

THE INVOLVEMENT OF PARENTS IN THEIR CHILDREN'S EDUCATION

By

I, Nkakadzeni Stella Masindi, hereby declare that the requirements of the degree of
PARENTAL INVOLVEMENT IN THEIR CHILDREN'S WORLD are included in the reference list
and that this study is my original work and has not been submitted before any other degree or
examination at any other university.

MASINDI STELLA

Submitted in fulfillment of the requirements for the degree of

Nkakadzeni Stella Masindi

MASTER OF EDUCATION

Date: MARCH 2010

In the

SCHOOL OF EDUCATION

UNIVERSITY OF VENDA

UNIVERSITY OF VENDA
LIBRARY

SUPERVISOR: Dr H.N Mutshaeni

CO-SUPERVISOR: Dr A.P Kutame

MARCH 2010



ACKNOWLEDGEMENTS

I, Ntakadzeni Stella Masindi, hereby declare that all the resources that were consulted (for PARENTAL INVOLVEMENT IN THEIR CHILDREN'S WORK) are included in the reference list and that this study is my original work and has not been submitted before any other degree or examination at any other university.



Ntakadzeni Stella Masindi

Date... MARCH 2010

- A special word of thanks and appreciation to my supervisor, Dr H.N. Mutsheni, for her invaluable assistance, her enthusiasm, her patience, her inspiration and expert professional guidance as well as her great efforts to explain things clearly and simply. She was of help through the most difficult parts of this study. Indeed it was a privilege and experience to work under her. I am forever grateful to her.
- Dr A.P. Kulame my co-supervisor, for his invaluable assistance. Thank you for the many hours that you devoted to this research project.
- Mrs. M.E. Makhode, the principal of Tshilwavhusiku Primary school, for her encouragement. Without her encouragement I could not have completed this work.
- Principals, educators, and parents who participated in this study for their interest and co-operation.
- My family, for their love and encouragement, and who are always by my side and giving me support throughout my studies.
- The Almighty for granting me the strength and perseverance to complete this project. Lord, my God you are worthy to be praised.

ACKNOWLEDGEMENTS

I wish to express my sincere appreciation and heartfelt gratitude to the following people whose assistance made this research possible.

- A special word of thanks and appreciation to my supervisor, Dr H.N. Mutshaeni, for her invaluable assistance, her enthusiasm, her patience, her inspiration and expert professional guidance as well as her great efforts to explain things clearly and simply. She was of help through the most difficult parts of this study. Indeed it was a greatest honor and experience to work under her. I am forever grateful to her.
- Dr A.P. Kutame my co- supervisor, for his invaluable assistance Thank you for the many hours that you devoted to this research project.
- Mrs. M.E. Makhode, the principal of Tshilwavhusiku Primary school, for her encouragement. Without her encouragement I could not have completed this work.
- Principals, educators, and parents who participated in this study for their interest and co-operation.
- My family, for their love and encouragement; and who are always by my side and giving me support throughout my studies.
- The Almighty for granting me the strength and perseverance to complete this project. Lord, my God you are worthy to be praised.

TABLE OF CONTENT

	PAGE
CHAPTER 1 : ORIENTATION TO THE STUDY	14
1.1 Background of the Study	1
1.2. Statement of the Problem	3
1.3 Research Objectives.....	4
1.4 Definition of Key Concepts	4
1.4.1 Parent	4
1.4.2 Parent Involvement	5
1.4.3 Teacher	5
1.4.4 School Governing Body (SGB)	6
1.5 Preliminary Review of Relevant Literature	6
1.6 Research Design	8
1.6.1 Quantitative Research and Data Collection	8
1.6.2 Qualitative Research and Data Collection	9
1.7 Research Methods and Procedures	10
1.7.1 Population	10
1.7.2 Sampling procedures	11
1.8 Data Analysis	11
1.9 Significance of the Study	11
1.10 Delimitation of the Study	12
1.11 Outline of Chapters	12

TABLE OF CONTENT

1.12 Summary	13
CHAPTER 2 : LITERATURE REVIEW	
CHAPTER 1 : ORIENTATION TO THE STUDY	
1.1 Background of the Study	1
1.2. Statement of the Problem	3
1.3 Research Objectives.....	4
1.4 Definition of Key Concepts	4
1.4.1 Parent	4
1.4.2 Parent Involvement	5
1.4.3 Teacher	5
1.4.4 School Governing Body (SGB)	6
1.5 Preliminary Review of Relevant Literature	6
1.6 Research Design	8
1.6.1 Quantitative Research and Data Collection	8
1.6.2 Qualitative Research and Data Collection	9
1.7 Research Methods and Procedures	10
1.7.1 Population	10
1.7.2 Sampling procedures	11
1.8 Data Analysis	11
1.9 Significance of the Study	11
1.10 Delimitation of the Study	12
1.11 Outline of Chapters	12

1.12	Summary	13
3.1	Introduction	32
CHAPTER 2 : LITERATURE REVIEW		32
2.1	Introduction	14
2.2	Nature of Parent Involvement	14
2.3	Barriers to Parental Involvement	16
2.3.1	Parents Attitudes and Abilities	17
2.3.2	Work and Poor Health	18
2.3.3	Family Resources	18
2.3.4	Knowledge, Skills, And Attitudes Of Educators And School Management	19
2.4	Strategies Of Overcoming The Barriers	20
2.4.1	Communication with Parents	22
2.4.2	Parents as Policy – Makers	23
2.4.3	Parents As Planners	24
2.5	Theoretical Models Of Parent Involvement	26
2.5.1	The Human Relations Approach	26
2.5.2	The Social Management Approach (The Revisionist or Behavioral Scientist)	27
2.5.3	The Synthesis Approach (Neo Classical)	27
2.5.4.	The Value Approach	28
2.5.5.	The Social System Approach	29
2.5.6	Pestalozzi's Approach	30
2.6	Summary	31

CHAPTER 3 : RESEACH METHODOLOGY

3.1	Introduction	32
3.2.	Aims of the Study	32
3.3.	Research Design	33
3.3.1.	Pilot Study	33
3.3.2.	Sampling Strategy	34
3.4.	Research Approach	35
3.4.1	Qualitative Approach	35
3.4.1.1	Trustworthiness of the qualitative data	36
3.4.2.	Quantitative Approach	36
3.4.2.1	Quantitative Techniques	37
3.5.	Research Instruments	38
3.5.1	Interview schedule	38
3.5.2.	Questionnaires	39
3.6.	The Role of the Researcher	39
3.7.	Ethical Measures	40
3.8.	Data Analysis	40
3.8.1.	Qualitative data analysis	41
3.8.2.	Quantitative data analysis	41
3.9.	Triangulation	41
3.10.	Summary	42

CHAPTER 4: ANALYSIS AND INTERPRETATION OF RESULTS

4.1	Introduction	43	PAGE
4.2	Data Collected from Parents	43	
4.3	Description of Sample	44	
4.4	Data Collected from Educators	44	
4.4	Summary	86	

CHAPTER 5: OVERVIEW OF THE STUDY, CONCLUSIONS, AND RECOMMENDATIONS

5.1	Overview of the Study	87	
5.2	Findings from the Literature Review	88	
5.3	Findings from Empirical Data	89	
5.4	Conclusion	91	
5.5	Recommendations	91	
5.5.1	Recommendation for staff members	91	
5.5.2	Recommendations for the government	92	
5.6	Recommendation for Further Research	93	
5.7	Limitations of this Study	93	
5.8	Conclusion	94	
	Bibliography	95	
	Appendix A	102	
	Appendix B	106	

UNIVERSITY OF VENDA
LIBRARY

LIST OF TABLES

	PAGE
Table 4.3.1: Frequency Distribution of Respondents According to	70
Gender	44
Table 4.3.2: Frequency Distribution of Respondents According	73
to Age Distribution.....	45
Table 4.3.3: Frequency Distribution of Respondents According to	75
School Leaving Grades of Parents.....	47
Table 4.3.4: Frequency Distribution of Respondents According	77
to Parents Working Status.	48
Table 4.3.5: Frequency Distribution of Respondents According to	80
the Parents' Type of Work.....	50
Table 4.3.6: Frequency Distribution of Respondents According to	84
what Parents Earn.....	51
Table 4.3.7: Parents' Responses to Non – Fundraising School Activities.	52
Table 4.3.8: Parents Response in School Fund Activities	55
Table 4.4.1 Educators Views on Parents' Meetings Attendance	56
Table 4.4.2 Educators Views on Parents' Attendance of School	
Functions	59
Table 4.4.3 Educators' Views on Parents' Volunteering to do	
Classroom Activities	59
Table 4.4.4 Educators' Views on Parents' Assistance of Learners in	
Co – Curricula and Extra Mural Activities	61
Table 4.4.5 Educators' Views on Parents' Payment of School Funds	63
Table 4.4.6 Educators' Views on Parents' Payment for Excursions	65

Table 4.4.7 Educators' Views on Parents' Homework Assistance	66
Table 4.4.8 Educators' Views on Parents Becoming SGB Members	68
Table 4.4.9 Educators' Views on Parents' Attitudes	70
Table 4.4.10 Educators' Views on Parent's Work	71
Table 4.4.11 Educators' Views on Parents' Poor Health	73
Table 4.4.12 Educators View on Parents' Lack of Knowledge for Parents.	74
Table 4.4.13 Lack of Knowledge and Skills for Educators	75
Figure 4.4.3 Grade when Parents Left School	47
Table 4.4.15 Lack of Knowledge and Skills for Managing the Schools.....	77
Figure 4.4.4 Parents' Assessment of their Working Status	49
Table 4.4.16 School Managers' Interaction with other Stakeholders	78
Table 4.4.17 Community Participation	80
Table 4.4.18 Educators' Enjoyment of Working with Parents	82
Table 4.4.19 Parents in School Policy Development	84
Table 4.4.20 SGB Authority	85
Figure 4.4.1 Parents' Responses to School Fund Activities	57
Figure 4.4.2 Attendance to School Functions	58
Figure 4.4.3 Volunteering to do Classroom Activities	60
Figure 4.4.4 Assistance in Learners' Co-Curricula Activities	62
Figure 4.4.5 Payment of School Funds by Parents	63
Figure 4.4.6 Payment for Excursions	65
Figure 4.4.7 Homework Assistance	67
Figure 4.4.8 Parents' View on Becoming an SGB Member	68
Figure 4.4.9 Parents' Attitudes	70
Figure 4.4.10 Parent's Work	72
Figure 4.4.11 Parents' Poor Health	73

