures although the work that they do for the school is often not sufficiently recognized by the school's governance and management. Clarke (2007:60) states that the function of the PTAs is to promote closer relationship between parents and teachers. Other functions include:

- To help parents to understand the school programmes by arranging open days at school where parents can visit the school and observe their children at work.
- To arrange for the frequent general meetings where parents teacher consultations are possible in groups as well as individuals.

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- To prepare programmes which can increase cooperation between the school and community and can create better mutual understanding between parents and teachers.
- To provide various opportunities to parents and teachers to meet on equal footing, and discuss problems of their children.
- To arrange for social get together.

Clarke (2007:60) asserts that problems sometimes arise with PTA committees when members misunderstand the function and purpose of the PTA, and confuse its function with that of the school governing body. To solve this problem, the school governing body and senior management team should be represented on the PTA committee.

Furthermore, Clarke (2007:60) says that a PTA committee consists of elected parents and teachers. Thus, the activities of the PTA are decided and implemented by a nine member executive committee elected/nominated every year in the Annual Body Meeting. Clarke (2007:60) explains:

> Typically, a PTA committee would consist of either one or two parents members elected from parents with children in that grade (therefore five or ten parent members in high schools and seven or fourteen in primary schools), two teachers elected by teachers, the principal or delegate and a parent member from the school governing body.

According to Risimati (2001:40) parent-teacher associations in South African schools previously focused mostly on issues of school fees. The funds collected by the PTAs shall be deposited in the bank/Post Office in the name of the school PTA and the account should be operated by the president, secretary and treasurer of the PTA. This money is withdrawn by the joint signature of any two of the above-mentioned three office bearers.

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2.5.2.1 PTA'S National standards for family-school partnership

The National standards are PTA's framework adopted from Epstein's (1996:215-216) for how families, school, and communities should work together to support students' success. Each of these is rooted in the value of mutual respect, trust, and courtesy. PTA empowers people to work together with an end goal of building family-school partnership.

Standard 1: Welcoming all families into the school community.

Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

There are two main goals for this standard:

- The goal for standard 1 is to create a welcoming climate. When families walk into the school building they should feel that they belong there,
- Building a respectful, inclusive school community. School policies and programmes should reflect and respect the diversity of the families in the community.

Standard 2: communicating effectively.

Families and school staff should engage in regular, two-way, meaningful communication about student learning.

- The main goal for this standard is to share information between school and families. All families should feel that the school keeps them informed on important issues and that it is easy to communicate with teachers, the principal, and other staff.

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Standard 3: Supporting students' success.

Families and school staff continuously collaborate to support students' learning and health development both at home and at school, and have regular opportunities to strengthen their knowledge and skill to do so effectively.

There are two main goals for this standard:

- Share information about students' progress. Families should be informed of how their children are doing in school, as well as how the entire school is progressing.
- Supporting learning by engaging families. Families should be active participants

Standard 4: Speaking up for every child.

Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access tolearning opportunities that will support their success.

There are two main goals for the standard:

- Parents should know how the local and district operate and how to raise questions or concerns about school and district programmes, policies, and activities. They also should understand their rights and responsibilities under federal and state law and local ordinances and policies.
- Empower families to support their own and other children's success in school. Parents should be prepared to monitor students' progress and guide them toward their goals so students graduate from high school ready for postsecondary education and a career.

Standard 5: Sharing power

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programmes.

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There are two main goals for the standard:

- Strengthen the family's voice in shared decision making. Families should be full partners in making decisions on issues affecting their children both at school and within the community.
- Building families' social and political connection. Every school should have a broad-based parent organization that offers families and school staff regular opportunities to discuss concerns with each other and with school leaders, public officials, and community leaders.

Standard 6: Collaborating with community

Families and school staff collaborate with community members to connect students, families and staff to expanded learning opportunities, community services, and civic participation.

There is one main goal for the standard:

Connect the school with community resources. Parent and school leaders should work closely with neighborhood associations, government agencies, business, and universities to strengthen the school. These collaborations should make resources available to students, school staff, and families and build a family-friend community.

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2.5.3 Special Interest Groups

According to Clarke (2007:178) special interest groups refers to those groups of parents whose interest in the school are broader than those normally covered by PTA-type functions. They are parent groups with interest in issues related to parenting skills, drug abuse, social integration, and student health issues such as eating and behaviour disorder. They are usually driven by two or three individuals with passion for a particular issue which they believe needs the wider involvement of the parent community.

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Clarke (2007:178) states that the first thing to do when dealing with special interest groups is to meet them in order to ascertain exactly what they want and hope to achieve. At this meeting, it needs to be made quite clear that the school staff cannot be involved at any level in any planning or administrative roles. The role of the school will be limited to, at the most, providing a venue and including an item in newspaper advertising the date and time when those interested can meet to discuss the issue.

Clarke (2007:178) adds that another role of the school will be to provide the date and time when the outside speaker can make a presentation. This shows that the school holds regular parents' forums with speakers who are specialists in a variety of issues relevant to parents of school-going children. A programme of these events can be published from time to time inviting those who wish to attend to do so.

2.5.4 School Councils

While the decision of governments to give parents more defined responsibilities in education through the establishment of school councils were intended to enhance parent involvement in education, this can also be perceived as an attempt by the government to regulate more clearly parent involvement in schools.

The purpose of school councils is described by School Councils (2000:s 2(1) as follows: "The purpose of school councils is, through the active participation of parents, to improve pupil achievement and to enhance the accountability of the education system to parents. The Canadian Schools Act (2000:s 22(4)(c) gives description to school councils in several areas. For example: A school council may, at its discretion, consult with the principal so that the principal may ensure that students in the school have the opportunity to meet the standard of education set by the minister".

School councils have also a more pragmatic purpose. The Canadian Alberta Schools Act (2000:s 22(4)(c) puts it this way: "A school council may at its discretion, ... consult with

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the principal so that the principal may ensure that the fiscal management of the school is in accordance with the requirements of the board and the superintendent."

2.6 SCHOOL-PARENT PARTNERSHIP PROGRAMMES

Many parent involvement programmes have been implemented in schools in order to manage and improve parent involvement. According to Jose (2010:21) parent involvement programmes include a Family Resource Centre for the community within the school in order to attract families. This programme includes inviting government officials, business leaders, agency representative, and members of the local church to participate in the community centre. Jose (2010:21) stated that inviting parents to school conferences, family nights, and allowing access to resources in the family Resource Centre positively affected parent involvement.

Some of these programmes are designed for preschools whereas others are for elementary and high schools. In this section the researcher discusses programmes for preschool and elementary schools only.

Herderson and Berla (1994:82) support the parents involvement programmes by stating that the better parents involvement programmes are designed, the greater the number of parents who become involved in multiple ways that benefit their children.

2.6.1 Programmes in the Pre-school

The preschool programmes for parent involvement are many and varied. Various authors wrote vastly on these programmes. Rioux and Berla (1993:11) indicate in their book, Innovations in Parent and Family Involvement, that:

> "In the nearly thirty years since Head Start's beginnings, the unparallel establishment and expansion of new programmes for very young children

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underscores how much it has become fixed in the public mind that young children – *all* young children – must have the services and support they need if they are to develop fully."

The different types of programmes created and developed for preschool include: "Head Start", "Parents as teachers", "Even Start Programme", "Family Education Programme", and "Home Instruction for preschool youngsters" However, the major components for these programmes seem to be: Home Visits", Parent Classes including GED", Family enrichment activities" and "Early Child Education. Each of these programmes has its own goals and systems based on its community's needs. Accordingly Rioux and Berla (1993:17) put it this way:

> "The goals of the Head Start Programme are to provide comprehensive educational services for preschool-age children and their families and to improve the nutrition and physical and mental health of children and their families."

Each of these programmes has its own characteristic which marks how they are implemented. However, a common characteristic of these preschool programmes is that they focus on "Parenting" and "Equity". Rioux and Berla (1993:34) explain how the Even Start programme is implemented:

> "Once a week, an Even Start Family mentor visits the home in order to assist the parents in learning how to provide educational experience for their preschool-age children. The visit begins with a general conversation about what is going on in the home with family. A story is read by the mentor or parents to the children. Language lessons are designed for the educational needs of each family."

These programmes are made to assist parents in their involvement in the education of their children. Parents are able to receive various sources of help depending on their needs through the following programmes: "GED" (General Educational DevelopmentProgramme), "ESL" (English as a Second Language), and "Plan Now

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Families". However, lack of transportation and limited media opportunities can serve as barriers to these programmes.

2.6.2 Programmes in Elementary Schools

The most active parent involvement takes place in elementary school. Sylvia (2010:9) contends that the No Child Left Behind Act reauthorized elementary schools with four principles to frame ways in which families, teachers, and communities can work together to improve teaching and learning. According to Sylvia (2010:9) these include: accountability for results, local control and flexibility, expanded parental choice, and effective and successful programmes that reflect scientifically based research.

Rioux and Berla (1993:81) assert that: "It is hoped that training for more parent involvement at the elementary school level will carry over into middle school and high school where parent participation tend to decline". Furthermore, Rioux and Berla (1993:52-65) contend that *Parents as Education Partners, Parent institute for Quality Education, and Parents, Teachers and Children Working Together* are part of these examples and Parent Coordinator, Parent Meeting, and Parent Volunteers played significant roles as major components.

The home literacy project is another programme used to involve parents in elementary school. In this programme students use take-home bags in order to alert parents of grade-level expectations of their children (Jose, 2010:21). It aimed at analyzing the effectiveness of literacy projects in creating partnerships with parents, empowering parents to academically prepare their children, and increasing the children's literacy skill (Jose, 2010:21).

Another programme in the elementary school is the *Family-School Meetings*. According to Rioux and Berla (1993:88) indicates the positive effect of this programme:

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> "*The Family-School Workshops* are also considered an effective way of dealing with problems individual students may be having. At the beginning, there was opposition from both teachers and parents to having students present at the meetings. Both groups were accustomed to talking about the child's problems without his/her presence. As parents and teachers see the positive outcomes of this process, as they see that the child's problem is alleviated, they become supportive of the process."

Elementary Prigrammesof parent involvement emphasize in many aspects the roles of parents. Rioux and Berla (1993:96) argue that: "One of the supports for the parents: orienting new parents to the school, assisting parents with a concern or complaint to solve the situation, and placing all volunteers". Parents are also encouraged to be involved in decision making when participating in committees. Rioux and Berla (1993:94) contend that these committees include: "Fund Raising, Hiring, Curriculum, Programme Evaluation, Building and Grounds, Bilingual, School Literacy Magazines, Arts Collaborative, and Race and Class".

The last programme in the elementary school is the *Sterne Brunson School Development Program.*Rioux and Berla (1993:128) describe this programme as follows:

> "Teachers' attitudes are changing towards more acceptance of parents' strengths and weaknesses. Many teachers many teachers go to their students' homes to find out why a child is not in school. Parents feel more at ease in the school; they no longer feel inferior to the teachers, who are open and responsive to them. Parents attend and speak at school board meetings more frequently than in the past. Improvement in students' test scores and in social behaviour has been evident partly as a result of this programme."

It is interesting to note that many of these programmes experience insufficient funding and most of them rely on funds from local business and organizations. Despite this, Liontos (1992:30-31) reminds us that: "all families have strengths, parents can learn

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new techniques, parents have important perspectives about their children, most parents really care about their children, cultural differences are both valid and valuable, and many family forms exist and are legitimate". For all these to be reality, parents should be exposed to different parent involvement programmes.

2.7 THE BENEFITS OF SCHOO-PARENT PARNERSHIP

The management of parent involvement at schools benefits children, parents, as well as the community, at different levels. Research on parent involvement indicates that parent involvement has a positive effect on learner achievement and on school effectiveness. According to a study done by Henderson and Berla (1994:1), "In fact, the most accurate predictor of a student's achievement in school is not income or social status, but the extent to which that student's family is able to: 1. Create a home environment that encourages learning; 2. Express high (but not realistic) expectation for children's achievement and future careers; 3.Become involved in their children's education at school and in the community." If two or three of these criteria are accomplished, children of low income families will achieve at or above the levels expected of middle class children. Thus after reviewing a considerable number of studies, Henderson and Berla (1994:1) conclude: "The evidence is now beyond dispute. When schools work together with families to support learning, children tend to succeed not just in schools but throughout life."

Various sources indicate that parent involvement have many benefits for adolescents too. Accordingly, Bogenschneider (1999:729) puts it this way:

> "Parents who more involved in their adolescents' are schooling, regardless of parents' gender or educational level, have offspring's who do better in school, irrespective of child's gender, ethnicity or family structure."

Parent involvement has many benefits for parents, learners and teachers. However, Risimati (2001:33) recognizes that establishing a comprehensive partnership between

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families and schools remains a challenge and will initially take time. This calls for teachers to have ample knowledge and energy to involve parents in the education of their children. Thus, a comprehensive model of parent involvement is necessary. In this section the researcher discusses the benefits of parent involvement for learners, teachers, school and parents.

2.7.1 Benefits for Learners

The benefits of parent involvement for learners are many and varied. According to Silvia (2010:16) by becoming involved in their children's education, parents have a better understanding of school curriculum and activities. They help their children when necessary. This indicates that when parents are involved, students achieve more, regardless of their socioeconomic status, ethnic/racial background, or the parents' educational level. Thus, children from diverse cultural backgrounds tend to do better when parents and professionals collaborate to bridge the gap between culture at home and the learning institutions.

Extensive research indicates that there are important links between parenting and children's academic and behavioural competence in school (Sylvia, 2010:15; Tylor, Clayton & Rowley, 2004:163). Griffith (2000:162) maintains that the beneficial effects of parent involvement are mostly visible in children's academic performance. In the same vein, Epstein et al. (1997: 2) state that the main reason for creating a partnership between the school and families is to help all youngsters succeed in school and later in life. This shows that parent involvement in their child's school and academic life has positive effect on their child's growth, not only in school but later on in life.