LIST OF FIGURES

	PAGE
Figure 1: Getzels and Cuba's Model of Social Behaviour.	77
Figure 4.3. 1: Gender Participation in Study	45
Figure 4.3.2: Age Distribution Assessment	46
Figure 4.3.3: Grade when Parents Left School.....	47
Figure 4.3.4: Parents Assessment of their Working Status	49
Figure 4.3.5: Distribution of Parents According to Type of Work	50
Figure 4.3.6: Parents Assessment of what they Earn	51
Figure 4.3.7: Parents Respond to Non – Fund School Activities	53
Figure 4.3.8: Parents Response in School Fund Activities	55
Figure 4.4.1 Meeting Attendance	57
Figure 4.4.2 Attendance to School Functions	58..
Figure 4.4.3 Volunteering to do Classroom Activities	60
Figure 4.4.4 Assistance in Learners' Co – Curricula Activities	62..
Figure 4.4.5 Payment of School Funds by Parents	63
Figure 4.4.6 Payment for Excursions	65
Figure 4.4.7 Homework Assistance	67
Figure 4.4.8 Parents' View on Becoming an SGB Member	68
Figure 4.4.9 Parents' Attitudes	70
Figure 4.4.10 Parent's Work	72
Figure 4.4.11 Parents' Poor Health	73

Figure 4.4.12 Lack of Knowledge for Parents	75
Figure 4.4.14 Lack of Knowledge and Skills for Educators	76
Figure 4.4.15 Lack of Knowledge and Skills for Managing the Schools	77
Figure 4.4.16 School Manager Managers' Interaction with other Stakeholder	79
Figure 4.4.17 Community Participation	81
Figure 4.4.18 Enjoyment of Working with Parents	82
Figure 4.4.19 Parents in School Policy Development	84
Figure 4.4.21 SGB Authority	85

ABSTRACT

Lack of parental involvement is still a challenge significantly in rural schools. This dissertation reports on the investigation of parental involvement in rural areas. The research was conducted in schools under Soutpansberg East circuit at Madombidzha village. This was done by means of questionnaires which identified nature of parental involvement, barriers to parental involvement, the extent to which school management and educators involve parents, consequences of lack of parental involvement and strategies to overcome the barriers. Data was also collected through interviews from parents.

Forty eight management educators who were randomly selected from ten primary and secondary schools completed the questionnaires which the researcher administered. The researcher adopted qualitative approach to explore settings in the schools. At the beginning of this study participants were briefed and they gave informed consent in writing. They were also informed that the information would be treated confidentially.

The results indicated that parents are involved in school activities but the involvement is based mostly in so called traditional involvement; that is, in attending quarterly meetings to collect progress reports or attending class plays where learners display their talents. Parents do not become active in decision making activities or in financial matter for learner and school development. Various strategies are used to overcome lack of parental involvement. However, the strategy of giving SGB the mandate to use authority was preferred by all.

Data analysis revealed the following:

- Parental involvement is still a problem.

- There is lack of knowledge and skills for school management in developing strategies for parental involvement.
- The issue of socio – economic instability also has the impact in lack of parental involvement.
- Poor health among parents also has the contribution in lack of parental involvement
- Lack of parental involvement impacts negatively learners and school development.

The results of this study and in this sample area suggest that a school's management style is more important to parental involvement. Further investigation is needed before these conclusions be generalized to other circuits, district and provinces.

CHAPTER 1

ORIENTATION TO THE STUDY

1.1 BACKGROUND OF THE STUDY

Education is a means of creating the opportunity for all people to fully realize their potential. It is considered not only by South Africa, but by many countries such as Japan, the United States, and Western countries (Dekker & Lemmer, 1996:14-15). These countries then legitimised the idea of the state's responsibility to provide education to all. After the passing of time, public education experience economic unsustainability.

The different stakeholders then become the alternative sources such as families, businesses, interest groups, international assistance, and the government (Dekker & Lemmer, 1996:95).

It has also become a policy in many developing countries like South Africa to enable communities to contribute to the education of their children. The democratisation of education in South Africa emphasises this by developing a new national education system which suggests the participation in school activities by all stakeholders, including parents, teachers (educators), learners, the state, and the community. This idea is enshrined in the South African Schools Act of 1996, which states that parents, learners, and teachers shall promote and accept the responsibility for the organisation, governance and funding of schools, in partnership with the state (South African Schools Act, 1996:2).

According to Wolfendale (1992:7) all parents care about their children's welfare and well – being, but there is sufficient evidence that there are parents who appear not to care, who are overwhelmed by stressful life events and financial

pressures, and whose own experience of schooling was not positive enough for them to overcome fears and anxieties about school and teachers. This is also supported by Clark (2005:95) who argues that schools located in disadvantaged areas suffer a myriad of socio – economic problems, such as high levels of unemployment, physical and mental issues, migration of best qualified young people, high levels of staff turnover, physical environment and not least, low educational achievement. This is what is experienced in Limpopo villages. These are seemingly some of the challenges that hinder schools and learners' development. Many parents, maybe for various reasons, appear to fail in providing the support at home, which is necessary for their children's cognitive development at school.

According to my experience as an educator, parents are reluctant and unwilling to be involved and participate in their children's education. This leads to a number of problems, such as, lack of effective learning and teaching, low pass rates by learners, as well as a disjuncture between parents and educators when they have to solve learner problems. Lack of interest and poor motivation are also problems which arise from this lack of parental involvement and the end result is that learners no longer take education seriously.

When parents neglect their educational task, educators are faced with the enormous challenge and responsibility of making a difference in the learners' spiritual, moral, and social lives. Van der Walt (1994:414) states that when the education task of the parents is taken over by other societal relationships such as the school, the family task "is shrinking and becoming more and more limited to the upbringing, care, and protection of the closest members".

It is known that the school has a responsibility to promote the academic development of learners. However, educators are not always sure about which values to promote and how. The multicultural nature of the South African society also makes the task of promoting values difficult for educators. Many educators feel that they wrongly impose their own values on learners' values which might

1.3. be different from the values learners learn at home. This lack of unity and consistency can be confusing and detrimental for the learner if he/she is taught two different sets of conflicting values.

There is a strong believes that: “the deeper the parent involvement, the greater the opportunities for broad – based and lasting change in the school and the child” (George Lucas: Educational Foundation, E Newsletter). Parents need to be able to choose from a range of school activities, which accommodate different schedules, preferences, and capabilities. Lack of planning by the school management and lack of mutual understanding between parents and educators, however, have become another challenge. According to Tangri and Moles (1987), the most successful parent participation efforts are those which offer parents a variety of roles in the context of a well organised and long – lasting programme. Lack of motivation from the school which stems from negative attitude to education and lack of self – confidence which in turn might affect the pass rate could also be a challenge.

1.4.1 It is against this background that I felt a need to conduct a scientific research based on the involvement of parents in public schools.

1.2. STATEMENT OF THE PROBLEM

Arising from the foregoing, the primary research question to be posed is: Why do parents in mostly public schools, not want to involve themselves in their children’s education?

The purpose of the study is to explore the involvement of parents in the education of their children.

1.3. RESEARCH OBJECTIVES

Based on the above problem identified in public schools in South Africa, the study aims to determine and examine the involvement of parents in the learning of their children in public schools.

An effort is made to identify systemically viable strategies to enhance parental involvement in the learning of their children.

At the end of this study, I will be able to:

- Describe the nature of parent involvement in education;
- Identify the barriers of lack of parent involvement;
- Describe the extent to which school management and educators involve parents;
- Explain the consequences of lack of parent involvement in the school; and
- Describe the strategies educators can employ to improve parent involvement.

1.4 DEFINITION OF KEY CONCEPTS

1.4.1 Parent

According to the South African Schools Act of 1996; Act 84 (RSA 1996:4) the term parent refers to: the natural parent of a learner, the guardian of a learner, a person legally entitled to custody (physical control) of a learner, and a person who undertakes to act as a parent of a learner for the purpose of the learner's education at a school.

In this study a parent is more than a mother, father, or guardian. A parent includes the entire community of parents in a specific school, in a specific environment (Ellof & Kriel, 2003:328).

1.4.2 Parent Involvement

In the South African Schools Act (1996:2) parent involvement implies that both the parents and the school should be compelled by law to work together in the educational interest of the children. All learners, parents and educators have to promote the acceptability and responsibility of the organization, governance and funding of the school in partnership with the state.

In this study, parent involvement is, therefore, a process through which parents meaningfully participate in various educational activities of their children, ranging from occasional attendance of school functions to intensive efforts like being part of the school governing body (Myeko 2000:12).

1.4.3 Teacher

In Compton's Encyclopedia (1995 vol 7:81) a teacher is a professional educated person, someone who is thoroughly familiar with the subject matter and the best methods of organising and presenting it. A teacher is the one who knows how to inspire interest in learning; communicates information and skills; and maintains discipline so that someone else may learn.

In this study, a teacher is regarded as the one described in the South African Schools Act (Act, 84 of 1996). Here the term teacher is replaced by the term educator. In Outcome – Based Education, the traditional role of the teacher as an instructor has been replaced by the educator who acts as a facilitator for learning and development. The educator is expected to be the mediator, facilitator, administrator, leader, manager, assessor, discipline maker, and phase specialist.

1.4.4 School Governing Body (SGB)

The term “Governing Body” is used to uniformly describe the body that is entrusted with the responsibility and authority to formulate and adopt policy for each public school in terms of national policy and provincial education regulations. It also has the significant responsibility from the province of monitoring school finance (Education White Paper 2: General notice 130 of 1996).

In this study, the School Governing Body is a committee comprised of elected parents, educators, and learners and according to the school's act of South Africa the School Governing Body has some powers in the management of the school. The School Governing Body has the role and the responsibility of managing the school's finance (The School's Act of South Africa 1996:83).

1.5 PRELIMINARY REVIEW OF RELEVANT LITERATURE

In many countries, like the USA, Germany, Japan, Nigeria, and South Africa, their government influences the involvement of social structure like parents in education. However, according to some researchers, parents, particularly in previously disadvantaged communities, are reluctant and unwilling to be involved in their children's school activities (Hystek & Louw, 1999:21 – 27).

In the study done by Myeko (2000:53) it was discovered that lack of parental involvement is influenced by some of the following factors: lack of time, transportation problems during meetings, too many school activities that last too long and financial constraints experienced by parents.

According to Senos (2004) parents, as primary educators, play a major role in the academic education of their children. The study looked at the nature of the

home environment of Grade two learners in township schools. However, it is discovered that the respond from parents is highly needed in their children's education to equip children with knowledge, skills, attitudes, and behaviors; unfortunately the support from parents is low.

The difficulties of involving parents in education were also pointed out by Clarke (2005:105) in the UK studies. He found that effective learning and improvement of schools can be done by involving parents. However, this is very hard to achieve. Achieving parental involvement is one of the most difficult areas of the school improvement, especially in economically deprived areas.

Due to the above studies, it was found that there is lack of parental involvement here in South Africa, especially here in Limpopo province. This problem has long been seen, yet nothing has been done to solve it. Therefore, it is a challenge which needs solutions, like all other challenges in the world. For example, in the Ministry of Education (2002:28) there has been an increase in the enrolment of learners; thus resulting in a campaign by the minister to build more schools to accommodate learners, especially in the squatter camps and in rural areas.

Although some areas with this problem of lack of parent involvement, had already been researched, however, their findings and solutions fail to improve parent involvement in public schools.

Most of the studies have clearly indicated that if parental involvement is improved all the stakeholders in education such as parents, the church, the Department of Education, the community and the country as a whole, can benefit.

1.6 RESEARCH DESIGN

A research design is defined as a strategic framework for action. It serves as a bridge between research questions and the execution or implementation of the research (Terreblanche & Durrhem, 2004:29).

For the purpose of this study, I use the multimethods strategy that combined quantitative and qualitative methods, in order to facilitate triangulation.

1.6.1 Quantitative Research and Data Collection

From the quantitative perspective, data is collected in the form of numbers and is based on the scientific truth. According to Grinnell (1993:79) the psychologists and the sociologists in quantitative perspective, when they work they are guided by beliefs about science. Here the explanation requires deductive theory that fully explains all relevant phenomena and from which further hypotheses be deduced. Good explanations focus on mechanism, not on function. Everything that exists is present in some quantity and hence be measured. Results from this study can inform how a large population views an issue and the diversity of these views.

A non – experimental investigation conducted by means of a questionnaire to obtain relevant information. The questionnaires were distributed to ten public schools (both secondary and primary schools) at Soutpanberg East Circuit. These questionnaires completed by educators. The questionnaires consisted of close and open – ended questions. The schools selected because of their accessibility by road and their proximity to me as the researcher. Questionnaire was written in English. The questionnaire for educators seeks the following information:

- Educators' view on lack of parental involvement;

- Communication methods employed by educators;
- Ways in which schools try to involve parents; and
- Suggestions on how to improve parental involvement.

The questionnaire divided into the following sections:

- Biographical information
- Nature of parental involvement
- Barriers to parental involvement
- The extent school management and educators involve parents
- Consequences of lack of parental involvement
- Strategies to overcome the barriers.

1.6.2 Qualitative Research and Data Collection

Qualitative researchers are interested in understanding the meaning people have constructed in making sense of the world and the experiences they have in the world (Merriam, 1998:6). Qualitative research is primarily concerned with the way that individuals interact with the social world and construct reality. Newman (1997:30) supported this concern by saying that the experimental approach deals with social problems in the natural situation.

An interactive investigation was conducted in order to determine the perceptions of various stakeholders regarding this issue of parent involvement. The design since was in exploratory; descriptive and contextual format, was conducted in a form of interviews. The Interviews was examining the extent to which parents are involved in the school as well as their attitudes toward parental involvement. In view of the fact that most parents are illiterate, I personally administered the questionnaire verbally. Open – ended questions were included. Additional questions posed to ensure clarity regarding all the parents' responses.

1.7.2 Sampling procedures

1.7 RESEARCH METHODS AND PROCEDURES

According to Grinnel (1993:154-155) sampling is the selection of some units

According to Van Dalen (1979:17) research methods and procedures are the scientific methods of study that have been devised to solve problems. In order to determine the perceptions of various stakeholders regarding this issue of lack of parental involvement, the interpretive approach was found to be useful since the people's subjective experiences taken seriously (ontology) (Terre Blanche & Durrheim, 2004:123).

Interpretive research relies on firsthand accounts, tries to describe what it sees in rich details, and presents its findings in engaging and sometimes in evocative language.

1.7.1 Population

According to Welman, Kruger & Mitchel (2005:52) the population is the study object and consists of individuals, groups, organisations, human products and events, or the conditions to which they are exposed.

The aim of this research is to determine why there is inadequate parental involvement in public schools in Soutpansberg East Circuit, and to determine what educators can do to address this problem. Therefore, the universum population consists of both parents and educators.

1.7.2 Sampling procedures

According to Grinnerl (1993:154-155) sampling is the selection of some units who represent the entire set of population. There are two major categories of sampling procedure, namely, probability and non – probability sampling.

In this study non – probability sampling was used. To select the schools, random sampling was used. The names of all accessible primary and secondary schools in Soutpansberg Circuit were written on a piece of paper and put in a box. From there a sample of ten schools was picked. It is from those sampled schools that the parents and the staff who were to participate in the study were selected.

1.8 DATA ANALYSIS

According to Mouton (2002:161) the term “analysis” basically means the resolution of a complex whole into its parts. In this study data was analysed quantitatively through the use of the SPSS version 17 package.

1.9 SIGNIFICANCE OF THE STUDY

With the data obtained and supplied by the study, parents irrespective of their background, see the importance of involving themselves in their children’s education and the schools also see the importance of being well – organised and developing the long – lasting parent involvement programmes.

1.11.3 Chapter Three

1.10 DELIMITATION OF THE STUDY

The research focused on parental involvement in their children's education. The focus was on educators and parents in Soutpansberg East Circuit.

1.11.4 Chapter Four

1.11 OUTLINE OF CHAPTERS

This research was executed as follows:

1.11.1 Chapter One

Chapter One serves as a general orientation, putting the problem in perspective and subsequently formulating the problem statement and the aim of the research. The aim of the research is to determine the factors that contribute to the lack of parent involvement in rural public schools. A research plan is proposed. Important concepts to be dealt with in this study are defined in this chapter. The research methods are explained and the procedure of this study outlined too.

1.12 SUMMARY

1.11.2 Chapter Two

Chapter Two reviews related literature on the issue of the role parents should play in the formal education of their children. The chapter also reviews literature on the attitudes of parents towards parental involvement, in particular whether they like associating with the school, and also whether their historical backgrounds contribute to their attitudes.

1.11.3 Chapter Three

Chapter Three focuses on the empirical study, to be undertaken. Relevant research methodology examined, followed by a description of the research methods applied in the study. Each method discussed in terms of the data obtained.

1.11.4 Chapter Four

Chapter Four gave a detailed report on the results and findings of the investigation. Results analyzed and interpreted. The context of the empirical research, namely the school, the participants (parents and educators) considered. The way each method administered is outlined.

1.11.5 Chapter Five

Chapter Five contains the summary of the study as well as the conclusions drawn from the research. Recommendations and suggestions to encourage the involvement and participation of parents in their children's education and further research are highlighted in this chapter.

1.12 SUMMARY

Chapter one has dealt with the background of the study; statement of the problem; research objectives; definition of key concepts; preliminary review of relevant literature, to find out what is known about the problem from theoretical discussions and from prior research; research design, where the type of research methods to be used are identified and the ways of implementations are outlined; research methods; data analysis; significance of the study; delimitation of the study; and outline of the chapters.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The aim of this chapter is to review literature on parental involvement in school activities. It is hoped that better practices will be adopted through better understanding of parental involvement in matters which have positive implications in public schools. Numerous studies in parental involvement have produced various outcomes. The focus of this study is to establish how parental involvement would benefit the education of their children and how it would affect the role of the educators. Other questions to be asked are: what are the barriers to parental involvement? How should parental involvement be integrated into schools programmes? An attempt to explore answers to these and other questions will be discussed in the following sections.

2.2 NATURE OF PARENT INVOLVEMENT

Parental involvement is taken as a process through which parents meaningfully participate in the various educational activities of their children, ranging from occasional attendance of school functions to intensive efforts to help parents become better educators of their own children (Dekker & Lemmer, 1994: 154).

Cooperation between the school and the parents can lead to an improvement in the quality of education. Mutual involvement between schools, parents, and the community is, therefore, associated with greater educational effectiveness and

efficiency (Beck & Earl, 2000: 89). Improving the standard of education in turn will benefit parents, educators, learners, and the country as a whole.

According to Stouffer (1992: 109) there are five reasons why parent involvement in education is important and necessary. First, it enhances the sense of pride in the community and the school. Secondly, if parents have a substantial input in the education of their children, they will be less inclined to sabotage educational decisions.

Thirdly, parents no longer feel alone and alienated when dealing with difficult students and situations. They know they can rely on educators for cooperation and support. Fourthly, if parents are approached positively by the school, parent involvement can improve the educational opportunities for learners. Lastly, schools need financial support of the parent community.

Dekker and Lemmer (1994:158) state that when parents become more involved in the teaching programme of the school, they are more likely to make school a priority for their children and their children are more likely to achieve better. This is supported by Myeko (2000: 14) who claims that learners are more positive and motivated when their parents accompany them to field trips; serve as volunteers in the school; participate in School Governing Bodies; take advantage of learning opportunities offered by the school; and assist the school with fundraising and other activities.

Parent involvement in education can also eliminate discipline problems and criminal activities by learners and it leads to improved learner attendance (Dekker & Lemmer, 1994: 154). According to Van der Westhuisen et al (2002: 117) establishing a good school community relationship is a key ingredient to success in securing mutual participation of parents in decision – making; school activities; problem - solving; providing assistance; and offering services to the school.

The question then becomes, given this state of affairs, how can the home and the school most effectively work together as partners? Gordon (1977) suggests

three models: (First model) the family – impact model, in which the school reaches out to the home through home visits or various communication techniques; (Second model) the school – impact model, in which parents are involved in the school as volunteers or in parent advisory committees, in an effort to change the school so that it is more responsive to the needs of the home; and (Third model) is the community – impact model, in which the resources (e.g., medical, psychological) of the larger community are focused on facilitating a community – home – school partnership.

Like many other researchers who have attempted to classify the types of parental involvement; Rhine (1981) identified six types of parental involvement, involving the parent as teacher of own child; classroom volunteer; paid paraprofessional; learner; decision maker; and audience. Henderson (1986: 110) summarised the literature on types of parental involvement when he wrote that, “A two – part distinction emerges between (a) those parent activities aimed primarily at strengthening the overall school program and only indirectly toward helping the parent’s own child (e.g., advisory, volunteering, fundraising, and advocacy activities); and (b) those parent activities that involve assisting one’s own child (e.g. helping with home work, meeting with teachers, attending school events).”

Dornbusch and Ritter (1988) reported that parent attendance at school activities, such as athletic events or dramatic performances, significantly correlates with school achievement, even when ethnic and social class differences are controlled. It was also found that just informing parents of that fact in a newsletter could increase parent attendance.

It should be pointed out, however, that the degree of parent involvement usually declines drastically as children reach the teenage years (Henderson, 1986: 111)

2.3 BARRIERS TO PARENTAL INVOLVEMENT

Undoubtedly, parents are important participants in the education of children. A matter like education cannot be carried out without them. Parents can support their children’s schooling in many ways, such as attending school functions and responding to school obligations (parent – teacher conferences); providing

encouragement; arranging appropriate study time and space; and modeling desired behaviour (such as reading for pleasure) (Walberg, 1980 : 509). It is vital for parents to contribute much more. However, the following problems arise:

2.3.1 PARENTS ATTITUDES AND ABILITIES

One of the reasons why parents are not involved in school activities is their negative attitude toward the schools. Some parents do not value the education of their children; others feel powerless to participate in school activities as they are illiterate; and others do not see the school as a place of hope for their children. (Hystek & Louw, 1999: 21).