Redding (2005:485) maintains that children best learn when they benefit from good teaching and a supportive home environment. Accordingly, Griffith (2000:162) states that the: "Involvement of parents in their children's education has long been advocated as integral to positive childhood development and school success." In the same vein,

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Epstein (1987:20) states that students gain in personal and academic development if their families emphasise schooling, let children know they do, and do so continually over the years. Thus, parent involvement isn't a luxury – it's an integral of student achievement.

When parents are involved, children have higher test scores and better attendance. Initial studies in the 1980s showed that, 'if schools reach out, more parents become involved' and that "subject specific involvement influences subject specific results ... if families were frequently involved in reading activities students gain in reading scores more than uninvolved families ... but this did not influence involvement in Maths (Sanders & Epstein, 2000:63).

Children need an encouragement from their parents to achieve at school. Epstein (1995:702) concurs that if children feel cared for and encouraged to work hard in the role of students, they are more likely to do their best academically and to remain in school. The emerging Voices (HSRC, 2005:119) concurs: "It is important for parents to be involved and supportive of their children's education because children feel encouraged when their parents are informed about their progress at school."

Lloyd-Smith (2008:2) asserts that children also tend to have better attitudes about school and better comprehension of their homework when parents are involved in school. Epstein (1990:111) concurs that students whose parents and teachers use frequent parent involvement practices showed a more positive attitude towards school, more regular homework habits, greater concurrence between the school and family practices; more familiarity between teachers and parents and more homework completed on weekends. In this way, parent involvement improves learner performance at school.

According to Lloyd-Smith (2008:2) parent involvement improves student achievement, increased attendance, higher aspirations and fewer discipline problems. In the same

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vein, Henderson and Berla (1994:1) state that the benefits of parent involvement for learners as follows: higher grades and test scores; better attendance and more homework done, fewer placements in special education, more positive attitudes and behaviour, higher graduation rates, greater enrolment in post-secondary education. Sylvia (2010:14) links parent involvement to:

> "... student outcomes including increased achievement in test results, a decrease in dropout rate, improved attendance and student behaviour, improved parent teacher relations, greater commitment to schoolwork, and improved attitude towards school."

2.7.2 Benefits for the School and Teachers

According to Epstein and Sanders (2000:289) teachers who frequently involve families in their children's education rate single and married parents, and more and less educated parents, are equally helpful with their children at home. Although the culture of teaching and learning in South African schools seems to be deteriorating, parents can play a significant role in education. In the same vein, Lemmer and Van Wyk (2004:263) argue that in South African schools which are affected by the consequences of discrimination, the political struggle and economic problems, the benefits of more extensive parent involvement is needed to improve the culture of teaching and learning. Swap (1993:10) adds that teachers also benefit when parents' involvement improves because they experience '... support and appreciation from parents and rekindling of their enthusiasm for problem solving.' Shartrand et al. (1997:33) state that teachers can learn from parents about child rearing practices and family skills and resources and tailor suggestions for involvement activities to meet the individual circumstances of each family.

Teachers who involve parents in their children's education rate parents more positively and stereotype families less than do other teachers. Accordingly, Epstein and Sanders (2000:289) argue those teachers who frequently involve families in their children's

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education rate single and married parents, and more and less educated parents, as equally helpful with their children at home. This shows that whether parents are involved in classrooms or indirectly with the school in fundraisers or other activities, teachers and the school benefits.

Epstein et al. (1997:2) state that the benefits of parent involvement for the school and teachers are that it:

- can play a significant role in improving school programmes and climate,
- may provide family service and support the school,
- improve the relationship and contact between home and school.

This shows that when parents are involved in their children's' schools, the teachers receive greater respect as parents realize how difficult the job is. This will result in making parents havemore confidence to and respect for teacher.

Davies (1993:206) states that increased parent and community participation benefits schools and teachers because the teachers' workload can be made more manageable. This shows that through parent involvement, teachers get relief from the stresses of having to supervise thirty children or more at once. If a teacher is less stressed out, he/she is likely to be a better teacher.

2.7.3 Benefits for Parents

Davies (1993:206) listed the following benefits of parent involvement for parents: greater appreciation of their important roles; strengthened social networks; access to information and materials, personal efficiency and motivation to continue with their own education.

Parent involvement develops the parent's confidence regarding school issues. Henderson and Berla (1994:1) argue:

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"Parents develop more confidence in the school. The teachers they work with have high opinion of them as parents and high expectations of their children too. As a result, parents develop more confidence not only about helping their children learn at home, but about themselves as parents."

Sylvia (2010:16) reminds us that by being involved in their children's education, parents have a better understanding of the school curriculum and activities. This makes parents more comfortable with the quality of education their children are receiving.

Parents who are more involved in their adolescent's schooling, regardless of parents' gender or education level, have offspring who are well behaved at school, absent less frequently, do better academically from pre-school through high school, and go to better schools. In the same vein, Sylvia (2010:16) states that parent involvement leads to greater self-satisfaction, self-direction and control, social adjustment, and competence; more supportive relationships, positive peer relations, tolerance, successful marriages; and less delinquent behaviour.

Research also shows that a home environment that encourages learning is even more important than parents' income, education level, or cultural background. By actively participating in their child's education at home and in school, parents send some critical messages to their child. They reinforce the idea that school is very important.

2.8 BARRIERS TO SCHOOL-PARENT PARTNERSHIP IN THE TEACHING AND LEARNING

Although parent involvement is said to have many benefits for learners, teachers and parents, several major barriers to family exist in public schools (Jose, 2010:27; Sylvia, 2010:17; Shartrand et al., 1997:13). Accordingly, Epstein and Sanders (2000:289) state that teachers' practices to involve families are as important, or more important, than family background variables such as race, ethnicity, socioeconomic level, marital

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status or mother's education or work status for determining whether, how and which parent becomes involved in the child's education. This can also suggest that teachers do not systematically encourage family involvement, and parents do not always participate when they are encouraged to do so.

Despite many efforts by teachers to improve parent involvement, barriers still exist that slowdown these efforts. According to Joe (2010:17) many barriers to parent involvement in schools include school environment, school culture, time constraint, changing demographics and employment patterns, and lack of training in involving parents in their children's education.

According to the Department of Education (DoE) (1996:22) contends that the challenges for maximum parent involvement include:

- Dysfunctional structures,
- A mix of old and new styles on management,
- Insufficient appropriately skilled people,
- Absence of an appropriate work ethos and management vision to drive integration and delivery.

The barriers discussed in this section are:

2.8.1 Little Understanding of Parent Involvement

According to Epstein and Sanders (2000:288) parents and teachers often have little understanding of each other's interest in the children. This shows that little understanding can hinder parent involvement in the education of learners.

Sylvia (2010:17) states that teacher education programmes do not educate teachers to work with parents. Risimati (2001:134) concurs that schools seldom offer teachers any formal training on collaborating with parents or in understanding the variety of modern

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family structures. This makes them to have little understanding on involving parents in the education of children.

Risimati (2001:134) states that parents also lack the necessary training from teachers on how they can be effectively involved in their children's education. As a result, parents also have little understanding of parent involvement. In the same vein, Jose (2010:32) says that: "... families value their children's education but are sometimes not aware of strategies they could use at home to help with their children at home with school work." Little understanding can make parents to feel alienated by schools, diminishing their level of attendance at school activities.

Little understanding makes parents to be involved only in minor issues. The HSRC (2005:121) makes the case for parent involvement being mostly ceremonial:

> "The participation of parents in the running of schools can be described as ceremonial ... most parents do not feel able to fully engage with teachers over the education of their children, nor do they have the resources to participate in SGB or to hold it accountable. Hence the involvement of parents seems to be largely limited to control over school furniture and repairs and assisting with feeding schemes."

Martinez (2005:2) reminds us that there are parents and family members who think they have nothing to contribute at school. Sometimes there is mistrust between parents and teachers due to lack of understanding. This little understanding on how they can contribute to the education of their children causes them to stay away from school.

2.8.2 Time

Lack of time is a barrier to effective parent involvement at schools (Sylvia, 2010:18). This is so because often most of the parents are working and do not have time to be

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involved in the education of their children. Although these parents want to be involved, they have difficulty arranging for additional time.

The National Task Force on School Readiness (1991:24) states that the school may discourage parent involvement "... due to lack of adequate time and training of teachers and administrators and a predominant institution culture in the school that places little value and participation of parents." This shows that the school, like parents, can lack time to involve parents in the education of their children.

Teachers with large classes do not have time to involve parents in the education of their children. Shartrand et al. (1997:130) state that large classes may prelude substantial family involvement because teachers have less time to spend with individual students during class time and their family members outside of class. This shows that lack of administrative support may also exhibit effective parent involvement because teachers need incentives such as administrative recognition before they can extend themselves to involving parents in education.

2.8.3 Lack of Skills

Martinez (2005:4) and Sylvia (2010:18) states that lack of skills is a serious barrier to parent involvement. Heystek (2004:310) argues:

> "In a school where parents have limited skills, knowledge or experiences and even lower levels of literacy, they may find it difficult or impossible to assume responsibility for drafting and managing the budget and it is now the responsibility of the principal."

This shows that some schools do not know how to engage families who do not visit the school. These are families who have difficulty in participating in school type meetings and committees. The HSRC (2005:121):

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"Even in a well-run school where relations between staff and parents seems good, issues such as low attendance at SGB meetings, lack of financial skills (in treasurers) and the difficulty of persuading impoverished families to pay school fees are constant problems."

Amongst these are families who lack information about the importance of their role in the education of their children.

Jose (2011:17) states that teachers lack skills and strategies needed to collaborate with families. This causes families to be less interested in giving assistance to their children regarding educational issues. Research conducted by Risimati (2001:81) reveals that schools do not have a policy on parent involvement. This indicates that teachers without a policy will not have skills in involving parents.

2.8.4 Lack of Resources

According to Jose (2010:31) lack of resources is a barrier to parent involvement. According to Martinez (2005:3) lack of the following resources is a barrier to parent involvement: transport, child care, support, teacher training, paid staff time, parent education, and community building activities.

2.8.5 Language

Risimati (2001:29) states that language is a serious barrier in the education of learners. Language as a barrier in education causes parents to refrain from taking part in school activities because parents are unable to communicate in the language used at school.

A language barrier happens when a lack of English proficiency prevents communication between families and schools. A study conducted by Shatrova, Smith and Stern in Jose (2010:29) concurs that the inability of the parents to speak English was the major

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obstacle in effective relationships between the school and the parents. This shows that language difference is a factor which negatively influences parent involvement because parents think their language skills are so poor that they cannot be useful as participants in assisting their children at school.

Jose (2010:32) concluded that regardless of the ethnic background of families, the difference in language between the school and family is a serious barrier to parent involvement. This suggests that students who learn in their mother tongue achieve better than students who learn in a foreign language. Accordingly, Violand-Sanchez, Sutton, and Ware (1993:20) argue:

> "Parents whose English proficiency is limited may find it difficult or intimidating to communicate with school staff or to help in school activities without bilingual support in the school or community."

Lack of language skills become an intimidating factor when parents and schools could not communicate effectively.

2.8.6 Socio-economic Status

Socio-economic status has been recognized as an influential factor concerning parent involvement. Liontos in Rudniski (1992) explains:

> "Low income, culturally different parents have traditionally been marginalized through an inability to communicate with schools and through the inflexibility of the school as an institution. This tradition has fostered the feelings of inadequacy, failure, and poor self-worth which are cited as reasons for low participation of parents from marginalized groups."

Unemployment also leads to parent's low socioeconomic status. Parents rely only on government supply and they are unable to provide books and other relevant learning

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materials, which are necessary for successful study. At the end of the school day, children go home to parents who have no resources to enrich them educationally.

Several researchers have found that upper middle class parents were typically engaged in school activities and influential in school decisions, while working class parents took on a more supportive role with respect to their involvement with regard to their children's school. Likwak and Meyer in Rudnitski (1992:150) put it this way: "parents from racial, ethnic and cultural minorities, especially those of low socioeconomic status, tend to feel less affinity for the school than those in the mainstream middle class".

As a result of his personal experience, reading, and research, Motshinger (1990:5) states that "the developer of Teacher Expectation Student Achievement (TESA) workshops found that teachers do tend to give high achieving students more attention than those who lag behind." Furthermore, Motshinger (1990:5) maintains that one of the reasons given by uninvolved parent is, "it is because we are poor."

2.9 CONCLUSION

This chapter discusses different theories and models of parent involvement with the aim of expounding on the shared responsibility of teachers and parents in the education of the child. Although these shared responsibilities of the teacher and those of the parent differ, these differences are not contradictory. When combined, the strength of the teacher-child relationship and the parent child relationship create optical conditions for the child to develop (Johnson, 1999:126). It is equally stressed that regardless of the theory or model used, there is a need to capacitate teachers with relevant skills for parent involvement.

This chapter also discusses the benefits of parent involvement for learners, teachers and parents. The UNESCO report supports this when it states:

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> "It is unproductive to focus extensively on school-based programmes when research indicates that family processes and participation in the education of children greatly enhance the impact of schooling and improve its quality."

The disadvantages of parent involvement as well as the formal and informal structures on parent involvement were also discussed. In the next chapter (Chapter 3) the researcher discusses the research design.

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CHAPTER 3

RESEARCH DESIGN ANDMETHODOLOGY

3.1 INTRODUCTION

In order to answer the research question, relevant research data is needed. Research data can be collected by using various forms and techniques. In this chapter, the researcher presents a detailed research design , the methodology, population, sample, sampling procedure, data collection techniques, data analysis and ethical considerations of the study.

3.2 RESEARCH APPROACH

The research method used in this study is the qualitative method. Qualitative research is a quest for understanding a problem or issue from a participant's perspective as he or she makes meaning of the world and involves collection of information in the form of opinions about human experiences. Leedy and Ormrod (2001:102) remind us that qualitative researchers are often described as being the research instrument because the bulk of data collection depends on their personal involvement (Interview, observation) in the setting. Accordingly, Denzin and Lincoln (2000:2) put it this way:

> "There are separate and detailed literatures on the many methods and approaches that fall under the category of qualitative research, such as case study, politics and ethics, participatory inquiry, interviewing, participant observation, visual methods and interpretative analysis."

This means that the researcher's ability to interpret and make sense of what he or she sees is critical in qualitative research. Qualitative researchers believe that human actions are strongly influenced by the setting in which they occur. As such, most qualitative research attempt to establish universal, context-free generalizations

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(McMillan and Schumacher, 2006:13). Qualitative inquiries believe that it is impossible to develop a meaningful understanding of human experience without taking into account the interplay of both the enquirer and participant's values and beliefs (De Vos, 1998:243).

3.3 RESEARCH DESIGN

Research design refers to the procedure for conducting the study, including when, from, whom and under what conditions the data will be collected (McMillan and Schumacher, 2011:22). Accordingly, Creswell, Ebersohn, Eloff, Ferreira, Ivankova, Jansen, Nieuwenhuis, Pietersen, Plano Clark and Van der Westhuizen (2011:70) concur that the research design is a plan or strategy that provides a set of issues that need to be addressed in practice so that the area of research interest can be systematically studied, it indicates how the research is operationally used and how a set of research aims and objectives can be translated into practical research topic.

Creswell et al. (2011:70) state that there is a very wide range of research designs from which a researcher may choose one that is congruent with his/her assumptions. In the same vein, McMillan and Schumacher (2011:23) assert that qualitative research designs use methods that are distinct from those used in quantitative designs, and they emphasize collecting data from people in the natural setting.

This study used case study in order to gain an in-depth understanding of the management of parent involvement in the teaching and learning of their children, and according to Neuman (2000:161), it is a kind of research design that seeks to understand human experiences from the perspective of those who experience them.

Qualitative research collect data through, asking, watching and reviewing to capture detailed description of situations, events, people interaction and observe behaviour. Cohen, Manion and Morrison (2002:7) maintain that qualitative research provides

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"explanation and understanding of what is unique and particular to the individual rather than what is general and universal".

3.3.1 Population

Mertens (2010:4) defines population as the entire group of individuals that a study is intended to investigate. There are 23 primary schools in Malamulele North East Circuit.

3.3.2 Sampling Procedure

Purposeful sampling was used to select participants in this study. According to McMillan and Schumacher (2006:19), in purposive sampling, the researcher searches for information-rich participants. Neuman (2003:107) maintains that purposive sampling is a procedure in which the researcher samples whoever he or she believes to be representative of a given population.

For the purpose of this study, the researcher chose principals, teachers and SGB members because they are likely to be knowledgeable and informative about parent involvement in the teaching and learning of children.

3.3.3 Sample

McMillan and Schumacher (2006:476) state that a sample refers to the group of subjects, often representative from a given population, from which data are collected. Neuman (2003:100) concurs that a sample consists of those individuals who participate in the study. Simelane (1998:21) refers to sampling as the procedure, which is employed in selecting potential participants.

There are a number of principals, teachers and SGB members who are responsible for involving parent in education in Malamulele North East circuit in Limpopo Province. For

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the purpose of this study, only one (1) principal per school who is implementing parent involvement, 3 (three) teachers per school and 4 (four) SGB members per school in focus group will be interviewed. A total of 32 participants took part in this research. The participants were chosen because they seemed to be individuals who are willing to share their experiences with the researcher.

3.4 DATA COLLECTION TECHNIQUES

Qualitative data collection techniques are used in this study. Bogdan and Biklen (2003:109) state that data in qualitative research refers to those pieces of information obtained in the course of the study. McMillan and Schumacher (2006:315) maintain that qualitative research is an enquiry in which researchers collect data in face to face situations by interacting with selected persons in their settings e.g. field research which can involve interviews and observations. For the purpose of this study, the data gathering techniques employed is face to face interviews which consist of semi-structured interviews, focus-group interviews and observations.

3.4.1 Observations

Observations have been described as the most direct technique for collecting data. Merriam (1998:118) refers to observation as the major means of collecting data in qualitative research. McMillan and Schumacher (1993:257) state that the primary advantage of observation is that the researcher records behaviour as it occurs naturally in real life, it is not what participants have written about the topic.

According to Neuman (2000:385) qualitative observation notices the context in which events occur. Thus, observation has the advantage of drawing the observer into the phenomenological complexity of the world where, ... situations unfold, and connections, causes and corrections can be observed as they occur over time" (Cohen et al., 2002:306).

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The researcher observed school principals, teachers, SGB members and school environment involving parents in teaching and learning. The researcher also observed the availability of the documents that promote parent involvement in the teaching and learning at school. The researcher further observed the school environment, e.g. cleanliness, gardening, security, cooks for nutritional programme and how visitors are welcomed. In short the researcher observed the social setting under study as well as unwritten social rules of the school. The researcher was interested in viewing each participating school as a separate site.

Accordingly, McMillan and Schumacher (2006:264) maintain that the observational method relies on the researcher seeing and hearing things which they deem necessary to record since they are meaningful to the outcomes of the study.

3.4.1.1 Participants observation

There are many ways of gathering observational data. In this study, the researcher conducted participant observation. The main aim of the participant observation was to understand the research participants, setting and their behaviour. Glesne (1999:43) indicates that participant observation provides the opportunity to acquire the status of a "trusted person".

McMillan and Schumacher (1993:416) define participant observation as a person who has a role in the site, which he/she intends to study. Springer (2010:144) maintains that participant observation occurs when the researcher has meaningful interaction with the individual being observed. In this study, the researcher spent a number of days in each of the four schools observing: The availability of any document relevant to parents involvement, e.g. school action plan, policies, minutes for parents and SGB meetings, school environment, e.g. school surroundingsand how visitors are welcomed at the school were noted through an observation checklist.

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3.4.2 Semi-structured Interviews

Mothata (2000:89) refers to the word "interview" as a data gathering technique, While Glesne (1999:67) defines interviewing as a human interaction with all of its intended uncertainties. Creswell et al. (2011:87) state that an interview is a two-way conversation in which the interviewer asks the participants questions to gather data and learn about the ideas, beliefs, views, opinions and behaviour of the participants. Semi-structured interview was used in this study. The researcher posed certain questions to the four school principals to probe their perception on parent involvement. The researcher used an interview schedule where questions were written. This assists the researcher to ask all participants similar questions although the sequence of the questions can be changed to allow more probing. Accordingly, McMillan and Schumacher (1997:264) indicate that in structured interviews the written questions are exactly what will be asked orally, with appropriate probing questions.

The aim of qualitative interviews are: it is a means of gathering information having direct bearing on the research objective and it may be used to see the world through the eye of the participants (Creswell et al., 2011:87). This study used face-to-face semi-structured interviews with primary school principals in Malamulele North East circuit.

Interviews enabled the rich capture of the rich diversity of experiences of school principals discussing "their interpretation of the world in which they live, and to express how they regard situations from their own point of view (Cohen et al., 2001:267). Interviews served as an additional means of gathering information by providing access to what is "inside a person's head" (Cohen et al., 2001:267) to make it possible to measure what a person knows.

Furthermore, these interviews enabled the researcher to gather data on the effectiveness of the implementation of parent involvement in the teaching and learning at schools. The interviews are audio taped with the participants' permission. The

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researcher also transcribed verbatim transcripts of the tape recorder in order to see the themes generated by the research.

3.4.3 Focus-group Interview

The researcher conducted a focus-group interview with teachers and (SGB) members. According to Kruger (1988:18) a focus group is a "... carefully planned discussion designed to obtain perceptions of a defined area of interest in a permissive, non-threatening environment."

In a focus-group interview, members influence each other by responding to ideas and comments in the discussion Kruger (1988:18). The researcher, by means of an interview guide, asks questions which will allow the participants to respond while influencing each other.

In this study, the focus group interview was audio-taped, transcribed and analysed.

3.4.4 Transcribing the Data

All the interviews were transcribed. Participants were allowed to use the language of their choice. The researcher translated the parents' interviews since they were conducted in Xitsonga. In the same vein, Patton (1990:371) maintains that the culminating activities of qualitative enquiry are analysis.

3.5 DATA ANALYSIS

Bogdan and Biklen (2003:147) state that data analysis is a process of systematically searching and arranging the interview scripts, field notes, and other materials which were accumulated by the researcher to increase his/her understanding, and enables the researcher to present that which was discovered to others. According to White

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(2002:82) qualitative research requires logical reasoning and makes considerable use of inductive reasoning, organizing the data into categories and identifying patterns among the categories. For the purpose of this study, the researcher used open coding, in which specific elements (in this case teachers' comments) are assigned to categories to analyze data (Springer, 2010:3840). White (2002:82) states that open coding is a process of breaking down, examining, conceptualizing and categorizing data.

Bogdan and Biklen (2003:147) view data analysis as a process of schematically searching and arranging the interview scripts, field notes, and other materials which were accumulated by the researcher to increase his/her understanding of them, and enable the researcher to present that which was discovered to others. Leedy and Ormrod (2001:150) maintain that data analysis in qualitative research is a systematic process of selecting, categorizing, comparing, synthesizing and interpreting data to provide explanation of the phenomena. This process can be divided into the following stages: organizing data and coding of data.

3.5.1 Organising Data

Patton (1990:379) states that the data gathered in qualitative research methods are usually voluminous. This suggests that this data should be reduced into small size.

3.5.2 Coding of Data

All interview transcripts were transcribed and each transcript was subject to a system of coding to sort data and to uncover underlying meanings in text to bring both the "central and peripheral referents to the researcher's attention (De Vos, 2005:341). According to Cohen et al. (2002:283) coding is the ascription of a category level to a piece of information. This is decided either in advance or in response to the information that has been collected. Neuman (2003:176) contends that the two forms of coding are categorizing of data and axial coding. Categorization of data is the process of grouping

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concepts that seem to pertain to the same phenomena whereas axial coding is a process of putting data together by making connections between categories.

3.6 VALIDITY

Validity refers to the extent which interpretation of test scores is appropriate, in light of existing evidence and theory (Springer, 2010:152). The validity of this research was based on the way the interview and observation data collected from the participants was interpreted. McMillan and Schumacher (2006:324) remind us that qualitative researchers use many strategies to enhance validity in qualitative research. Thus, in this study, the research used content validity because all the participants utilized here were involved with parent involvement, was all teachers and they reside in the same circuit. The researcher used the following to measure the external validity of this study: credibility, transferability, dependability, confidentiality.

3.6.1 Credibility

The goal of credibility is to demonstrate that the inquiry was conducted in such a manner as to ensure that the accurately identified and described (De Vos, 2005:346). In this study, the participants were accurately identified to be residing within Malamulele North-East circuit. Furthermore, credibility was enhanced by prolonged periods of engagement with the participants with a view of building trust.

3.6.2 Transferability

Mertens (2010:259) states that in qualitative research the burden of transferability is on the reader to determine the degree of similarity between the study site and receiving context. In this study, transferability was enhanced by using more than one method of data collection. The researcher uses semi-structured interviews as well as observation with a view of strengthening the study's usefulness.

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3.6.3 Dependability

According to De Vos (2005:346) during dependability the researcher attempts to account for the changing conditions in the phenomenon chosen for the study as well as changes in the design created by increasingly refined understanding of the setting. In this study dependability can be seen in the fact that the interviews were conducted during the 7th hour and in offices.

3.6.4 Confidentiality

Martens (2010:345) states that confidentiality means that the privacy of individuals will be protected in that the data they provide will be handled and reported in such a way that it cannot be associated with them personally. The researcher assured the participants that under no circumstances will their names be reveled or recorded anywhere in the study.

3.7 ETHICAL CONSIDERATIONS

Ethics in social research define what is or not legitimate to do, or what "moral" research procedure involves (Neuman, 2003:116). The moral research procedures which bind the researcher in this study are:

3.7.1 Permission to Conduct Research

In this study the researcher firstly sought permission from the Limpopo Department of Education, Vhembe District, Malamulele North East Circuit to conduct research at their schools. Permission to conduct research was also sought from schools. The researcher also sought permission from participants, i.e. if they were willing to participate in this study.

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3.7.2 Violation of Privacy

According to Leedy and Ormrod (2001:108) under no circumstances must reports be presented in such a way that others become aware of how a particular participant responded or behaved. In this study, the researcher gives consent to the participants to ensure that their privacy is not violated. The researcher also recorded each semi-structured interview after being given permission by the participants to do so. The researcher also assured the participants' anonymity in that their names would not be used in the writing up of the findings of this study.

3.7.3 Informed Consent

De Vos (2005:59) argues that "emphasis must be placed on accurate and complete information, so that subjects will fully comprehend the investigation and consequently be able to make a voluntary, thoroughly reasoned decision about their possible participation". In this study, the participants were given ample information on the aim of the research, the procedures that were followed and how the results of the findings would be used. The participants were also asked to sign a written consent which described the whole research process. The participants were told that if they didn't want to participate in the study they could refuse to sign the consent form.

3.7.4 Harm to Respondents

According to Neuman (2003:253) the following are ways in which the researcher can harm the respondents: physical harm, psychological harm, legal harm, and harm to person's career or income. The researcher gave each and every participant a detailed script explaining what is expected from him/her, indicating the aims and objectives of the interview, and how and when the interview will be conducted. Furthermore, the researcher indicated to the participants that under no circumstances shall the collected data be misinterpreted.

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3.7.5 Deception of Respondents

Leedy and Ormrod (2001:108) warn us that under no circumstances should a researcher fabricate data to support a particular conclusion, no matter how seemingly "noble" that conclusion may be. In this study, the researcher will never lie about the data given by the respondents.

3.8 CONCLUSION

In this chapter the methodology of the study, which guided the investigation was presented. The next chapter the researcher presents thecollected data, the analysis and the interpretation of the results.

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CHAPTER 4

DATA ANALYSIS AND PRESENTATION

4.1 INTRODUCTION

In most cases people are willing to talk than to write (Maraj, 2000:128). Data was collected through interviews to establish the extent of the management of parent involvement in the teaching and learning of their children. Face-to-face interviews were conducted with the principals of the four schools. Four focus-group interviews were conducted with focus groups of teachers (4 per group) and with focus groups of SGB members (4 per group).