Coleman (1966: 325), in his findings, concluded that the schools bring little influence to bear on a child's achievement that is independent of his background and general social context.

According to Hystek and Louw (1999: 26 -27) parents do not know why and how they can be involved in school activities. Other parents feel that the educators are qualified enough and get paid enough to educate their children, and that they, the educators, are responsible for their children while they are at school (Smith & Liebenberg, 2003: 3).

It should be pointed out, however that the degree of parent involvement usually declines drastically as children reach the teenage years (Henderson, 1986:111). Myeko (2000: 15) supported this when he says that parents are less involved in secondary school activities because these schools are larger and less personal, and parents take a less active role because their teenagers become more independent.

2.3.2 WORK AND POOR HEALTH

2.3.2.1 KNOWLEDGE, SKILLS, AND ATTITUDES OF EDUCATORS AND SCHOOL MANAGEMENT

Clark (2005: 95) in his research study about improving schools in socio – economically disadvantaged areas, found that schools located in disadvantaged areas suffer a myriad of socio – economic problems, such as high levels of unemployment, physical and mental health issues, and not least ,low educational achievement.

Leitch and Tangri (1988) studied the involvement of black parents in two Washington DC, junior high schools. They found employed parents to be more involved in their children’s educational activities than non – employed parents and parents with poor health. Espinoza (1988) argued that inflexible leave policies by employers negatively affect parent involvement.

Myeko (2000: 51 – 52) found that lack of time amongst working parents together with other factors such as financial constrains, family problems and transport hinder parental involvement.

2.3.3 FAMILY RESOURCES

Although all families want their children to succeed in school, not all families have the same resources or opportunities to be involved in their children’s education. Families where English is not spoken or read well face significant barriers to participate in their children’s education. In her 1995 article Epstein argued that schools need to overcome this challenge by providing communications to families in a language that can be understood by all and by providing workshops to families with illiterate problem.

The Department of Education here in South Africa introduces ABET as a means to overcome this challenge of illiterate.

2.3.4 KNOWLEDGE, SKILLS, AND ATTITUDES OF EDUCATORS AND SCHOOL MANAGEMENT

According to Hood (1995:93) changes in the public sector, accounts for the rise of the New Public Management (NPM). The rise of NPM is seen as an alternative to the traditional management of schools. In schools the New Public Management promotes the involvement of parents in a range of school activities. However, it seems as if it is a barrier to some educators and the school management.

Some educators and the school management simply do not know how to involve parents. According to Walberg (1980:509) investigators have identified lack of planning and lack of mutual understanding as the two greatest barriers to effective parent involvement.

Principals and teachers favour more traditional parental involvement activities. Certainly the most traditional way to involve parents is through such activities as parent-teacher conferences, open houses, parent attendance at classroom activities and events, communication through child delivered notes, and parent counseling. Williams and Stallworth (1983 – 1984) cleared this kind of attendance when reported that principals and teachers favour more traditional parent involvement activities, such as bake sales or attending class plays. Indeed, in a survey of first, third, and fifth grade teachers, Becker and Epstein (1982) concluded that most teacher – parent contracts are through child transmitted notes and memos. Dornbusch and Ritter (1988) found memos to be the most important and easiest way of communicating with parents.

Majority of educators do not see more active forms of involving parents in positions such as of decision making, or parents as classroom volunteers or as paraprofessionals. Others fear such activities or can see little benefit from them.

Menacker (1988:109) reported that less than half, 47%, of inner city teachers surveyed believed in strong parent involvement, while 30% believed that parents should not have a lot to say about how the school is run. Becker and Epstein (1982: 112) pointed out that, the teacher's role changed when the teacher acts as a manager of parental involvement.

In a study of six San Francisco – area high schools, Dornbusch and Ritter (1988: 18) determined that teachers reported little contact with parents of average students and did not prefer more contact with such parents. The data showed that 63% of the teachers reported initiating contact with “almost none” or “few” parents, while only 15% initiate contact with “most” or “almost all” parents.

Teacher's attitudes may be one obstacle to parental involvement. For example, teacher beliefs about the impact of their efforts to involve parents in students' learning predict their efforts to encourage family involvement. In a study published in 2001, Epstein and Dauber found that, low levels of parental involvement at some schools may be the result of the staff's perceptions of parents or the degree to which they feel parental involvement is important for their students. To overcome this obstacle to parental involvement is to increase the degree to which teacher training covers the topic of parental involvement.

2.4 STRATEGIES OF OVERCOMING THE BARRIERS

Education is a relationship between at least two people, an adult (an educator or a parent) who educates and a learner (child) who is educated. The educator plays a vital and a central role in the education process. Not only are educators responsible for the dual task of teaching, they are also responsible for the moral, social, and spiritual education of the child. They also have to provide the child with security and safety while the child is in the school (Smith & Liebenberg, 2003:1).

It has already been established that parents and educators need to work together as partners for effective and efficient education. It has also been established that many parents want to be involved in their children's education, but do not know how. They need assistance and guidance from educators to help them in this regard. According to Heystek and Louw (1999: 21), schools should thus initiate the process of parent involvement because very few parents will offer their service voluntarily without being asked.

The extent to which parents are motivated to get involved thus depends on the educators and the principals. Berninger and Rodriguez (1989) argued that the role of the principal is critical in parent involvement. Lindle (1989) concluded from the survey of parents in four school systems that what parents want from the principal is to be treated with respect and as equals.

It is clear that teachers, parents and the state together have the major role to play in children's education. They should see to it that there is enough materials and environment conducive for all children to be educated.

In Education for Self – Reliance, Mwalimu Julius Nyerere analyzed the system of education and attitude in Tanzania. According to him, although the state has insufficient money for free education for all, but educational system should among other things aim at fostering social goals of living together for common goal, preparing the young to play a dynamic and constructive part in the development of society in which all members share fairly in the bad and good fortune of the group; inculcating a sense of commitment to the community and helping pupils to accept the values appropriately (Bennaars, Otiende and Boisvert 1994: 23).

2.4.1 COMMUNICATION WITH PARENTS

2.4.2 PARENTS AS POLICY – MAKERS



Dekker and Lemmer (1994: 166-167) suggest the following ways in which educators can communicate with parents as a means of parent involvement:

- a) Ask principals to write letters to parents, emphasising the importance and benefits of parental involvement;
- b) Set up a meeting for parents in which an overview of classes and school goals, the curriculum and the school policy are presented;
- c) Ask parents what their family goals are for their children, so that they can try and work towards the same goals;
- d) Send home on a regular basis booklets of learners containing stories or poems or any other activities, to help parents feel connected with their children's experience at school;
- e) Send home monthly or weekly calendars or roasters with the child so that the parents know about school activities;
- f) acknowledge learner accomplishments and inform parents about these achievements; and
- g) Educators should be sensitive to learners who come from homes with family problems e.g. single parent homes or unemployed parents.

In addition, Myeko (2000: 24) states that the ways in which schools communicate with parents is extremely important since all the efforts of improving parent participation cannot succeed without effective communication with the parent community. Improved communication will ensure that parents know why and how they can be involved.

2.4.2 PARENTS AS POLICY – MAKERS

The 1986 Education Act of South Africa significantly increased the number of parents in governing bodies, gave them a far greater say in the curriculum, and made an annual report to the parents obligatory. The Education Reform Act of 1988 followed with provisions for open enrolment and opting out as well as a dramatic increase in the powers of governing bodies through local financial management (Garth & Ian, 1992:45).

Stacey (1991:48) supports this by saying that, the main place for parents as policy – makers is as governors. Unfortunately, this is not an easy task. According to Vincent (1996: 55) it is clear that the formal inclusion of parents in the existing systems of representative democracy is patchy and uneven. Vincent (1996: 50) noted that, contracts have been criticized on various grounds, ranging from supporting the professionals who know the best to equality since in School Governing Body; parents would be treated as equally informed partners. They attend workshops and get training. To the most fundamental, ground of socio – economic bias inherent in contracts. For example, attending parents meetings is easier for those with transport and money for child – care. However, for many parents fulfilling such contracts would constitute a severe burden.

In schools where these representatives practiced well, teachers often find that parents increase support once they know what is happening in the school. As such, school governing bodies and parents are expected to take an active role in drawing others in. Some schools are concerned with the social events and fundraising. Finding different forums which give parents a chance to express their opinions is important and they will be happy to come forward with solutions in a more formal way (Stacey, 1991: 49).

Vincent (1996:51) also adds that practitioners and researchers agree that formal contracts must be part of a structure, which gives parents more legal and participatory rights as well as definite obligations to involve themselves in their children's schooling. In this structure, teachers are educated to regard working with parents as part of their professional duty.

Peterson (1987: 311) provided support involving parents as decision makers even in the area of teacher evaluation. He found that student reports and parent surveys produced sufficient variance for decision making and moderate correlations with other measures of teacher evaluation.

Schools that have little parent involvement are likely to produce a contract featuring their ideas of what parents want from the school and what the school wants from the parents. Given this, Garth and Ian (1992: 48) argue that we need not only to explain new methods but to give parents, where possible, actual experience to them.

William and Chavkin (1989) concluded that successful parent involvement programmes have seven common elements: (1) written policies, (2) administrative support, (3) training, (4) partnership approach, (5) two – way communication, (6) networking, and (7) evaluation.

2.4.3 PARENTS AS PLANNERS

Planning is a vital and necessary component of effective school management. Therefore, every individual in the school organization, that is the principal, educators, non – teaching staff, parents, and learners should be involved in drawing of a school plan. According to Paisey (1992: 90) the assumption made is that every individual at his or her own particular level of responsibility in the organization should help to draw up the School Plan and is liable to control costs for that designated area of responsibility.

The management responsibility is to see that enough rules and procedures are adopted to prevent corruption and fraud. The financial structure composed of parents and educators has to be created to convert financial objectives into

operational activities (Jordan, 1969: 112). For financial objectives to be fulfilled, the administrative and accounting components should take place. In fact, the organisational structure of school finances is heavily dependent on and closely linked to the administrative and the accounting components (Roberts, 1973: 211).

Under the Elementary and Secondary Education Act (ESEA): Goals 2000 of Educate America Act. Parental involvement activities may include family literacy training and training to enhance parenting skills. Funds that schools spend for parental involvement activities may count toward meeting this requirement. Although no minimum allocation is required but it maybe of importance to reserve amounts necessary for such plans.

Parents of participating children are to be involved in decisions regarding how funds allocated are to be spent. Involvement in decision-making should take place before any expenditure is made, be on-going, and continue throughout the fiscal year in which an allocation is made.

To carry out a joint decision-making process, staff along with parent representatives could solicit and collect parent recommendations through surveys, meetings, hotlines, and so on. This input, to be discussed and reviewed prior to decision-making, should be used as the primary basis for the expenditure of funds reserved for parental involvement activities in the following year. Such a process would allow the consideration of diverse needs and interests, and the implementation of programs by school that reflect their particular community's diversity. Throughout the year, newsletters, designated bulletin board announcement locations, meetings, exhibits, and various other methods and media could be used for ongoing communication, information exchange, and the solicitation of additional suggestions for the use of funds. It is usually effective to establish an infrastructure, such as a work team or subgroup that would assume specific responsibility for the process.

Heystek and Louw (1999: 27) state that every school must identify their needs and then provide the opportunities and structures for the parents to be positively and actively involved in activities of leadership. For real and effective cooperation, teachers have to know the potentials, weaknesses, and strengths of the parents. "Parents and teachers have to recognise each others' limitations in knowledge and expertise and build something concrete for the sake of child and school development" (Dekker & Lemmer, 1994: 156).

5 THEORETICAL MODELS OF PARENT INVOLVEMENT

In the above sections an attempt was made to assess the established culture of parent involvement in the schools. In this section, a review is made of various approaches of parent involvement in an attempt to find the scientific solutions to this challenge.

5.1 THE HUMAN RELATIONS APPROACH

According to Van der Weisthuizen (1991: 72) the emphasis moves to the effective functioning of the worker in the organisation. It was found that variables other than a person's physical state influenced productivity. In other experiments, it was found that time and motion studies were carried out during which time behaviour and production was studied. The experiments indicated that participation is increased by healthy group relations. Social motivation is better than monetary motivation. People react better as a group towards management. Informal organisations with informal leaders often have as much influence on people as does management of organisations. Some parents prefer to work as a group voluntarily. For example, parents can organise themselves to come to

school and teach learners traditional da... work in the garden, and clean the surroundings.

The emphasis here falls on the management tasks that the principal do. He/she

2.5.2 THE SOCIAL MANAGEMENT APPROACH (the revisionist or behavioral scientist)

In this management approach, the emphasis within the organisation itself shifts to human behavior. Barnard and Simon are the best known people who subscribed to this approach through their decision – making approach.

According to Van der Weisthuizen (1991: 76) Barnard emphasised that the central elements of an organisation are communication, the willingness to serve and the achievement of a common goal. Bearing these central elements in mind, the manager (the principal) should give attention to the interaction between the needs and the aspirations of workers (educators) as well as to the needs and objectives of the organisation (the school).

Simon Herbert followed on Barnard's work, regarded administration as a decision – making process. He laid particular emphasis on the role of human behaviour in this regard. The decision- making process should aim at promoting and realising the objectives of an organisation (the school).

2.5.3 THE SYNTHESIS APPROACH (Neo classical)

The principle of the classical management approach, as well as the scientific and human relations approach, is integrated with insights from psychology and sociology. This approach integrates insights from organisational theory as well as

from behavioural sciences, thereby interacting concerns between formal and informal organisation.

The emphasis here falls on the management tasks that the principal do. He/she should not only possess management skills, but he/ she should also have knowledge of human relations and how to interact with formal and informal organisations. (Van der Westhuizen 1991: 79)

2.5.4. THE VALUE APPROACH

In this approach the value of parental authority is considered. The idea that the school belongs to the parents who are responsible for the financing of the children's education is taken into consideration. It argues that the differences in educational expectations depend on parents' differences or even identification with a certain political party.

Values accepted by a community have a powerful and continuous influence on the educational expectations of a school. Values determine what will be done Newell (1978: 9) states that without values, no action is possible. Furthermore, that is, the norms, values, and principles of parents, principals, and educators are important co – determinants of behavior.

Plato and Socrates' disciples, (cited in Bennars, Otiende & Boisvert, and 1994: 8) support the views of value approach, by advocating that the state should take over the responsibility of education, rather than to leave it to the private individual, as had always been the case. Plato also proposes that, people should be organised according to their social order or class, when contributing finance to their children's education.

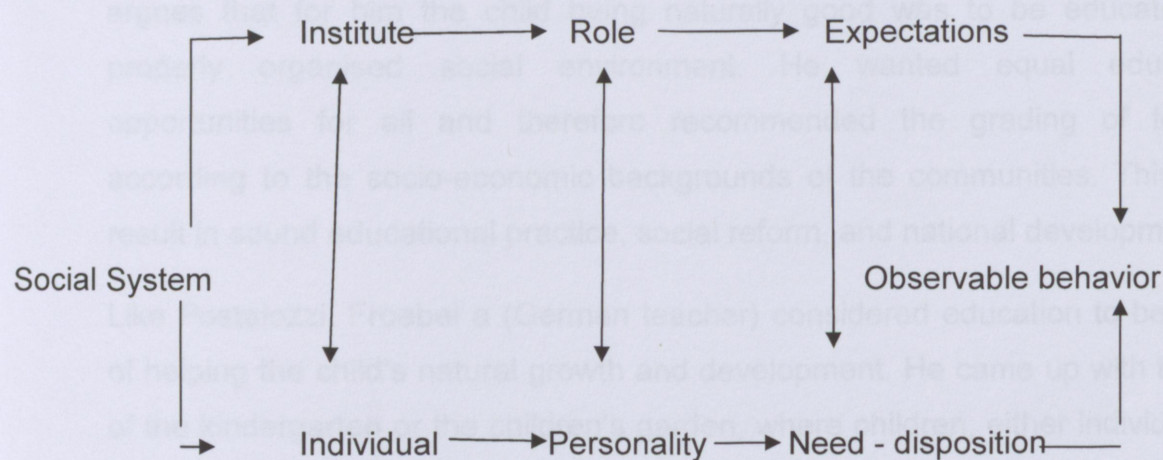
2.5.5. THE SOCIAL SYSTEM APPROACH

This approach includes an understanding of conflict between the school and the community and various individuals.

In the school, as a social structure, two major parts may be distinguished, namely ideographic (people) and the nomothetic (normative/structural) aspects. According to Getzels (1968: 80) this system theory can be represented as follows:

(Nomothetic dimension)

Level of formal Structure.



Personal level

(Ideographic dimension)

Figure 1: Getzels and Cuba's model of social behaviour.

From this model it can be deduced that observable social behaviour (B) is always the result of interaction (F) between role (R) and the personal (P). That is $B = F(R \times P)$.

This view argues that there should be a correlation between the principal's objectives and the school's objectives so as to realize quality education for learners and school development.

2.5.6 PESTALOZZI'S APPROACH

Jean Heinrich Pestalozzi (cited in Bennaars, Otiende and Boisvert (1994: 12) argues that for him the child being naturally good was to be educated in a properly organised social environment. He wanted equal educational opportunities for all and therefore recommended the grading of teaching according to the socio-economic backgrounds of the communities. This would result in sound educational practice, social reform, and national development.

Like Pestalozzi, Froebel a (German teacher) considered education to be the art of helping the child's natural growth and development. He came up with the idea of the kindergarten or the children's garden, where children, either individually or co – operatively in groups, learnt through work and play. Therefore, parents, teachers, and the state should see to it that materials are available to the children.

Leonard and Gertrude (In Gutek 1987: 194) also support Pestalozzi's strategy for using both home and the school agencies of natural education. They emphasised that, although there were some challenges and difficulties experienced in interacting the home and the school, appropriate plans need to be initiated to ensure that all children receive education and that teachers are trained to work with parents accordingly.

2.6 SUMMARY

Chapter two dealt with nature of parental involvement; and barriers to parental involvement; where the following topics tackled: parents' attitudes and abilities, parents' work and poor health, family resources, and knowledge and skills of educators and school management. This chapter also dealt with strategies to overcome barriers of parental involvement where the following recommendations suggested: good communication with parents, parents as policy-makers, and parents as planners. A review of various theoretical approaches of parental involvement has also been made. Approaches like, the human relations; the social management; the synthesis approach; the social system; the value; and the Pestalozzi's approach.

RESEACH METHODOLOGY

The research design acts as a bridge between the theoretical discussions of the opening chapter and the subsequent chapters (Cohen, Manion & Morrison, 2000).

3.1 INTRODUCTION

According to Mac Millan and Scumacher (1983:196) the research design There are many ways in which research can make its contribution. In this chapter, I am going to provide the aims of the research, research design, research approach, research instruments, sampling strategy, the role of the researcher, ethical measures and data analysis.

3.2. AIMS OF THE STUDY

The focus of this study is on the involvement of parents in public schools in the education of their children. These parents are reluctant to participate in activities that involve the learning of their children. This kind of situation hinders educational progress among learners and the school.

The study aims at:

- Identifying the causes of failure of parents to participate in their children's education;
- Determining the extent, level, form, and content of parental involvement in public schools;
- The impact of this problem on the school; and
- Identifying strategies for developing programmes for parental involvement.

The data will be used to capture the causes of lack of parent involvement as practiced by parents in public schools. Through this study, education authorities became aware of the impact of lack of parental involvement.

The research design acts as a bridge between the theoretical discussions of the opening chapter and the subsequent chapters (Cohen, Manion & Morrison, 2002:73)

According to Mac Millan and Schumacher (1993:196) the research design describes the procedures for conducting the study, including when, from whom and under what conditions the data will be obtained.

The design of this study will cover the following items: Pilot study and Sampling strategy.

3.3.1. Pilot Study

Experienced researchers are of opinion that before a researcher administers research instruments in the field, it is essential that a preliminary trial of the research measures be undertaken (Masilela, 1988:64). According to Gay (2003:58) the formal evaluation of the research design involves a pilot study, which is a sort of rehearsal. With regard to this study, a pilot study has been conducted to parents wherein their children attend in public schools.

The aims of this pilot study are:

- To establish the time that it takes for the respondents to complete the questionnaires;
- To note any difficulties that will arise during the administration of the questionnaire with the aim of eliminating or making provision for them before hand; and

- To detect ambiguity, poor wording of instructions as well as areas that might be sensitive to the respondents.

3.3.2. Sampling Strategy

To survey the information from the whole population would be a lengthy task and unnecessarily so, the better way is to choose a sample from the population as it has exactly the same information as the population (Nisbet, 1970:20).

Since inferences concerning a population are made based on behaviour of a sample, it is imperative that a sample be representative and sufficiently large and that possible sources of sampling errors be avoided (Behr, 1983:60).

The purpose of selecting a sample is to gain information concerning a population (Gay, 1976:65). Respondents in this study were parents and educators of learners at Soutpansberg East Circuit. These were randomly selected. The purpose of this selection was to get a diverse representative of parents and educators from different situations.

The population is defined as all parents and educators of learners at Soutpansberg East Circuit, from this population, a sample was drawn. The schools' names were written on pieces of papers and put in a box from which a sample of 10 schools was randomly picked. Five educators and ten parents from each school were picked to be the respondents.

3.4. RESEARCH APPROACH

The quality of the research findings is directly dependent on the accountability of the techniques of data collection. De Vos (1998:15) relates that the direction of

the research process and methods used are determined by the choice between qualitative and quantitative approaches.



Therefore, to validate the findings, I used both qualitative and quantitative methods because the two are not the same and both of them are of value. According to Kincheloe (1991:143) qualitative research is distinguished from quantitative research; in that quantitative research is concerned with frequency, while qualitative research is concerned with abstract characteristics of events.