4.2 VALIDATING THE INTERVIEW QUESTIONS

The drawn up interview questions were given to the four school principals to validate them in terms of relevance and appropriateness. The drafted interview questions were left with the school principals for a week after an appointment of submission and collection had been made. The principals were requested to check and evaluate whether the questions could promote discussions.

The principals were allowed to add or remove unnecessary questions according to their working environment. At the time of interview no question was added or removed at all the interviewed schools.

4.3 MALAMULELE NORTH EAST AND ITS PRIMARY SCHOOLS

Malamulele North-East Circuit is in Vhembe District, Limpopo Province. Malamulele North- East Circuit has 23 primary schools. The circuit is surrounded by small villages from which in which the research has been conducted in 4 primary schools.

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4.4 CHARACTERISTICS OF PARTICIPANTS

The characteristics of all participants are presented in this section. In this study participants include school principals, teachers and school governing body.

4.4.1 Participating Schools

This section presents the characteristics of the participating schools.The schools were not aware of these names to ensure confidentiality.

Table 4.1: Participating Schools

	SCHOOL A	SCHOOL B	SCHOOL C	SCHOOL D
Number of classrooms	12	16	14	16
Number of learners	452	921	452	372
Number of teachers	14	23	13	12
Ethnic group	Xitsonga	Xitsonga	Xitsonga	Xitsonga
Toilet	Pit toilet	Yes	Yes	Pit toilet
Water	Yes	Yes	Yes	Yes
Electricity	Yes	Yes	Yes	Yes
Security (fence)	Yes	Yes	Yes	Yes
Telephone/ cell phone	Cell phone	Cell phone	Cell phone	Cell phone
Quintile	01	01	01	01
Administrative staff	01	01	01	01

School B and C have the same number of classrooms. School A and D have the same number of learners but different number of teachers. School A and school D are using classrooms as their offices where as school B and school C use offices. School B has

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921 learners and D has 372 learners while having the same number of teachers. None of the schools have a library and hall. Toilets at school A and D are pit toilets whereas school B and school C uses flush toilets. All four schools have running water, fence and electricity. They also fall under quintile one. (no school fees paid, they are funded by government 100%)All the four schools are using cell phone, no land line telephone.

In all four schools learners wear school uniforms. School B and C are much neatly attired and adhere to the school's uniform policy. School A and D often deviate from the school uniform policy and often sentlearners home and told them to return in full school uniform.

For both schools late coming is a problem. At school B late coming is a very big problem as learners live from the RDP houses and they travel long distance (6km) to and from school by foot.

All four schools have computer facilities. The staff complement of each school varies as this depends on the number of learners as well as the type of school. School A and D have a high female staff complement.

Teachers at all four schools are paid by state, there are no SGB appointees on staff. With regard to administrative workers, each school is having one who is internship.

It is therefore the researcher's view that although all the schools fall under quintile one, they differ as far as resources are concerned. This is so because school A and school B are using classrooms as offices. None of the schools have administration block.

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4.4.2 Participating Schools Principals

Table 4.2: Participating Schools Principals

Principal	School A	School B	School C	School D
Gender	Male	Male	Female	Female
Age	49	52	47	48
Teaching experience	25	23	26	19
Years as principal	12	11	14	11
Workshop attendant on parental involvement	0	0	0	0
Home language	Xitsonga	Xitsonga	Xitsonga	Tshivenda
Highest academic achievement	BA	PHD	Bed	MED

The table of categories above was revealed while responding to the questions in the semi-structured interview scheduled on the management of parent involvement in the teaching and learning of their children, it is needed in order to understand participants responses. All principals have served more than 10 years on their principalship post in the same school. They are presumed to have sound knowledge of the parent and the community though they have never been workshop on parental involvement.

Of all the principals interviewed three reside in the same village at the school in which they manage. Only one principal lives about forty kilometers away from his respective school.

All four schools principals were interviewed during observation time (during the seventh hour of teaching and learning time).

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The obvious conclusion here is that principals play an important role in trying to initiate, plan and manage parent involvement in the teaching and learning of their children. However, in all these schools the principals do not reflect clear understanding of parents' involvement in the teaching and learning of their children.

4.4.3 Participating Schools Teachers

This section summarises the characteristics of the teachers interviewed in this research. Teachers are interviewed as they play a vital role in the development of a child. They spend many times with the children at school.

Participating Teachers of School A

Table 4.3: Participating Teachers of School A

Teachers	1	2	3
Gender	Female	Male	Female
Age	49	40	47
Teaching experience	20	15	20
Workshop attendant on parental involvement	0	0	0
Home language	Tshivenda	Xitsonga	Xitsonga
Highest academic achievement	BA	ACE	ACE

ACE= Advance certificate in education.

BA= Bachelor of Arts

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Participating Teachers of School B

Table 4.4: Participating Teachers of School B

Teachers	1	2	3
Gender	Female	Male	Female
Age	41	40	44
Teaching experience	13	14	14
Workshop attendant on parental involvement	0	0	0
Home language	Xitsonga	Xitsonga	Xitsonga
Highest academic achievement	ACE	ACE	ACE

ACE= Advance certificate in education.

Participating Teachers of School C

Table 4.5: Participating Teachers of School C

Teachers	1	2	3
Gender	Male	Female	Female
Age	40	41	40
Teaching experience	16	15	14
Workshop attendant on parental involvement	0	0	0
Home language	Xitsonga	Xitsonga	Xitsonga
Highest academic achievement	ACE	ACE	BA(ED)

ACE= Advance certificate in education.

BA(ED) =Bachelor of Arts in Education

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Participating Teachers of School D

Table 4.6: Participating Teachers of School D

Teachers	1	2	3
Gender	Male	Male	Female
Age	49	40	47
Teaching experience	20	15	20
Workshop attendant on parental involvement	0	0	0
Home language	Xitsonga	Tshivenda	Xitsonga
Highest academic achievement	ACE	ACE	ACE

ACE= Advance certificate in education.

The teachers interviewed comprises of two teachers whom their home language is Tshivenda and otheruse Xitsonga as their home language. Of the twelve teachers six reside in a walking distance area to the school, while two use their cars and four depend on taxis to transport them to school. Altogether five men and seven women were interviewed. Teachers' level of education does not vary to a great extent. Of the interviewed teachers only two teachers'possess degrees and ten possess ACE.

None of the interviewed teachers has been trained or attended the workshoped on parent involvement in teaching and learning of their children. The majority of teachers interviewed have many years of teaching experience.

The researcher is convinced that, all the teachers interviewed had never been workshop on parents involvement in the teaching and learning. This has a negative impact on how the teacher should handleparents involvement in teaching and learning.

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4.4.4 THE School Governing Bodies

The researcher interviewed parents who are on the school governing body as they play an important role in the school governance.

Table 4.7: SGB Members of School A

Parent	**1**	**2**	**3**	**4**
Gender	Male	Male	Female	Female
Age	45	42	46	44
Highest level of education	Grade 10	Grade 3	Grade 5	Grade 4
Years of experience	02	02	01	01
SGB Workshop attendant	01	01	01	01
Occupation	Not working	Not working	Not working	Not working

Table 4.8: SGB Members of School B

Parents	**1**	**2**	**3**	**4**
Gender	Female	Male	Female	Female
Age	40	38	42	43
Highest level of education	Grade 3	Grade 12	Grade 3	Grade 3
Years of experience	01	01	01	01
SGB Workshop attendant	1	1	1	1
Occupation	Not working	Police officer	Not working	Not working

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Table 4.9: 3 SGB Members of School C

Parent	1	2	3	4
Gender	Female	Male	Female	Female
Age	45	45	46	44
Highest level of education	ABET Certificate	BA	Grade 5	Grade 5
Years experience	02	05	01	01
SGB Workshop attendant	1	2	1	1
Occupation	ABET Teacher	Teacher	Not working	Not working

Table 4.10: SGB Members of School D

Parent	1	2	3	4
Gender	Female	Male	Male	Female
Age	37	42	46	44
Highest level of education	Grade 7	Grade 3	Grade 5	Grade 4
Years experience	02	04	01	01
SGB Workshop attendant	1	2	1	1
Occupation	Not working	Police officer	Not working	Not working

In this research sixteen parents of the SGB participated. Altogether ten female and six male were interviewed. Their level of education varies to a great extent. At school C one member interviewed possesses BA degree while some SGB members passed grade

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three as their highest educational qualification. The education level of members may have impact on their extent of involvement.

All interviews with SGB members were conducted during the school observation hour. At all schools the principals helped the researcher to set up a meeting with the SGB.

The SASA (RSA, 1996: Section 23) makes provision for schools to co-opt members to the SGB. However, in all the schools included in this research, this has not been done. Therefore the researcher is in a position to conclude that, this could have a negative impact on the SGB's ability to encourage parents to become involved in the school activities.

4.5 INTERVIEW ANALYSIS

4.5.1 Interview Analysis with Principals, Teachers and SGB

4.5.1.1 What do you understand by parent involvement in the teaching and learning of their children?

Pattern 1: Parent involvement is working together of the school and parents

Principals and teachers of the four schools in their respond believe thatparents involvement means working together of the school and parent.

- Principals' responses:

Respondent No. 1

"I think parent involvement implies working together with parents in educational matters"

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Respondent No. 3

"Parent involvement implies working together between families, community and school, for the benefit of the child."

Respondent No. 2

"Working together with parents in education matters."

Respondent No. 4

"I think is working together with parents on school matter with the aim of helping the child."

- Teachers responses:

Respondent No. 4

"Is working together with parents in school activities like planning process of school."

Respondent No. 2

"Is working together with parents on school activities."

Respondent No. 3

"Is working together with parents on educational issues for the benefit of the children"

Furthermore, literature study state that when teachers and parent emphasizes their shared responsibilities, their combined endeavor pushes the sphere of family and school influence together, increases interaction between parents and schools, and creates school-like and family-like schools (Lemmer, 2007:220).

It is therefore the researcher's view that principals and teachers should work together with parents for the benefit of the learners. The school should create a space for working together with parents on school educational activities.

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4.5.1.2 Strategies to manage parents involvement effectively?

Pattern 2: Parents meetings

Respondents maintain that, parents meetings seem to be the main means of contact between the school and the parents. Each school has its own number of meetings and the time when it held the meetings. However, common to all the schools was the annual budget meeting which is held in the fourth term. According to the respondents, the parents meetings are not well attended, and principals and teachers show a great concern about this.

- Principals' responses:

Respondent No. 1

"They do not bother themselves to attend parents meeting."

Respondent No. 2

"Parents attend meetings at the beginning of the year, because this is the time they enroll their children in school."

Respondent No. 3

"Attendance to meetings is poor. Very few parents attend."

Respondent No. 4

"Attendance to meetings is poor. Very few parents attend"

- Teachers responses:

Respondent No. 2

"Hmmmmm letters and notices are sent home with the learners, but are not always delivered, more specially to parents with grade R learners because they usually forget

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them in their school bags. Teachers usually find them the next day when they check their school bags."

Respondent No. 4

"We give learners letters and notices to give to their parents, of which is not effective because some do not deliver them, and some parents receive the letter and are not able to read it."

Respondent No. 1

"We give learners letters to deliver to parents of which is not effective because most of the parents are illiterate and sometimes learners forget to deliver them."

Respondent No. 3

"Letters are given to learners to take to parents because parents do not have fixed addresses. Phone and SMS are used in emergencies and serious matter as they are expensive."

Respondent No. 6

"We also use parents meetings, which are usually held during the week at twoo'clock in the school classroom."

Respondent No. 5

"Well, there are parents meetings. Only few and same parents attend the meetings."

Respondent No. 7

"We communicate with parents through parents meetings. Through homework when they help their children with homework and they have to make comments. But this is not working at all."

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Literature review reveal that according to the SASA (RSA, 1996:14-22) each governing body must have a constitution which provides for:

- Meeting of the governing body with parents, learners, teachers and other staff at school.

The researcher is convinced that generally parents do not attend school meetings. While each school differs in the nature of meeting with parents, there are aspects which need to be addressed.

4.5.1.3 Benefits for involving parent in the education?

Pattern 3: Learner academicperformance andattendance improvement

All respondents are aware of the benefits of parents' involvement. But the respondents show limited understanding of this benefit when compare to the benefit in Chapter 1.

- Principals' responses

Respondent No. 4

"Learner attendance improves. They perform very well and late coming is reduced ."

Respondent No. 3

"Learners perform very well in their studies."

Respondent No. 1

"And even learners' academic performance will be good. learners discipline will be good."

Respondent No. 2

"Learners will perform very well. Discipline will improve. Learner attendance will be good."

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- Teachers' responses

Respondent No. 3

"Learners academic performance and behaviour can improve."

Respondent No. 1

"There will be improvement in their academic work."

Respondent No. 2

"I think even the attendance is going to improve."

- SGB responses

Respondent No. 2

"I think also their perform can improve, which can automatically improve our community."

Respondent No. 3

"Our children will get better education."

Respondent No. 1

"I think our children will get better education".

The principals, teachers and SGB member have listed some benefits of parents involvement, as they perceive them, they seem to possess a limited understanding to other numerous advantages this social interaction has on schooling. In comparison to the benefits outlined in Chapter 1 of this study the participants made no mention of decrease in dropout rates.

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The researcher recommends that since parent involvement is vital to academic success, school principals and teachers should maintain parent cooperation at all times.

4.5.1.4 Barriers experienced when parents are not fully involve in the education?

Pattern 4: Illiterate, lack of knowledge, ignorance and language are barriers to parent involvement in the teaching and learning of their children.

All the respondents agree that illiterate, lack of knowledge;ignorance and language usage are the barriers to the effective parent involvement in the teaching and learning process.

- Principals responses

Respondent No. 2

"Most parents are illiterate and cannot support theirchildren academically".

Respondent No. 1

"Many parents are illiterate; they cannot read or write, so it is difficult for them to help their children"

Respondent No. 3

"Parents cannot be involved in curriculum issues because most of them are illiterate"

- Teacher's responses

Respondent No. 4

"Illiterate parents do not want to come to school because they do not feel qualified to make valid contribution to education."

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Respondent No. 2

"Parents do not help their children with homeworks because they are illiterate and this is a big frustration we are experiencing as teachers."