3.4.1 Qualitative Approach

The term qualitative research is now widely used, and is used to mean research of which the primary purpose is to identify “native” perspectives (or local culture) (Crossley & Vulliamy, 1997:65).

From the qualitative perspective, I gathered the information from the experiences and perceptions of parents and educators concerning the issue of parental involvement from public schools of Soutpansberg East Circuit by means of questionnaires and interviews using open-ended questions. The open-ended form of question enables the respondent to reply as he likes and does not confine him/her to a single alternative (Behr, 1973:73).

According to Worthen and Sanders (1997:50) qualitative research methods were appropriate in this study because they are suited to exploration and discovery, since:

- They are generally conducted in natural settings;
- They employ multi-data gathering methods e.g. participant interview;
- They use an inductive approach to data analysis; and
- They utilise the researcher as the chief instrument in both data gathering and analysis.

3.4.1.1 Trustworthiness of the qualitative data

The focus of the interpretation of qualitative data from the questionnaire is for better understanding. This was highlighted by Denzzin and Lincoln (2003) and Lincoln and Guba (1985) who suggested the following to increase the trustworthiness in a qualitative study:

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

3.4.2. Quantitative Approach

The quantitative approach involves the use of quantitative techniques such as statistics, information models, and computer simulations to improve decision-making. The basic goal of quantitative methods is to take a verbal, non-quantitative document and transform it into quantitative data (Cohen, Manion and Morrison, 2002:164)

In this study the verbal, non-quantitative document will be the interview and the questionnaire documents.

3.4.2.1 Quantitative Techniques

- **Validity**

This refers to how well the test measures what it is intended to measure. Whilst earlier versions of validity were based on the view that it is essentially a demonstration that a particular instrument in fact measures what it purports to measure, more recent validity versions have taken many forms (Cohen, Manion & Morrison, 2002:105)

In this study a multi method approach were used. An interview was conducted to aid the interpretation of quantitative data from the questionnaire.

- **Content Validity**

To demonstrate this form of validity, the instrument must show that it fairly and comprehensively covers the domain or items that it purports to cover (Cohen, Manion & Morrison, 2002:109). Here the items of the questionnaire were related to the ones used in the interview and were the same even in the pilot study.

The literature review is also be used as a part of determining the selection of factors to be tested as causes of lack of parent involvement in their children's education.

- **Reliability**

Reliability is the extent to which measuring instruments consistently measure what they are supposed to measure (Mason, 1996:24). As a researcher, I was interested in the dependability of the measuring instrument. The results from the pilot study were also being considered to check the reliability of the final research instrument. I chose an appropriate time scale between the pilot test and the actual research as a re-test. Correlation co-efficient was calculated for reliability of pre- and post-tests, using formulae which are readily available of statistics and test construction (Cohen, Manion & Morrison, 2002: 109)

3.5. RESEARCH INSTRUMENTS



Research instruments are devices which are used to collect data. It has been argued by Wallen and Fraenkel (1991:290) that the researcher should select instruments that would support research objectives. In this study, I used questionnaires and interviews to give respondents an opportunity to air their perceptions.

3.5.1 Interview schedule

According to Nisbet and Entwistle (1970:32) in a research interview, a sample is interviewed in order to collect unbiased information in a form which permits the answers from each subject to be put together to give an accurate picture of the population from which the sample is drawn.

In this study the interview was conducted for further clarifications with some of the respondents, especially parents who are illiterate, and some educators. I provided a space in the interview schedule where, myself, as a researcher I filled in the presence of the respondent. The interview schedule has an appendix consisted of 12 simple and flexible questions to allow free responses from the respondent. (Baungarther and Strong, 1998:1820).

The respondents were first briefed about the purpose of the study to ensure that they fully understand what is required of them.

3.5.2. Questionnaires

Vockell (1983:78) defines a questionnaire as a well formalised schedule with a set of questions to be answered. A questionnaire is regarded as the best

available instrument for obtaining information from widely spread sources (Behr, 1973:72).



When designing a questionnaire, care needs to be taken to avoid the following:

Lack of clarity;

- Double – barrel questions;
- Irrelevant questions; and
- Long and biased items.

(Babbie, 1992:149)

I tried by all means to use the face to face administration of questionnaires to reduce the possibility of misinterpretation of questions. I will explain items thoroughly and encourage respondents to ask questions where necessary.

3.6. THE ROLE OF THE RESEARCHER

According to Cohen, Manion and Morrison (2002:371) role – playing is defined as participation in simulated social situations that are intended to throw light upon the role/ rule contexts governing “real” life social episodes.

As a researcher, I made sure to detect unnecessary interpretation.

I was also responsible for the following:

- Initiating the compilation of the questionnaire;
- Administering the questionnaires to the respondents;
- Conducting interviews;
- Establishing good relationships between me as a researcher and the principals;
- Conducting a discussion of the results;

- Triangulating data; and
- Interpreting the results.



3.7. ETHICAL MEASURES

According to Mc Millan and Schumacher (1993:197) ethics are essential in research because they deal with beliefs about what is right or wrong, proper and improper, good or bad.

I obtained permission to conduct this research study from the Soutpansberg East Circuit manager. After consultation with the principals, I delivered the questionnaires to the schools. Before signing the consent forms, I briefed the respondents about the aims and the importance of this study. I strictly emphasised to the respondents that their information would be treated with high confidentiality. According to Rosnow and Rosenthal (1996:206) a number of incentives can be used to stimulate participation. Refreshments were served to the respondents.

3.8. DATA ANALYSIS

Data analysis is of importance in every research. Cohen, Manion and Marrison (2002:192) suggest that the data required for needs analysis can be derived from several sources. For example; quantitative data can be sourced from structured surveys and qualitative data from semi – structured interviews.

3.8.1. Qualitative data analysis

Data collected by means of interviews as summarised and analysed together with a summary of the responses to the open – ended questions on the questionnaires.

3.8.2. Quantitative data analysis

In this study data was analysed quantitatively through the use of the SPSS version 17 package.

3.9. TRIANGULATION

As research into a particular aspect of human activity takes place, the variables being explored may frequently turn out to more complex than was first realized. They may lead to unexpected research findings. Therefore, multi – dimensional scaling is needed as a way of analysing similarities between such variables (Cohen, Manion & Morrison, 2002:349)

Multi – methods, like all other methods, are limited in some way. According to Babbie (1992:109) triangulation is used to verify the same findings and this is critical in establishing the trustworthiness of the data. The inclusion of triangulation in the research study enhances validity and reliability in qualitative research (Maxwell, 1996:91).

To analyse data, frequencies were compared by means of contingency tables. They were also tested for independence by the second test. Moreover, triangulation gave depth to the interpretation of the results.

3.10. SUMMARY

ANALYSIS AND INTERPRETATION OF RESULTS

This chapter discussed the research methods used to collect data on the involvement of parents in the education of their children. The focus of discussion was on the research design, population, sampling method, research instruments, and the role of the researcher, ethical measures, data analysis, and the importance of triangulation.

The variables are measured according to 'strength of agreement' from respondents. The interpretation of data has been aided by the following:

PIE CHARTS. The overall darkness of the chart indicates different strengths of agreement on the part of the respondents. The overall darkness will be indicated by different colours.

GRAPHS. The heights of blocks indicate different strengths of agreement on the part of respondents.

DATA COLLECTED FROM PARENTS

In accordance with the triangulation proposal described in chapter 1, research was supposed to be conducted with a total of 100 parents and 50 educators. However, two educators did not return the questionnaires. The reason for failing to return the questionnaires could be because the research was conducted during the exam time and that the busiest time in the school calendar, especially for educators in management positions. The sample size of educators, therefore, may be too small for meaningful statistics to be calculated, and their responses can be judged as anecdotal and subjective. Nevertheless, these responses do serve as valuable information.

Since the questions to the parents were presented in the course of an interview, the information acquired was much more personal and qualitative. As such,

CHAPTER 4

ANALYSIS AND INTERPRETATION OF RESULTS

4.1 INTRODUCTION

This chapter presents the findings of the study. The results are broken down into frequencies and percentages and then interpreted. The results are presented in the form of tables; pie charts; and graphs.

The variables are measured according to 'strength of agreement' from respondents. The interpretation of data has been aided by the following:

PIE CHARTS: The overall darkness of the chart indicates different strengths of agreement on the part of the respondents. The overall darkness will be indicated by different colours.

GRAPHS: The heights of blocks indicate different strengths of agreement on the part of respondents.

4.2 DATA COLLECTED FROM PARENTS

In accordance with the triangulation proposals described in chapter 1, research was supposed to be conducted with a total of 100 parents and 50 educators. However, two educators did not return the questionnaires. The reason for failing to return the questionnaires could be because the research was conducted during the exam time and that the busiest time in the school calendar, especially for educators in management positions. The sample size of educators, therefore, may be too small for meaningful statistics to be calculated, and their responses can be judged as anecdotal and subjective. Nevertheless, these responses do serve as valuable information.

Since the questions to the parents were presented in the course of an interview, the information acquired was much more personal and qualitative. As such,

these responses serve as a valuable comparison with the more quantifiable and perhaps more reliable responses obtained from the educators, especially the school management. For triangulation purposes the data obtained from the parents was compared with that obtained from the educators.

The data collected was categorised into two sections, that is, Section A with bibliographical information and Section B with the views of parents and educators on the issue of parental involvement.

4.3 DESCRIPTION OF SAMPLE

I will now discuss each category separately.

Table 4. 3. 1: Frequency distribution of respondents according to gender

<i>Gender</i>	<i>Frequency</i>	<i>Percentage</i>
Male	31	31
Female	69	69
Total	100	100

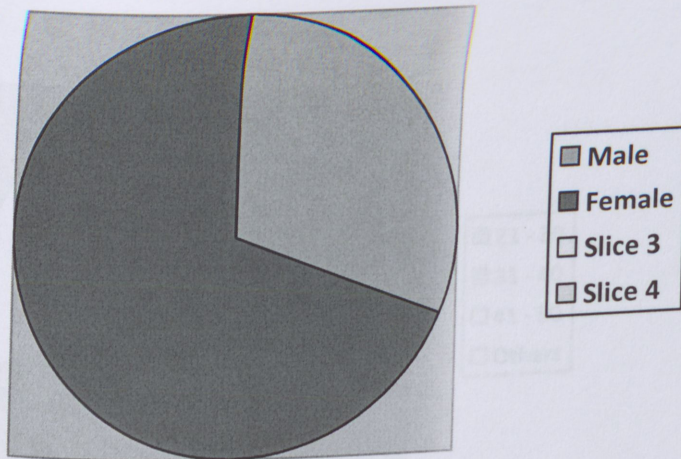


Figure 4.3. 1: Gender participation in study

Figure 4.3.2: Age distribution assessment

More female than male parents participated in this research study of parental involvement. The probability may be that the majority of the working parents are males.