- SGB responses:

Respondent No. 3

"Most of the time we are afraid as we are not educated like teachers. We cannot help a person who is educated than us."

Respondent No. 3

"Most of us as parents we lack skills and confidence to be involved with our children's learning."

According to Joe (2010:17) many barriers to parent involvement in schools include school environment, school culture, time constraint, changing demographics and employment patterns, and lack of training in involving parents in their children's education.

The researcher is convinced that barriers mentioned above affect the nature and extent of parent involvement suchthat parentsfeel inadequate. The responsibility of the school is to ensure that parents acquire adequate knowledge and understanding about the concept of parent involvement.

4.5.1.5 Communication with parents in regard to children's learning?

Pattern 5: Letters sent with learners to parents.

All respondent agree that they send letters with learners to communicate with parent.

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Respondent No. 1

"Hmmmmm letters and notices are sent home with the learners, but are not always delivered, more especially to parents with grade R learners because they usually forget them in their school bags."

Respondent No. 2

"We give learners letters and notices to give to their parents, of which is not effective because some do not deliver them, and some parents receive the letter and are not able to read it."

Respondent No. 3

"We give learners letters to deliver to parents of which is not effective because most of the parents are illiterate and sometimes learners forget to deliver them."

Respondent No. 3

"Letters are given to learners to take to parents because parents do not have fixed addresses."

Literature study also support what is highlighted by all respondents. Epstein (1995:704) suggest the following relating to home-school communication: Conference with every parent at least once per year, with follow-ups as needed; use language translators to assist parents as needed; arrange/student pick up of report card, with conference on improving grades; provide a regular schedule of useful notices, memos, phone calls, newsletters and other communications; provide clear information on choosing schools or courses, programmes and activities within schools; circulate information on all school policies, reforms and transition. Although this is suggested for schools within the USA, the principles are also applicable to the local context.

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The researcher recommends that communication lines need to be open between the parent and the school so that they can keep each other informed of their joint responsibility.

4.5.1.6 The necessity of parent involvement in children's learning

Pattern 6: Make teachers work easy

All the respondents agree that when parents become involved in the teaching and learning of their children, their work as teachers can be easy.

Respondent No. 1

"I also say yes, it is very necessary for development of their children in totality and to also make our work easier."

Respondent No. 3

"As a teacher it can make our work easier."

Respondent No. 2

"It will make teacher's work to be easier."

Respondent No. 4

"Yes, very necessary as it easy our work as teachers."

Literature support that school and classroom volunteer program help teachers, administrators, students, and other parents (Epstein et al, 2001:408-410).

Chavkin (1989:81) recommends that teachers build infrastructures by reorienting existing policies and programme as the only way to bridge the parent gap in teaching and learning reform.

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This means that parents' participation in the teaching and learning of their children is a vital means of improving learners performance and making teachers work to be easy. Responses showed that the schools need information on the advantages of parents helping their children at home with school activities.

4.5.2 Observation Analysis

4.5.2.1 Availability of school document on parents involvement such as school strategic plan, SGB policy, Health Advisory Committee policy, Minutes for parent and SGB meetings, Finance policy, Greenery policy HIV and AIDS policy.

Table 4.11: Availability of School Document

Criterion	Frequency	Percentage
Available	3	75.0
Not available	1	25.0
Total	4	100

Seventy five point zero (75.0) percent of school have all the document on parents involvement such as school strategic plan, SGB policy, Health Advisory Committee policy, Minutes for parent and SGB meetings, Finance policy, Greenery policy HIV and AIDS policy are available while almost twenty five point zero (25.0) percent of the school do not have all the document on parents involvement.

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Table 4.12: Availability of Parents' Handbook

Criterion	Frequency	Percentage
Available	0	0.0
Not available	4	100.0
Total	**4**	**100.0**

Hundred (100) percent of the school visited do not have parents' handbook in order to know the teachers and contact numbers of their children.

Literature review exposed that school should develop parent's handbook where in they have to write name of teachers, grade responsible for and their contact numbers, and dispense these hand book to each parents (Epstein, 1997:108).

Table 4.13: Availability of Parents Volunteering as Security, Gardening Cleaning Beautification, Cooking for Nutrition Programme

Criterion	Frequency	Percentage
Available	2	50.0
Not available	2	50.0
Total	**4**	**100.0**

Fifty point zero (50.0) percent of parents volunteer for security, gardening cleaning beautification, cooking for nutrition programme at schools. While fifty point zero (50.0) percent of parents at schools do not volunteer as security, gardening cleaning beautification and cooking for nutrition programme at school.

Epstein et al. (2001:408-410) recommend that school should recognize effort so that participants become willingly and productive.

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Table 4.14: Availability of Parent Space or Room for Meeting

Criterion	Frequency	Percentage
Available	0	0
Not available	4	100
Total	**4**	**100**

Hundred (100) percent of the school visited do not have parents space or rooms for holding meeting.

Epstein et al. (2001:408-410) recommend that school should provide parent room or family center for volunteer work, meeting, resources for families.

Table 4.15: Greeting parents when visiting the school, teachers readiness to welcome informal visitors, space to welcome them and allowance of informal visitors at school during teaching and learning time

Criterion	Frequency	Percentage
Practiced	3	75.0
Rarely practiced	1	25.0
Not practiced	0	0.0
Rarely not practiced	0	0.0
Total	**4**	**100.0**

Seventy five (75.0) percent practice to greet and welcome parents when they visit the school, teachers are ready to welcome parents, parent know where to go when they visit to school and are allowed to visit the school during teaching and learning time, while twenty five (25.0) percent rarely practice to greet and welcome parents in a

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friendly and welcoming way, teachers are rarely ready to welcome them, sometime parents do not know where to go when they visit the school.

Clarke (2007:60) states that the function of the PTAs is to promote closer relationship between parents and teachers. Other functions include:

- To help parents to understand the school programmes by arranging open days at school where parents can visit the school and observe their children at work.
- To arrange for the frequent general meetings where parents teacher consultations are possible in group as well as individual.
- To prepare programmes which can increase cooperation between the school and community and can create better mutual understanding between parents and teachers.
- To provide various opportunities to parents and teachers to meet on equal footing, and discuss problems of their children.
- To arrange for social get together.

Table 4.16: Summary of Findings

Literature review	Interview	Observation
The shared responsibilities of the teachers and parent differ, but combined pushes the sphere of school and family influence together.	Parents and teachers responsibilities are not yet combined together.	School should develop parent's handbook where in they have to write name of teachers, grade responsible for and their contact numbers, and dispense these hand book to each parents
SASA state that each school SGB must have a constitution which	Generally parent do not addend parents meeting,	Parents at schools do not volunteer as security,

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provides for Meeting of SGB with parents, learners, teachers and other staff at school.	while each school differ in the nature of meeting with parents,	gardening cleaning beautification and cooking for nutrition programme at school.
Barriers to parents' involvement in schools include school environment, school culture, and time constraint, changing demographics, employment patterns and lack of training in involving parents in their children education.	Barriers affect the nature and extent of parent involvement such that parents feel inadequate	Schools visited do not have parents space or rooms for holding meeting.
Conference with every parent at least once per year, with follow-ups as needed; use language translators to assist parents as needed; arrange/student pick up of report card, with conference on improving grades; provide a regular schedule of useful notices, memos, phone calls, newsletters and other communications; provide clear information on choosing schools or courses, programmes and activities within schools; circulate information on all school policies, reforms and transition. Although this is suggested for schools	Communication lines need to be open between the parent and the school so that they can keep each other informed of their joint responsibility.	Most schools practice to greet and welcome parents when they visit the school, teachers are ready to welcome parents, parent know where to go when they visit to school and are allowed to visit the school during teaching and learning time

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within the USA, the principles are also applicable to the local context.		
Chavkin (1989:81) recommends that teachers build infrastructures by reorienting existing policies and programme as the only way to bridge the parent gap in teaching and learning reform.	Responses showed that the schools need information on the advantages of parents helping their children at home with school activities.	

4.6 CONCLUSION

The enhancement of effective teaching and learning of the children in the four schools occurs to a limited extent. It seems as if all six types of parents' involvement as set out in Epsteins typology (cf 2.4.1) are taking place to a very limited extent. Parents'involvement only became necessary when the situation arose, and is not an ongoing process. The management skills of planning leading, organizing and supervision on parent involvement programmes is lacking in those schools (2.3).

The SGB is in charge with the responsibility of encouraging the parents to play an active role in the teaching and learning of their children, the school is responsible for the management of parent involvement (2.3).

In the next chapter, a synthesis of the findings as well as the recommendations will be provided. The limitations of this research will also be presented.

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CHAPTER 5

SUMMARY OF FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

In this last chapter a general overview of the research is given in order to demonstrate that the aim originally outlined in 1.3 has been addressed and achieved.

The theory and practice underlying school-partnership as well as models of parent involvement in the teaching and learning of their children, the role of the managers in parent involvement as well as the context within which learning takes place in school in Malamulele North East Circuit have been presented. This has been integrated with the experience and perception of school Principals, teachers and SGB members with regards parents' involvement in Malamulele North East Circuit.

This chapter presents a summary of findings and draw final conclusion on the study. It also presents recommendations for improving the management of parent involvement in the teaching and learning of their children. It concludes with the identification of possible areas for further research.

5.2 OVERVIEW OF THE INVESTIGATION

Parents involvement, can be used to encompass a broad range of activities. In the same vein the management of parent involvement is complex as it entails a variety of aspects such as planning leading, organising, providing guidance, supervision and control 2,3. Principals and teachers should know and understand working with parents. Literature review was undertaken to determine the role and place of parent in teaching and learning process. The emphasis was on parents' involvement in the teaching and learning of children in Malamulele North East Circuit.

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Various models of parent involvement were discussed in 2.4. These include Epstein's typology of parent involvement2.4.1 and the theory of overlapping sphere of influence 2.4.2. These models are established for United State of America but they can be adapted for the South African Schools.

The benefit of parent involvement in section 2.7, benefit for learners 2.7.1, benefit for school and teachers and 2.7.2, benefit for parents 2.7.3 are given. The evidence in the literature indicate that parent involvement in the teaching and learning of their children improves student achievement, reduces dropout rate, decrease behavioural problems and increase parents' self-esteem.

The barriers to parent involvement in the teaching and learning of children are discussed 2.8. The findings emphasise that the main barriers is the lack of policy and lack of strategies and understanding of parent involvement. This support Dauber and Epstein's statement (1993;61) that school practices and not family characteristics determine the extent of parent involvement.

5.2.1 The Management of Parent Involvement

A background to the management of parents' involvement in the teaching and learning of their children is given 2.3. The section discusses the general management activities of the school. These were linked to parent involvement as follows: the planning of parent involvement 2.3.1, the organisation of home-school relationships 2.3.2, Guidance in the home-school relationship 2.3.3, and supervision and evaluation 2.3.4 were discussed

5.2.2 The Research Design

In this research of the management of school-partnership in teaching and learning of their children in primary schools in Malamulele North East Circuit, the considered

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approach to be appropriate was qualitative (3.2). The characteristics of the qualitative research approach serving as reason for the choice of this method were discussed in chapter 3. Focus group interview with teachers and SGB members were primary means of data collection. Data were organized qualitatively and were presented according to emerging key patterns.

5.3 RESULT AND DISCUSSIONS

5.3.1 Interviews

5.3.1.1 What do you understand by school-parent partnership in the teaching and learning of their children?

The researcher supports the idea that school-parent partnership in the teaching and learning of their children is when parents and school work together in all school activities for the benefit of the learners.eg:

- Have same perspective,
- Participating in school activities,
- Help their children at home,
- Respond to school obligation,.
- Becoming involve in school work,
- Attending school function,
- Attend school meeting.

The presence of any or combination of these acts is an indication that parents involvement is taking place.

The researcher recommends that principals and teachers should discuss parent involvement as a way of improving teaching and learning at school. School should also develop a written policy on the school-family-community partnership. The lack of understanding of ways in which parents may be involved is unfortunate as research

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shows that school programmes and teachers' practices are the strongest and most consistent predictors of partnership between the school and the home (Dauber & Epstein, 1993:61).

Judging by the responses of principals and teachers, it is also recommended that the primary schools of Malamulele North East Circuit, be trained on school-parent partnership strategies.

The obvious conclusion here is that principals and teachers cannot work successfully in parent involvement without the knowledge of this partnership.

5.3.1.2 What strategies do you use to manage parents involvement at this school?

From the investigation principals and teachers seem to have no clear strategies that they use to involve parents at school. Blankstein (2004:172) argues that the best way to ensure effective parental involvement in the school is to ensure that parents are made to feel welcome in the school, thereby obviating the misconception that schools do not want them (parents) to be part of the school.

He recommends the following strategies to encourage meaningful parental involvement: The first strategy is the establishment of a parent-to-parent outreach that contacts all parents to establish what they could contribute to student learning.

The second strategy is inviting parents and community members to provide leadership for extra-curricular clubs based on special interest, for example cultural events, sporting activities, drama, etc.

The third strategy is to actively recruit parents by making staff members visible in community events like funerals, weddings, circumcision parties, church, and so on. Teachers could then campaign for parents to get to school whenever they want them.

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5.3.1.3 What are the barriers you experience when parents are not fully involve in the education of their children?

- **Poverty**

The study found that poverty militated against parental involvement in rural communities of the Malamulele area Vhembe District. Some parents are too poor to provide their children with basic like food, warmth and shelter. The study also found out that parents who received child social grants do not use them for the purpose for which they were intended. Families living in such conditions are unlikely to have time or energy to assist learning at home and to play meaningful role in the education of their children.

From the investigation it was found that in some schools, although parents are unemployed, are sometimes not willing to come and prepare the food because there is nothing for them. The implication being that they would be more willing to assist if they received free food.

- **Parents need support**

Findings confirmed that all parents asserted that they need the school to provide practical day-to-day guidance for them on how they can provide home support for the learners, especially with homework as they do not understand what they are suppose to do.

The researcher conclude that school should support families by providing opportunities to strengthen parenting skills, minimize the stress of parenting and enhance parent networks. Children learn and develop in the family as well as at schools, so school must support families.

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- **Illiteracy**

The study found that principals, teachers and SGB members cited illiteracy as one of the reasons parents do not involve themselves in school activities. Parent, fail to help their children with homework, and they fail to read the letter/notice from school. Cooter (2006:701) believes that there is much that teachers can do to assist illiterate parents to help their children become successful readers. Teachers have to respect illiterate parents as their first and best teacher.

Teachers can help illiterate parents identify ways they can use the skill they possess. There are also some clear, effective, and relatively simple ways teachers can assist illiterate parents in build their child's future literacy skills that are not dependent on their own reading ability.

- **The schools limit the parent involvement**

The study revealed that principals and teachers' understanding of parent involvement showed that they limit parent involvement only to home-based involvement. This includes giving support to their children, encouraging, supervision of homework, attending parents meeting and participating in school events.

The study also indicates that invitation to volunteering is limited to help out with school activities. Parents are always called to clean the school yard when there are visitors to come.

5.3.1.4 How do you communicate with parents in regard to their children's learning?

The respondents revealed that they used written communication, that is, letters, newsletters, notice and messages passed on by learners, to communicate. These were sent to parents through learners. However, limited opportunities seem to exist for parents to communicate with the school on their own initiative. Although teachers assert that parents are free to contact the school if they have a problem, they do not

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seem willing to meet parents at a time which is convenient for both parents and teachers.

The respondents also revealed that parents are mostly contacted about negative issue, which does not promote a good relationship between the school and the home.

In order to create an effective two-way communication between teachers and parents, the school managers should employ multiple communication method (Cox-Peterson, 2011:92).

5.4 OBSERVATIONS

Most of the schools do have all the documents needed on parents' involvement, but they are just kept for school records not practice. Schools do not have parents hand books. Parents are not actively involved in volunteering .In all school there are no room/halls meant for parent meetings.

5.5 RECOMMENDATIONS

School-parent partnership in the enhancement of effective teaching and learning of their children still need more attention. Closer relationship between parents and teachers need to be promoted.

The Department of Education needs to develop some programmes which can increase cooperation between schools and communities.

Schools should develop parent's handbook wherein they have to write name of teachers, grade responsible for and their contact numbers, and dispense these hand book to each parents (Epstein, 1997: 108).

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The Department of Education need to intervene in helping parents to have halls/rooms for parents meetings.

5.6 SUGGESTIONS FOR FURTHER RESEARCH

The findings of the study on school-parents partnership in the enhancement of effective teaching and learning of their children in primary school in Malamulele North East Circuit suggest the following priority areas for further research:

- Improving parent involvement in rural communities.
- The role and responsibilities of the curriculum advisors towards involving parent in education.
- Strategies to involve illiterate parents in the education of their children.
- Strategies in which school managers can assist parents to support learning at home.
- The impact of challenges that hinder parents from participating in their children's learning.
- Teachers' perception on parent involvement.
- How the school can develop a comprehensive parent involvement.

5.7 LIMITATIONS OF THE STUDY

This study of the school-parent partnership in the teaching and learning of their children in primary schools in Malamulele North East Circuit is limited to Malamulele area Vhembe District.

The limitation of this study was the small size of a sample, which is typical of qualitative research. This cannot support the general theory on parent involvement because different schools and communities will disclose different findings.

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The research was purposefully limited to teaching and learning in primary schools in Malamulele North East Circuit, Vhembe District. Purposeful sampling was used to select principals, teachers and SGB members for interviews (Chapter 4). The schools and respondents were selected on the ground of their own willingness to take part to the research and this implies that different result might be obtained in different circumstances. The main aim of the study was to understand the perceptions of principals, teachers and SGB members with regards to the management of parent involvement in the teaching and learning. Findings were reported in chapter 4. Although no attempt was made to generalize these findings, the problems experienced with regards to parents' involvement hold true for other schools outside the district.

The principals' interviews and focus-group interview with teachers and SGB members were conducted in each of the sampled schools. Participant observation was used to clarify the findings arrived at through interviews.

5.8 CONCLUSION

The results for this investigation reveals that the management of parent involvement in the teaching and learning of their children in Malamulele North East Circuit occurs to very limited extent. School principals and teachers posses little understanding of parent involvement, the benefit of this resource and strategies that can be utilised to engage parents effectively at school. This means that the principals and teachers lack the support to develop the necessary skills to implement parent involvement effectively in their respective school.

It has been evident to the researcher that teachers do not receive any training with regards to parent involvement in education. Most teachers depend on their experience in dealing with families. School principals and teachers tend to blame parents for the lack of involvement and have not yet realized their role in making parent involvement happen at their school.

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Epstein's (2001:409-411) framework of parent involvement as presented in chapter two can be adapted to form an effective programme of parent involvement in teaching and learning at schools.

Finally, it should be stressed that the strongest and most consistent predictors of parent involvement at school and home are the specific school programmes and teachers practices that encourage and guide parent involvement. Principals and teachers at school should make sure that they produce action plans for all the activities which involve parents in their respective school. When parent perceive that the school is doing many things to involve them they become more involved in their children's education. (Epstein, 2001:212).

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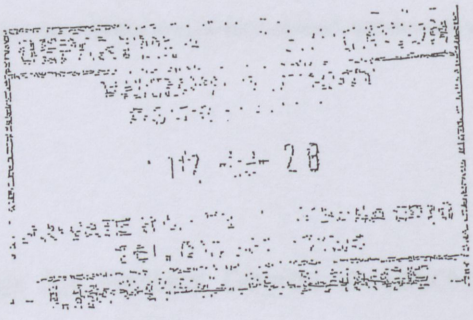
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PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION
VHEMBE DISTRICT

REF: 12/7/R

ENQ: MANENZHE T.A

TEL: 0828683499



CHAUKE ND

B0OX 508

SASELEMANI

0928

APPLICATION TO CONDUCT RESEARCH AT MALAMULELE NORTH-EAST

1. Permission is hereby granted to you to conduct research
2. We advise you to conduct your research with the consent of both the circuit managers and principals of the identified schools.
3. The research would be conducted at the following schools.
   - Independent schools and public schools
   - Grade R-12
   - Grade R-4
   - Grade R-7
4. The research process should, at no stage disrupt the normal learning and teaching time.
5. Wishing you all the best in your studies.

28/09/2012

DISTRICT SENIOR MANAGER

DATE

Thohoyandou Government Building, Old Parliament, Block D, Private Bag X2250, SIBASA, 0970
Tel: (015) 962 1313 or (015) 962 1331, Fax: (015) 962 6039 or (015) 962 2288

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APPENDIX A

SCHOOL OF EDUCATION

Enq: 015 962 8122

THE PRINCIPAL

Sir

Subject: Permission to conduct research activities for Masters Degree in Education: Data collection.

1. The matter above refers.
2. Mrs. Chauke of student number 11606962 is a Masters Degree student at the University of Venda. Her topic is: School-parent partnership in the enhancement of effective teaching and learning of the children in Malamulele North_East Circuit.
3. Mrs. Chauke is at the stage of data collection. Her target circuit is Malamulele North-East Circuit. I humble request that you grant her permission to collect data for her studies.
4. I thank you in advance.

Yours truly

Dr. NF LITSHANI

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APPENDIX B

SCHOOL OF EDUCATION

Enq: 015 962 8122

The District Senior Manager: Dr NG Rambiyana

Vhembe Department of Education

Private Bag X2250

Sibasa, 0970

Sir

Subject: Permission to conduct research activities for Masters Degree in Education: Data collection.

1. The matter above refers.
2. Mrs. Chauke of student number 11606962 is a Masters Degree student at the University of Venda. Her topic is: School-parent partnership in the enhancement of effective teaching and learning of the children in Malamulele North_East Circuit.
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4. I thank you in advance.

Yours truly

Dr. NF LITSHAN

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APPENDIX C

SCHOOL OF EDUCATION

Student: Chauke N.D

Supervisors: Dr. NF Litshani and Mrs. SK Muthambi

Interview schedule: Principals

1. What do you understand by parent involvement in the education of their children?
2. How do you manage parents' involvement at this school effectively?
3. What management strategies do you use to involve parent in school issues?
4. In your opinion, what are the benefits for involving parents in the education of their children?
5. What are the barriers you experience when involving parents in the education of their children?
6. How will you propose to solve these barrier

Interview schedule: Teachers

1. What do you understand by parent involvement in the education of their children?
2. How do you communicate with parents in regard to their children's learning?
3. In your opinion, do you think parents' involvement is necessary in their children's learning?

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4. In your opinion, what are the benefits for involving parents in the education of their children?
5. What are the barriers you experience when involving parents in the education of their children?
6. How will you propose to solve these barriers?

Interview schedule: School Governing Body

1. How does the school involve you in the education of your children?
2. What strategies do you employ to involve other parents in educational activities of the school?
3. What are the benefits for being involved in the education of your children?
4. What are the barriers you come across when you are being involved in the education of your children?
5. How will you propose to solve these barriers?

Observation checklist

Criteria	**Yes**	**No**
Any document on parent involvement		
a. School Strategic plan / action plan		
b. SGB policy		
c. Health Advisors Committee policy		
d. Minutes for parent and SGB meetings		
e. Finance policy		
f. Greenery policy		
g. HIV and AIDS policy		
School environment		
a. Do you involve parents in policy development?		
b. Do your school have parents' handbook?		

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c. Do parent volunteers in the following areas:		
Security		
Gardening		
Cleaning		
Beautification		
Cooking for nutrition program		
d. Is there any parent space or room for meeting?		
e. Are parent greeted in a friendly manner?		
f. Do parent know where to go when they visit school during working hours?		
g. Is there any teacher to welcome informal parent visit?		
h. Is informal visit during teaching and learning allowed?		

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APPENDIX D

Interview schedule

INTERVIEW: (A) PRINCIPAL

DATE: 02 NOVEMER 2012

CODE: RES = RESEACHER

:PRI = PRINCIPAL

PRINCIPAL OF SCHOOL (A)

School A is situated right in the center of the Village. From Punda Maria road it is about 3km graveled road to the school. The school is situated in rural area. It fall under quintile one. The principal live at the same village.

The interviews took place in his office. It is a classroom divided by boards into two offices. His office and the deputy principal's office. The office has a table, two chairs, one cupboard, computer and a printer.

He sited on his chair and I sited on the visitors chair facing each other. After I assured him of the interview, I asked for the permission to capture the interview on tape. He agreed. I indicated that he was free to respond in either English or Xitsonga. The respond were made in both.

RES: Good afternoon principal.

PRI: Good afternoon mom Chauke

RES: As indicated in during our conversation when I made appointment, I would like to spend thirty to forty five minutes of your time asking you questions on the management of parent involvement in teaching and learning of their children.

PRI: You are welcomed.

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RES: What do you understand by parent involvement in the teaching and learning of their children?

PRI: I think parent involvement implies working together with parents in educational matters, greater participation in the life of a school. Not interfering with day to day school activities, but giving help where necessary, for example drawing school budget, attending parent meetings volunteering to cleaning school yard, buying school uniform for their children and making sure that their children come to school everyday. Parent have important role to play in the teaching and learning of their children. But at this school this is not the case. Parents of this school come only when they experience problems, for example when his/ her child has failed an examination. They never come to check the progress of the children.

RES: What strategies do you use to manage parents involvement at this school effectively?

PRI: For the past 8 year, since I was here as the principal of the school, there is problem in this regard. Parents involvement is very poor. Parents do not value education because they themselves are not educated. The main issue for them is to survive. Parent value their children when it comes to child support grant.

Parents have the perception that the SGB should represent them in school matters and there is no need for them to involve themselves in school activities, and the SGB only attend meetings, and nothing else. SGB only respond to problems. Parents believe that teachers should do everything. As a principal I have tried many strategies to bring them to the school, but those strategies have not been successful.

It is the months of November but parents have not made an appearance in school except to come and seek help with regard to completing the foster grant forms.

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RES: In your opinion, what are the benefits for involving parent in the education?

PRI: Pregnancy rate with be low since we are having 2 learners in grade 6 and 3 in grade 7 who are pregnant, not talking about the past. Learners discipline will be good, since learners at this school are not discipline enough because there is no co-operation between home and school. And even learners academic performance will good.

RES: What are the barriers you experience when parents are not fully involve in the education?

PRI: Hmmmmmm as I indicated earlier discipline is a problem, because there is no co-operation between home and school. Parents live everything to teachers. Pregnancy among grade 5-7 girls in on the increase and brings a challenge because the school does not have facilities to help them, so they to miss same school lesson on the days they have to go antenatal clinics for check-ups.

The school has no gatekeeper to keep the gate locked. Learners go home during breaks more specially the lower classes and come back late, the lesson are disturbed. Teachers are having a big problem. Vandalism is a big problem. That is why photocopier, computer and printers are in the principal's office, This is the only safety place in the school because it has burglar proofing.

HIV/AIDS is another barrier. Some guardians visit the school to inform the school of a parent that passed away because of some HIV/ADIS related illness. The school does not have statistic because of confidentiality policy. The school had several burglaries the previous year and petty cash, 3 computers and a printer were stolen.

Children from nearby countries do not have birth certificate for admission at school, and system that is being used now (SASAMS) need South African birth certificate. This is a big challenge I'm facing as the principal of the school.

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RES: How will you propose to solve this barriers?

PRI: The introduction of Kharigude and Abet school can solve this problem. Parents need to be encouraged to attend. School Education to be done in community meeting. Discipline problem can be solved if parents came to the school when they are needed. Vandalism can be addressed and lessened if parent took ownership of the school. We are in need of the department of education to up with the solution this problem of birth certificate for our foreign children.

RES: Thanks principal for your time.

PRI: Thanks mom.

INTERVIEW: (A) TEACHERS

CODE: RES = RESEACHER

:TEA = TEACHERS

RES: Afternoon colleagues?

TEA: Afternoon mom.

RES: I hope and believed that your principal explain everything about today's interview.

TEA: Yes.

RES: We are going to start with the interview now, are you ready?

TEA: Yes.