Table 4.3.2: Frequency distribution of respondents according to age distribution.

Age distribution	Frequency	Percentage
21 – 30	24	24
31 – 40	46	46
41 – 50	20	20
Others	10	10

Table 4.3.3: Frequency distribution of respondents according to school leaving grades of parents.

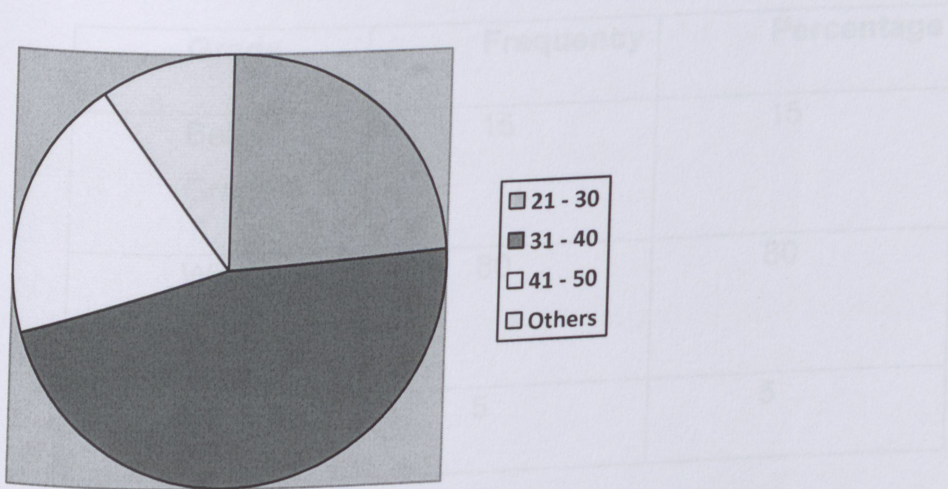


Figure 4. 3 2: Age distribution assessment

The majority of parents 46% range between 31 and 40 years of age. Those who are between 21 and 30 years of age are also a large group (24%). The probability is that, these are working class people. Due to economic problems, these are the ones who are more likely to be unemployed. They spend most of their time moving around seeking for jobs. As such they would not have time to participate in school activities.

Figure 4. 3.3: Grade when parents left school.

The greatest number of respondents (60%) was that of those with Secondary school of qualifications. These follow in the range of Grade 8 to 12. It would appear that the problem of illiteracy amongst parents is no longer a major issue. However, it has not been totally eradicated since there is a certain proportion of

Table 4.3.3: Frequency distribution of respondents according to school leaving grades of parents.

Grade	Frequency	Percentage
Below Grade 8	15	15
With Grade 8 - 12	80	80
Other	5	5

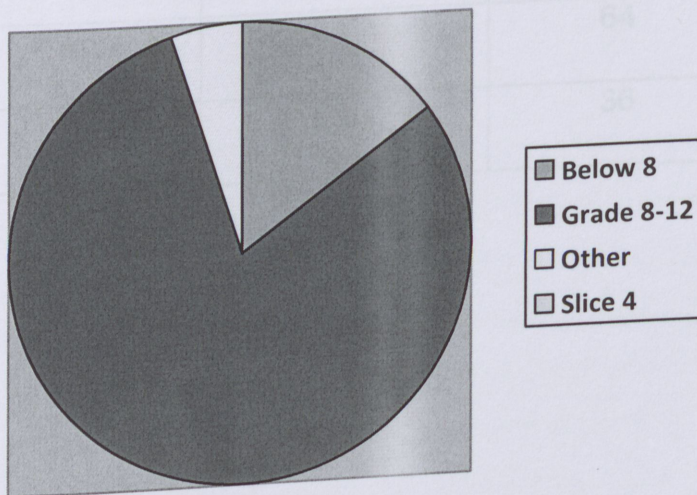


Figure 4. 3.3: Grade when parents left school.

The greatest number of respondents (80%) was that of those with Secondary school of qualifications. These follow in the range of Grade 8 to 12. It would appear that the problem of illiteracy amongst parents is no longer a major issue. However, it has not been totally eradicated since there is a certain proportion of

parents (15%) who left school at primary level and are thus below Grade 8. This percentage of parents who are below Grade 8 is still a problem, especially if the majority of them belong to one school because they might not see the value of education. This is supported by Hystek and Louw (1999: 21) who state that some parents do not value education for their children while others feel powerless to participate in school activities as they are illiterate.

Table 4.3. 4: Frequency distribution of respondents according to parents working status.

Work status	Frequency	Percentage
work	64	64
No work	36	36

Table 4.3.5: Frequency distribution of respondents according to the parents' type of work.

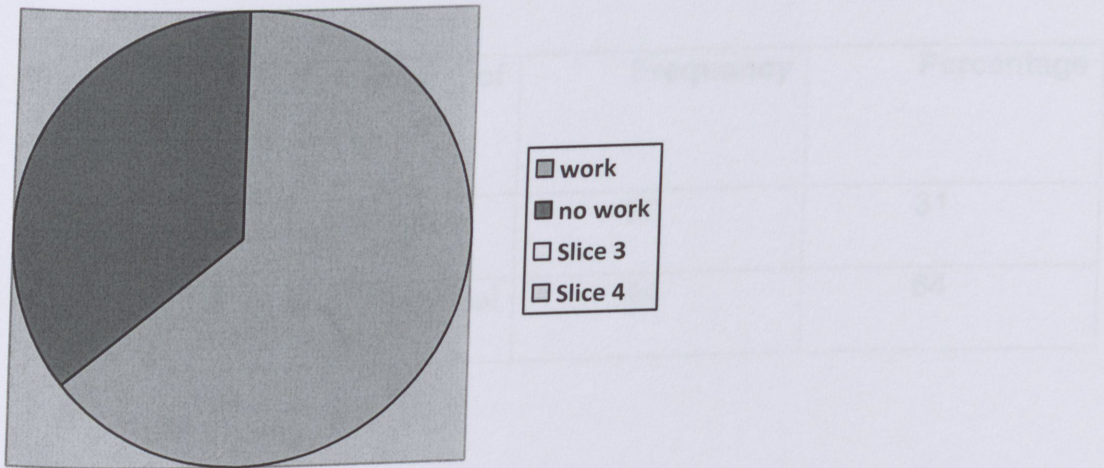


Figure 4.3.4: Parents assessment of their working status.

The percentage of employed parents in this study is higher than that of the unemployed parents. At face value, it would appear, therefore, that there is no problem in parents involvement because there is a perception that there is a high percentage of parents being involved in school activities among working parents than among non – working parents. This is supported by Leitch and Tangri (1988) in their study of the involvement of black parents in two Washington, DC, junior high schools. They found employed parents to be more involved in their children's educational activities than non – employed parents and parents with poor health.

Table 4.3.5: Frequency distribution of respondents according to the parents' type of work.

Category of work	Frequency	Percentage
Professional	20	31
Unprofessional	44	64

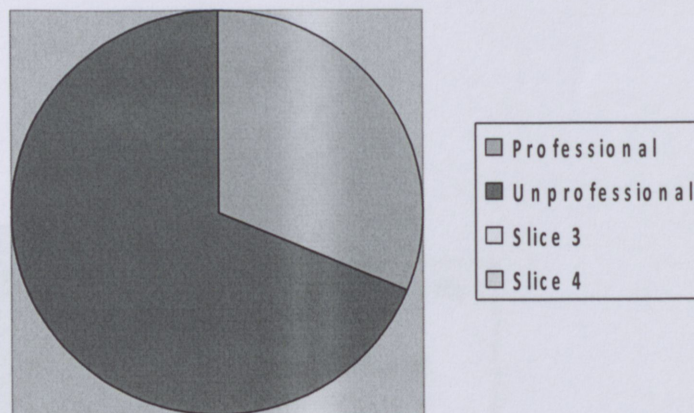


Figure 4.3. 5: Distribution of parents according to type of work.

There is higher percentage of unprofessional workers (64%) than professional workers (31%). This will determine their salaries and the stability of their jobs. It shows that most of the parents here experience the problem of losing jobs. It can have a big influence whether parents play active role or not in the development of children.

Table 4.3.6: Frequency distribution of respondents according to what parents earn.

Earnings	Frequency	Percentage
Adequate salary	15	23
Inadequate salary	49	77

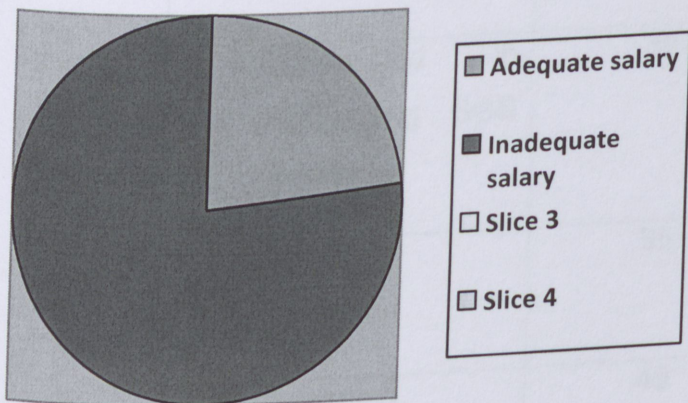


Figure 4.3. 6: Parents assessment of what they earn.

Out of the sixty four percent (64%) of working parents, it seems as if seventy seven percent (77%) are non – professional workers. That is why what they earn is not enough for their families. Therefore, they experience economic problems,

and this has a negative impact on the development of the school and their children. This is supported by Clark (2005: 95) in his research study in which he states that schools located in disadvantaged areas suffer a myriad of socio – economic problems, such as high levels of unemployment, physical and mental health issues, and not least, low educational achievement.

Table 4.3.7: Parents' responses to non – fundraising school activities.

Activities	Frequency	Percentage
Meetings and functions	69	69
Homework	67	67
Volunteers	23	23
Interested in becoming SGB member	39	39
Outdoor activities	55	55
Learning activities	49	49

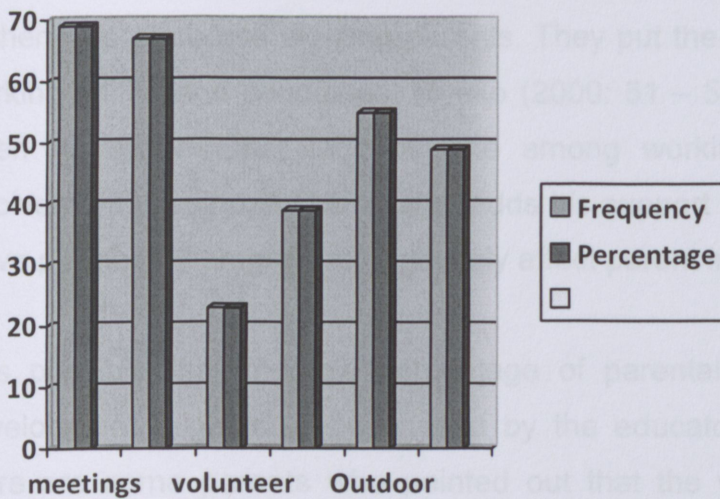


Figure 4.3.7: Parents respond to non – fund school activities.