RES: What do you understand by parent involvement in the teaching and learning of their children?

TEA3: I think is working together with parents on school matter with the aim of helping the child. But at this school parents are not involved. They do not attend parents meetings.

TEA2: Only one quarter turn up for meetings. Even the SGB is not capacitated and is lacking in skill to be involved. They just attend SGB meeting, even in those meetings they don't come up with any valuable contribution.

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RES: How do you communicate with parents in regard to their children's learning?

TEA2: We communicate with parents through parents meetings. Through homework when they help their children with homework and they have to make comments. But this is not working at all.

TEA1: Hmmmmm letters and notices are sent home with the learners, but are not always delivered, more special to parents with grade R learners because they usually forget them in their school bags. Teachers usually find them the next day when they check their school bags.

TEA3: We also use school cell phone for example when a learner gets sick and needs immediate attention. Sometime we even sends another child to the home of the parents we want see in case of an emergency.

RES: In your opinion, do you think parents involvement is necessary in their children's learning?

TEA2: Yes, as they will be familiar with everything that will be happen at school concerning their children.

TEA1: Hmmmmmmmmm I think this is the area where the relationship between school, parents and their children can develop very well.

RES: Is that all?

TEA1: As teacher it can make our work easier.

RES: In your opinion, what are the benefits for involving parents in the teaching and learning of their children?

TEA1: There will be improvement in their academic work. Parents will be willing to assist their children with school activities for example home work. Their behaviour can change and their behaviour can change and improved

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RES: Teacher 3 what can you say about this?

TEA3: It can also reduce the high rate of learners who get pregnant at primary level. The HIV and AIDS problem.

RES: What are the barriers you experience when involving parents in the teaching and learning of their children?

TEA1:Hmmmmmm I think challenges are more than benefit at this school. Discipline is a big problem at this school. It harden our work as teachers.

TEA3: It is very much challenging to teach learners who are not disciplined. Later coming is also a problem. Only few learners attend morning assembly and devotion. Some parents accompany their children to school when they are late but few do this.

TEA1: I think even language is problem because, most educational materials are written in English of which they do not know. Another barrier and this is very much sensitive some children do not have birth certificates as they are coming from our nearby countries and parents lie about this fact. As teachers we are having a big problem.

RES: How will you propose to solve these barriers?

TEA3: Discipline at school can be effective if it is reinforced at home. Parents should check their children in the morning so that they must not be late at school.

TEA2: Workshop SGB members on every educational changes and HIV and AID campaign to done in the community.

TEA1: Hmmmmm I think if we as teacher can be trained at this area of parents involvement can helpfully.

RES: Thanks for giving me your.

TEA1: You are welcomed.

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INTERVIEW: (A) SCHOOL GOVERNING BODY

CODE: RES = RESEACHER

:SGB = SCHOOL GOVERNING BODY

RES: Good afternoon parents of learners?

SGB: Good afternoon mom.

RES: I hope you are fine.

SGB: Yes.

RES: I'm her to ask you some questions about your involvement in your children's education as SGB members. Can we start?

SGB: Yes

RES: How does the school involve you in the teaching and learning of your children?

SGB4: As SGB members we are responsible for the monitoring of the way our children behave towards the teachers and vice versa, the way children are treated by their teachers.

SGB1: We also monitor the use of school funds through the budget. We also identify poor children and orphan so that they can be given food left in the kitchen.

SGB2: We also solve problem for teacher when they encounter.

RES: What strategies do you employ to involve other parents in educational activities of the school?

SGB2: We encourage other parents to volunteer to cook for NSPS, Gardening, cleaning and even Security guard. We also encourage parents to attend parent meeting, but not all parent attend the ones who do not attend are in the majority. Only caring parent attend the meetings.

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SGB1: As SGB we understands that there are parents who cannot attend parents meetings because of work commitments.

SGB3: Those parents who know traditional dances we identifies them and encourage them to come and assist teachers by teaching learners those dances.

RES: What are the benefits for being involve in the teaching and learning of your children?

SGB1: I think the benefit are many, but we cannot see them now because parents are not willing to come and assist in school activities.

SGB2: Most parents say that they are afraid to come to school. But I think the benefit can be many if parents were willing to be involve in educational issues.

RES: What are the barriers you come across when you are being involve in the education of your children?

SGB3: Most of the time we are afraid as we are not educated like teachers. We cannot help a person who is educated done us.

SGB2: You find that parents who know something are at work by the time of meeting or help. We are afraid because we are do not know in English.

SGB1: I think even discipline is a problem at this school.

RES: How will you propose to solve these barriers?

SGB1: If the school can find some programmes to help us to learn English.

SGB4: If the school manager and teachers can give themselves time to explain on what help can we offer them.

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RES: Thank you for giving me your time

SGB4: Yes mam.

INTERVIEW: (B) PRINCIPAL

DATE: 08 NOVEMER 2012

CODE: RES = RESEACHER

:PRI = PRINCIPAL

School B is in the village. It has enrolment of 921 learners. 473 of this learners came from nearby RDP houses. Next to the RDP house there is a tavern where this people drink and drunk every time. Majority of the parents are single, young mothers, unemployed and very poor. They survive by child support grant, this result in high rate of birth.

The interview took place in his office. Which is tastefully furnished. A radio was on, in a very low volume. There was also a noise of learners who were playing outside. After I assured him of the interview, I asked for the permission to capture the interview on tape. He agreed. I indicated that he was free to respond in either English or Xitsonga. The respond were made in both, but he spoke mainly in English.

RES: Good afternoon principal.

PRI: Good afternoon mom

RES: How are you?

PRI: Fine and yourself?

RES: I am also fine.

RES: As indicated in during our conversation when I made appointment, I would like to spend thirty to forty five minutes of your time asking you questions on the management of parent involvement in teaching and learning of their children.

PRI: You are welcomed.

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RES: What do you understand by parent involvement in education?

PRI: Parent involvement occurs when parents actively, resourcefully and responsibly contribute to promoting and developing the well being of the school. Parents can also be involve in the governance and planning processes of the school. But at this school it varies from year to year. Parents see involvement as a lot of work. At this school know there is no parents' involvement to talk about at all. Illiterate parents do not value education all.

Parents fails to attend parents meetings. Some learners do not have parents, they are orphans mostly because of HIV/AIDS.

RES: What strategies do you use to manage parents involvement at this school effectively?

PRI: Refreshment plays a big role in getting the parents to avail themselves at school, more specially during SGB meeting and parents days. When school has visitors, parents are invited to come and clean the school and they come, but not all, very few. Parents are not much involved in extracurricular activities. Parents attend meetings at the beginning of the year, because this is the time they enroll their children in school.

RES: In your opinion, what are the benefits for involving parent in the teaching and learning of their children?

PRI: It reduce absenteeism from learners. Learners perform very well in their studies. Pregnancy rate will be down.

RES: What are the barriers you experience when parents are not fully involve in the education?

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PRI: Some children drop out of school mostly because of pregnancy, although this is a primary school. Most parent are illiterate and cannot support their children academically, even academic programme. The school has a feeding scheme, but now the menu has been reduce, learners are getting small amount of food. Some children come to school on an empty stomach and not having money to buy food.

RES: Is that all?

PRI: Problems that we encounter at this school are many. Even child abuse is a problem. There are many reported cases of child abuse. A parent does not accept that the child is abused, mostly because the child is abused by the mother's partner.

The school has a very small yard and it is in the center such that there are no playground for the learners. Children not living with their parents but with relatives or grant holders who have no commitment in the education of the child.

RES: How will you propose to solve this barriers?

PRI: Parents should beencourage to volunteers in school activities. Value the school seriously, and Value the education seriously. To avoid child abuse, parents should leave their children with responsible person when they go away.

RES: Thank you principal for giving me you time.

PRI: Pleasure.

INTERVIEW: (B) TEACHERS

CODE: RES = RESEACHER

:TEA = TEACHERS

RES: Afternoon colleagues?

TEA: Afternoon mom.

RES: I believed that your principal explain everything to you.

TEA: Yes.

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RES: We are going to start with the interview now, are you ready?

TEA: Yes.

RES: What do you understand by parent involvement in the teaching and learning of their children ?

TEA2: Is working together with parents in school activities like planning process of school. But at this school parents do not come to school. Only few come parents are involved but not committed.

TEA1: Is working together with parents in school activities, but not disturbing day to day school activities. I am in support of my colleague parents are not fully involved in the school. They do not come to parents meeting. Only few come and most of them are women. You can find only two or three men in a general parents meeting.

TEA3: Parents believe that they are represented at school by SGB, they leave everything for SGB and stay at a distance.

RES: How do you communicate with parents in regard to their children's learning?

TEA4: We communicate via SGB. Whenever they have SGB meetings, we usually send messages to them through SGB teacher component.

TEA2: Well, there are parents meetings. Only few and same parents attend the meetings.

TEA3: We give learners letters and notices to give to their parents, of which is not effective because some did not deliver them, and some parents receive the letter and not able to read it.

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RES: How do you communicate with parents in regard to their children's learning?

TEA2: We communicate with parents through parents meetings. Through homework when they help their children with homework and they have to make comments. But this is not working at all.

TEA1: Hmmmmm letters and notices are sent home with the learners, but are not always delivered, more special to parents with grade R learners because they usually forget them in their school bags. Teachers usually find them the next day when they check their school bags.

TEA3: We also use school cell phone for example when a learner gets sick and needs immediate attention. Sometime we even sends another child to the home of the parents we want seein case of an emergency.

RES: In your opinion, do you think parents involvement is necessary in their children's learning?

TEA2: Yes, very big yes, because their contribution at school is very needed and of important.

TEA1. I also say yes, it is very necessary for development of their children in totality. We need parents to work together.

RES: In your opinion, what are the benefits for involving parents in the education of their children?

TEA3: I think the greatest thing would be if they were here, they would understand what we go through and help us where necessary.

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TEA1. I think only when parents become overbearing and want to interfere with the smooth running of the school, will it be a problem, otherwise I'd say there are more benefit to having parents involved.

TEA2: I think as teacher we cannot develop the child in isolation, parents are very needed.

RES: What are the barriers you experience when involving parents in the education of their children?

TEA3: Parent take us for granted and send their children to school thinking that it's the teacher's responsibility to do everything. You see, parents see the school from an academic point of view only. They forget that the structures of the school is part of the school education. You find that nobody will come and check whether our furniture is in order or whether we have water.

RES: How will you propose to solve these barriers?

TEA2: Parents need to intricately involved to build a strong community and a strong school. They need to be part of this structures. Strong relationship is needed.

TEA1: Parents should be encourage to volunteers in school activities without expecting any payment.

TEA3: Teachers should be trained to enhance their potential to engage with and develop partnerships with parents who experiences barriers to involvement.

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INTERVIEW: (B) SCHOOL GOVERNING BODY

CODE: RES = RESEACHER

:SGB = SCHOOL GOVERNING BODY

RES: Good afternoon parents of learners?

SGB: Good afternoon mom.

RES: I hope you are fine.

SGB: Yes.

RES: I'm her to ask you some questions about your involvement in your children's education as SGB members. Can we start?

SGB: Yes

RES: How does the school involve you in the teaching and learning of your children?

SGB1: When they have to draw schoo budget, we draw together. We draft the code of conduct for the learners and all matters pertaining to discipline.

SGB3: We always come and clean the school yard before the school open.

SGB2: we also solve problems encountered by principal, teachers and learners. When there are trips, two SGB members accompany the children.

RES: What strategies do you employ to involve other parents in educational activities of the school.

SGB1: We encourage each other as SGB members to volunteers in school activities.

SGB3: We also encourage other parents to attend parents meeting.

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RES: What are the benefits for being involve in the education of your children?

SGB: I think our children will get better education.

SGB2: The rate of teenage pregnancy will be down.

RES: What are the barriers you come across when you are being involve in the teaching and learning of your children?

SGB3: Most of us as parents we lack skills and confidence to be involved with our children's learning.

SGB1: Most parents have commitment beyond their child's schooling, including work, care of other children.

SGB2: Single parents are disadvantaged by their time constraints and commitment. Previous negative experience of their own time at school can deter parents from being involved.

RES: How will you propose to solve these barriers?

SGB1: If the school can introduce someprogrammes to help us to learn English.

SGB2: If the principal can teach teachers to help and accommodate us when we come to school.

INTERVIEW: (C) PRINCIPAL

DATE: 09 NOVEMER 2012

CODE: RES = RESEACHER

:PRI = PRINCIPAL

School C is situated in a village. It is surrounded with different spaza shops. The principal described the environment of the school as rural. Its has an enrolment of 452

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learners. The principal is from the same village. Most of the parents are not educated. Most parents saving in the SGB are illiterate.

The interview took place in the principal's office, well furnished, with a computer, a printer, fax machine and a phone. The atmosphere was cordial and quite. We sat facing each other. . After I assured her of the interview, I asked for the permission to capture the interview on tape. She agreed. I indicated that she was free to respond in either English or Xitsonga. The respond were made in English.

RES: Good afternoon principal.
PRI: Good afternoon mom Chauke.
RES: As indicated in during our conversation when I made appointment, I would like to spend thirty to forty five minutes of your time asking you questions on the management of parent involvement in teaching and learning of their children.
PRI: You are welcomed.

RES: What do you understand by parent involvement in education?
PRI: Parent involvement implies working together between families, community and school, for the benefit of the child. Most parents focus their contribution to an individual child's learning process neglecting the other children. But at this school that is not the case. The problem start here with SGB members, they are illiterate. So it very much difficult to make them understand what is happening in the education system.

SASA has given SGB members powers on school matters but they are unable to utilized them because of lack skills and understanding on educational issues. This result in poor parent involvement in education.

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RES: What strategies do you use to manage parents involvement at this school effectively?

PRI: At this school as I said earlier parent involvement is very much poor. Parents of the school are not involved in school activities, because they are illiterate, they think they cannot play a role. Even with the SGB only three members are actively involved, because they attend all the meeting and volunteers in same activities. Parent do not wants to move with changes. They do not understand CAPS reports. Parents are not negative towards school, they just shift the responsibility to the teachers.

Whenever visitors are going to visit the school, parents come to clean the school, but no all. Parent only help in the projects that the staff identifies, they do not come with any innovation on their side.

RES: In your opinion, what are the benefits for involving parent in the education?

PRI: Learner will perform very well. Disciple will improve. Learner attendance will be good.

RES: What are the barriers you experience when parents are not fully involve in the education?

PRI: Feeding scheme is provided by department of education (different menu per day). The attendance is closely linked to the feeding scheme, when there is a disruption in the programme, learners stay away from school. The school has many children who are abused. The children are abused by people who are registered as their foster parents so that they can get the government grant. Parent cannot be involved in curriculum issues because they are illiterate.

Theft in classrooms by parents who volunteers to clean is a big problem. Single parents who neglect their children and then live from one place to another such that children have to be taken care of by neighbours. Poverty in the area which spills off into the

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school.Children not having resources that should be provided by parents. Disciplinary problems which affect the school and it difficult to offer quality teaching and learning.

The teachers see themselves as professional and do not want to mix and work with the parents. They do not know what role parent should play.
Our schools no longer pay school fees but at present our government at Limpopo is failing to funds school, so we are having a big problem in this regard.

RES: How will you propose to solve this barriers?

PRI: I think if the government can come with same programmes which can help parents to understand about school matters. Social should intervene to help children who been abused.

RES: Thank you, I enjoy talking to you.

PRI: Me too, enjoy you day.

INTERVIEW: (C) TEACHERS

CODE: RES = RESEACHER

:TEA = TEACHERS

RES: Afternoon colleagues?

TEA: Afternoon mom.

RES: I believed that your principal explain everything to you.

TEA: Yes.

RES: We are going to start with the interview now, are you ready?

TEA: Yes.

RES: What do you understand by parent involvement in the teaching and learning of their children ?

TEA3: Is working together with parents at school activities. Here at school parents are not involved. They do not bother themselves by attend parents meeting. There are

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learners who live with their grandparents who are too old to attend school meeting or to help in school activities.

TEA1: Is when parents are not shifting all the school activities to teachers, help teachers in the development of their children. Some learners live by themselves they have nobody to attend their school activities. This learners are not help with their homework's and other activities.

RES: Teacher 2 do you have anything say?
TEA2: no

RES: How do you communicate with parents in regard to their children's learning?
TEA2: We give learners letters to deliver to parents of which is not effective because most of the parents are illiterate and some time learners forget to deliver them.

TEA1: Ah we communicate with parents during parents meeting, and when they come and collect learners report.

RES: How do you communicate with parents in regard to their children's learning?
TEA4: We communicate via SGB. Whenever they have SGB meetings, we usually send messages to them through SGB teacher component.

TEA2: Well, there are parents meetings. Only few and same parents attend the meetings.

TEA3: We give learners letters and notices to give to their parents, of which is not effective because some did not deliver them, and some parents receive the letter and not able to read it.

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RES: How do you communicate with parents in regard to their children's learning?

TEA2: We communicate with parents through parents meetings. Through homework when they help their children with homework and they have to make comments. But this is not working at all.

TEA1: Hmmmmm letters and notices are sent home with the learners, but are not always delivered, more special to parents with grade R learners because they usually forget them in their school bags. Teachers usually find them the next day when they check their school bags.

TEA3: We also use school cell phone for example when a learner gets sick and needs immediate attention. Sometime we even sends another child to the home of the parents we want see in case of an emergency.

RES: In your opinion, do you think parents involvement is necessary in their children's learning?

TEA3: As teachers we strongly need parents support for effective teaching and learning.

TEA1: To develop the child fully or in all areas we need parents support.

TEA2: Parents are very necessary in the teaching and learning of their children as they are the first teacher of the child.

RES: In your opinion, what are the benefits for involving parents in the education of their children?

TEA2: I think it will reduce our work as teachers.

TEA3: learners academic performance and behaviour can improve.

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TEA1: I think even the attendance is going to improve.

RES: What are the barriers you experience when involving parents in the education of their children?

TEA2: Illiterate parents do not want to come to school because they do not feel qualified to make valid contribution to education.

TEA1: Most parents do not understand their role in school.

TEA3: Parents take us for granted and send their children to school thinking that it's the teacher's job to do everything.

TEA2: As my colleague indicated earlier learners are not been help by parent with their homework.

RES: How will you propose to solve these barriers?

TEA3: I think workshop on SGB members on how they can be involve in teaching and learning is needed.

TEA1: Even ourselves as teacher we also need training at this area of parents involvement in teaching and learning.

RES: Is that all?

TEA2: I think is all what we know and understand about this issue on parent involvement.

RES: Thank you for giving me your time.

TEA1: pleasure.

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INTERVIEW: (C) SCHOOL GOVERNING BODY

CODE: RES = RESEACHER

: SGB = SCHOOL GOVERNING BODY

RES: Afternoon parents of learners?

SGB: Afternoon mom.

RES: I hope you are fine.

SGB: Yes, but today is too hot.

RES: I'm her to ask you some questions about your involvement in your children's education as SGB members. Can we start?

SGB1: Yes.

RES: How does the school involve you in the teaching and learning of your children?

SGB3: We draw school budget, before it is presented to other parents for authorization.

SGB1: When there are trip two SGB members accompany learners.

SGB4: We usually come and solve the problems if they need us to take decision.

RES: What strategies do you employ to involve other parents in educational activities of the school?

SGB3: We encourage other parents to attend school meeting so that they know what the school expect from them, but at our school only few parents attend school meeting.

SGB 1: Parents are encouraged to volunteer on some of the school activities, but the turn-up is not as expected.

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RES: What are the benefits for being involve in the education of your children?

SGB1: I think the benefits are many, but they are not as expected because of the parent's reaction on school matter. One of the benefit is that attendance can be good. Late coming can also be improved.

SGB2: Our children behaviour can improve even at home, because even at home our children are very much stubborn.

SGB3: I think also their performance can improve, which can automatically improve our community.

RES: What are the barriers you come across when you are being involved in the education of your children?

SGB1: Most of parents are working, leaving the children alone to take care of themselves. Some of the children are being abuse by their relatives.

SGB3: As parents sometime we are afraid of teachers as they are more educated than us. So we are not free when we come face to face with the teachers.

SGB4: Sometime we feel insecure to explain our feelings about our children at teachers.

RES: How will you propose to solve these barriers?

SGB2: Parents should encourage to leave their children with responsible people.

SGB1: Teachers should be trained on how the handle us as parents of the learners, not ignoring us, not taking us for granted, but valued us.

SGB4: The school should have an open door policy in order to involve us in our children's teaching and learning.

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RES: Is that all SGB?

SGB3: We think it is all.

RES: Thank you for giving me your time.

SGB1: Thank you mom.

INTERVIEW: (D) PRINCIPAL

DATE: 07 NOVEMER 2012

CODE: RES = RESEACHER

: PRI = PRINCIPAL

RES: Good afternoon principal.

PRI: good afternoon mom Chauke

RES: As indicated in during our conversation when I made appointment, I would like to spend thirty to forty five minutes of your time asking you questions on the management of parent involvement in teaching and learning of their children.

PRI: You are welcomed.

RES: Principal what do you understand by parent involvement in the teaching and learning of their children?

PRI: Working together with parents in education matters. Helping the school were they are asked to. Parents are not involving themselves in the school. They do not attend parents meetings. There are learners who stay with neighbours because their parents went to work out of the village. Those neighbours do not help the child with school activities.

There are learners whose parents both drink and they don't involve themselves in the child education. Children are sent to school in an empty stomach. Some mothers are young. They must also go school. So no time to involve themselves in school activities.

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RES: How do you manage parents' involvement at this school effectively?

PRI: We have programmes where parents are involved in teaching and learning. E.g. we have year plan where there is parents meeting in it. Parents are not fully involved in school activities. Parents involved themselves when there is a problem with their children for example when the child is sick.

RES: What management strategies do you use to involve parent in school issues?

PRI: I'd say parents are involved only when there's a problem with their child. Attendance to meetings is poor. Very few parents attend.

RES: In your opinion, what are the benefits for involving parents in the teaching and learning of their children?

PRI: learners attendance improve. They perform very well and later coming is reduced.

RES: What are the barriers you experience when involving parents in the teaching and learning of their children?

PRI: From my experience, the attitudes of some parents and school administrators are some of the barriers. Discipline is a big problem and it affects the school and make it difficult to offer quality teaching and learning.

Parents do not want to move with the changes. They do not understand the CAPS report and it has to be explains to them. But they are nowhere to found because they do not attend parents meeting.

RES: How will you propose to solve these barriers?

PRI: I think the department of education must formulate guiding documents, which all the schools should adopt with regards to parents involvement in the teaching and learning of their children?

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RES: Thank you principal for talking with me, I enjoyed very much.

PRI: Me too, enjoy your day.

INTERVIEW: (D) TEACHERS

CODE: RES = RESEACHER

: TEA = TEACHERS

RES: Good afternoon colleagues?

TEA: Afternoon mom.

RES: I believed that your principal explain everything to you.

TEA: Yes.

RES: We are going to start with the interview now, are you ready?

TEA: Yes.

RES: What do you understand by parent involvement in the teaching and learning of their children?

TEA1:Is working together with parents on educational issues for the benefit of the children. At school we have parents who are the same age as us so they ignore invitation from us. We feel that such parents undermine us as teachers.

TEA2: I think is when parents come to school to help. E.g. cleaning school yard and helping in extra-mural activities. At our school parents are not involved as expected.

RES: How do you communicate with parents in regard to their children's learning?

TEA2: Letters are given to learners to take to parents because parents do not have fixed addresses. Phone and SMS are use in emergences and serious matter as they are expensive.

TEA3: We also use parents meeting, which are usually held during the week at two in the school classroom.

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TEA1: Some parents come even when they are not invited, during teaching and learning hours. They do not get enough attention as they found us bus teaching.

TEA1: We also communicate via SGB. Whenever they have SDB meetings, we send, messages to them of issues that need to be raised.

RES: How do you communicate with parents in regard to their children's learning?

TEA2: We give learners letters to deliver to parents of which is not effective because most of the parents are illiterate and some time learners forget to deliver them.

TEA1: Ah we communicate with parents during parents meeting, and when they come and collect learners report.

RES: How do you communicate with parents in regard to their children's learning?

TEA4: We communicate via SGB. Whenever they have SGB meetings, we usually send messages to them through SGB teacher component.

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TEA3: We give learners letters and notices to give to their parents, of which is not effective because some did not deliver them, and some parents receive the letter and not able to read it.

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RES: How do you communicate with parents in regard to their children's learning?

TEA2: We communicate with parents through parents meetings. Through homework when they help their children with homework and they have to make comments. But this is not working at all.

TEA1: Hmmmmm letters and notices are sent home with the learners, but are not always delivered, more special to parents with grade R learners because they usually forget them in their school bags. Teachers usually find them the next day when they check their school bags.

TEA3: We also use school cell phone for example when a learner gets sick and needs immediate attention. Sometime we even sends another child to the home of the parents we want see in case of an emergency.

RES: In your opinion, do you think parents involvement is necessary in their children's learning?

TEA2: Yes, very necessary as it easy our work as teachers.

TEA1: I, also say yes, because as school we can develop the child in totality if they are not there.

RES: In your opinion, what are the benefits for involving parents in the teaching and learning of their children?

TEA3: When parents are involved learners behaviour also improve to be good. But at our school is not the case, parents are not ready to assist.

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RES: What are the barriers you experience when involving parents in the teaching and learning of their children?

TEA2: Most of the time as teachers, we are in class teaching, so we do not welcome parents who pay visits to the school, so we usually send them to the school managers' offices and if the principal is not there, the parent may wait for many hours without being attended.

TEA3: Some teachers do not even bother to greet them.

TEA1: The main problem is the language use. I mean English is the official language. Many education matters and issues are written in English and most parents do not now English even their mother tongue.

TEA2: Parents do not help their children with homework's and this is a big frustration we are experiencing as teachers.

RES: How will you propose to solve these barriers?

TEA2: As teachers we need to be trained on this parents' involvement issue.

TEA3: Principal must always avail himself to parents, and if he is busy, he has to assign some attend them.

TEA1: Introduction of Kharigude may solve the problem.

INTERVIEW: (D) SCHOOL GOVERNING BODY

CODE: RES = RESEACHER

:SGB = SCHOOL GOVERNING BODY

RES: Afternoon parents of our learners?

SGB: Afternoon mom.

RES: I hope you are fine this afternoon?

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SGB: Yes,

RES: I'm her to ask you some questions about your involvement in your children's education as SGB members. Can we start?

SGB1: Yes.

RES: How does the school involve you in the teaching and learning of your children?

SGB1: When we have SGB meetings where we discusses school matters.

SGB4: When we draw school budget before it is presented to parents.

SGB2: Hmmmmmm, same times in the morning to control late coming at the gate. Accompany children when they undertake trip.

SGB4: Also to come and teach learners Xibelana during arts and culture time.

SGB4: Can I add something?

RES: Yes.

SGB4: We sometimes come and clean school.

RES: What strategies do you employ to involve other parents in educational activities of the school?

SGB2: We use parents meeting to discuss with them school issues.

SGB3: We also involve other parents in cleaning the school but they do not come.

RES: What are the benefits for being involve in the teaching and learning of your children?

SGB3: HIV/AIDS rate will be reduced. Our community will be develop.

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SGB1: our children will get better education.

RES: What are the barriers you come across when you are being involve in the education of your children?

SGB1: It seems as teacher are not ready the work with us. We do not feel welcomed. Don't tell them I have said this.

SGB2: If you come during school hour it so difficult to be attended.

SGB: 3 HIV/AIDS is a serious challenge in our community. At school there are learners who are infected and affected including orphans. Social workers are invited at school but parents do not attend the sessions so that they can get help.

RES: How will you propose to solve these barriers?

SGB2: If we can feel welcomed when we visit the school.

SGB4: I think if the principal can find a way to teach the teachers, how they should work with as parents because we are differ in all respect.

RES: Thank you for giving me you time

SGB1: Pleasure.

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