It seems as if the majority of parents respond well to traditional school activities, such as, school meetings, homework, and extra-curricular activities. However, most of these parents are not working and their attendance is not constant, effective, and efficient towards school development. There is less participation in volunteerism and curriculum development activities. They are also not highly interested in becoming SGB members. Some parents stated that they do not know whether the school is interested in their volunteering activities. Williams and Stallworth (1983) note that principals and teachers favour more traditional parent involvement activities, such as cake sales or attending class plays, but a majority of them do not see more active forms of parent involvement, such as decision making, as useful or appropriate. It possible that is the issue of group relationships complicates the idea. Van der Westhuizen (1991:72) in the Human Relations Approach supports as it was found that informal leaders often have as much influence on people as does management. For example, parents can organise themselves to come to school and teach learners traditional dances, work in the garden, and clean the surroundings.

More than 30% of parents do not respond to parental involvement. The majority of them are of course working parents. They put the blame to their bosses, their working shifts, and conditions. Myeko (2000: 51 – 52) concurs with observation when he argues that lack of time among working parents hinders parent involvement. Espinoza (1988) also adds his support when he says that inflexible leave policies by employers negatively affect parent involvement.

It is possible that the low percentage of parental involvement in curriculum development might also be caused by the educators' attitudes. For example, there are some parents who pointed out that the way educators handle their problems at school is unfair. It shows discrimination. They favour those who are educated and those who come from families with better backgrounds. Others said they call them nasty names in front of their children. They also talk badly about them.

Others blame educators for not encouraging them to participate in their children's educational activities. It is possible that educators do not see the importance of parental involvement. Epstein and Dauber (2001) also noted the same in their study. They found that low levels of parental involvement at some schools may be a result of the staff perceptions of parents or the degree to which they feel parental involvement is important for students. In addition, Myeko (2000:24) states that the ways in which schools communicate with parents is extremely important since all the efforts of improving parent participation cannot succeed without effective communication with the parent community. Carth and Ian (1992:48) also support this when they say that we need not only explain new methods, but to give parents, where possible, actual experience.

The majority of the parents show that they are not interested in becoming members of the SGB. They say that it is a difficult job which needs educated and wise people. Stacey (1991:48) support this when argues that to be a governor is not an easy task. Vincent (1996:50) adds that contracts have been criticised on

various grounds, ranging from them veering towards support from the professionals who know best rather than equality between equally informed partners. However, for many parents fulfilling such contracts would constitute a severe burden.

Table 4.3.8: Parents response in school fund activities

Activities	Frequency	Percentage
School fees	49	49
School trips	49	49
School donations	44	44

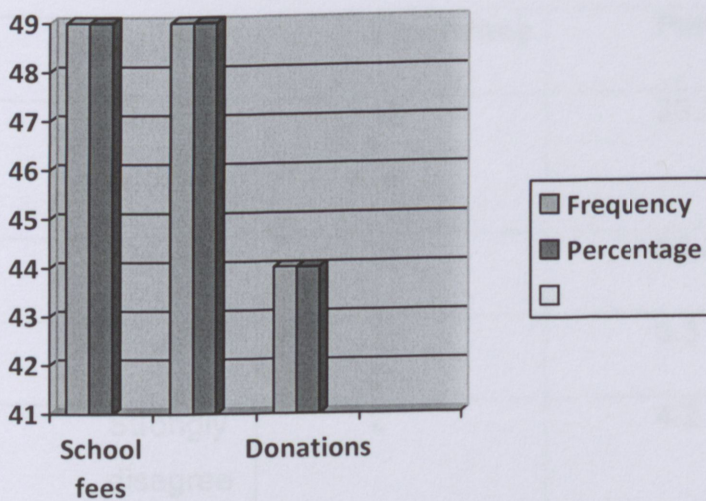


Figure 4.3.8: parents response in school fund activities

Less than 50% of parents respond to the school's fund-raising activities. It is possible that the majority of the parents is reluctant to spend money and time on their children's education, may be because they do not have money since the majority of them are unemployed. Even those who work do not earn enough to support their families.

Some argue that they do not have knowledge of how they can get donations, while others blame the educators for not involving them when they need school donations. Some said that educators mostly organise long distance or expensive trips, and they conclude that educators do not consider lower class people. Plato and Socrates' disciples (In Bennars, Otiende & Bosvert 1994:8) support this idea by proposing that people should be organised according to their social order of class when contributing finance to their children's education. It seems as if the Department of Education supports Plato and Socrates' disciple's idea of developing no fee in disadvantaged school.

4 DATA COLLECTED FROM EDUCATORS

Table 4.4.1 Educators views on parents' meetings attendance

Valid	Frequency	Percentage
Strongly agreed	16	33.3
Agreed	27	56.3
Neutral	3	6.3
Strongly disagree	2	4.2
Total	48	100.0

Table 4.4.2 Educators views on parents' attendance of school functions

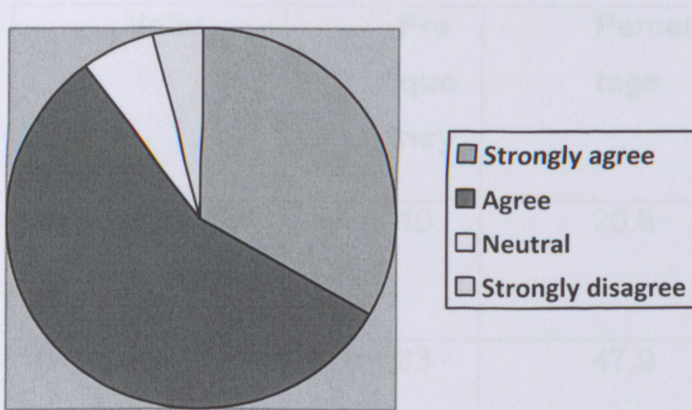


Figure 4.4.1 Meeting attendance

Majority of educators (56.3%) are not strongly agreed that parents always attend school meetings. This supports the information obtained from parents, (see Table 4.3.7). The majority of parents (89.6%) attend meetings mostly to collect their children's progress reports. Therefore, the attendance of parents is not consistent and effective. However, in most cases, few parents attend meetings concerning school development. As a result, the principal ends up disappointed and frustrated. Assuming that the methods principals employ to ensure parental involvement are often not effective, the need for more strategic planning to facilitate enhanced parental involvement seems evident.

Figure 4.4.2 Attendance to school functions

Quantitative data obtained from the educators shows a clear relationship between the frequency of parent's attendance at school functions and the child's

Table 4.4.2 Educators views on parents' attendance of school functions

Valid	Frequency	Percentage
Strongly agreed	10	20.8
Agreed	23	47.9
Neutral	10	20.8
Disagree	2	4.2
Strongly disagree	3	6.3
Total	48	100.0

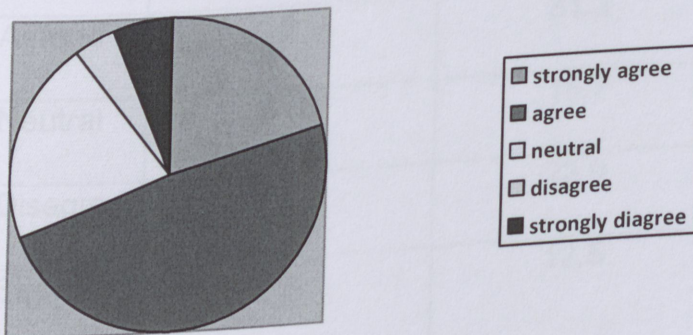


Figure 4.4.2 Attendance to school functions

Quantitative data obtained from the educators shows a clear relationship between the frequency of parent's attendance in school functions and the child's

school development. Most of the educators (68.7%) agree that parents enjoy seeing their children participating in school activities. This is why they respond well in functions like parents' day where their children perform in different activities such as reading, public speaking, drama, and dance.

This is supported by Dekker and Lemmer (1994:154) who say that parent involvement is processes through which parents are participate meaningfully in the various educational activities of their children. These range from occasional attendance school functions to intensive efforts of helping parents to become better educators of their own children.

Table 4.4.3 Educators' views on parents' volunteering to do classroom activities

Valid	Frequency	Percentage
Strongly agreed	8	16.7
Agreed	15	31.3
Neutral	8	16.7
Disagree	11	22.9
Strongly disagree	6	12.5
Total	48	100.0

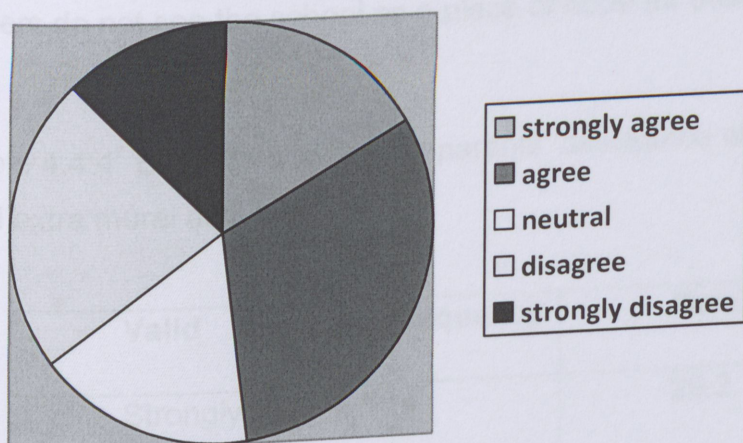


Figure 4.4.3 volunteering to do classroom activities

There is a correlation between the findings obtained in table 4.3.7. and 4.3.11. Only 49% of the parents believe in volunteering to do learning activities, while only 48% of educators believed in parent involvement in classroom activities.

It is possible that the majority of educators do not like parents to be involved in classroom activities. They are afraid that parents will disrespect their professional status or doubt the knowledge they have on how they can involve parents in classroom activities of their children. This is supported in a study published by Epstein and Dauber (2001) who found that low levels of parental involvement at some schools may be the result of the staff's perceptions of parents or the degree to which they feel parental involvement is important for their students.

Some parents do not know why and how they can be involved in school activities. Other parents feel that the educators are qualified enough and get paid enough to educate their children, and that they, the educators, are responsible for their children while they are at school.

It is also possible that one of the reasons why parents are not involved in classroom activities is their negative attitude toward the schools. Hystek and Louw (1999: 21) say that some parents do not value their children's education;

others feel powerless to participate in school activities as they are illiterate; and others do not see the school as a place of hope for their children.

Table 4.4.4 Educators' views on parents' assistance of learners in co – curricula and extra mural activities

Valid	Frequency	Percentage
Strongly agreed	14	29.2
Agreed	17	35.4
Neutral	8	16.7
Disagree	6	12.5
Strongly disagree	3	6.3
Total	48	100.0

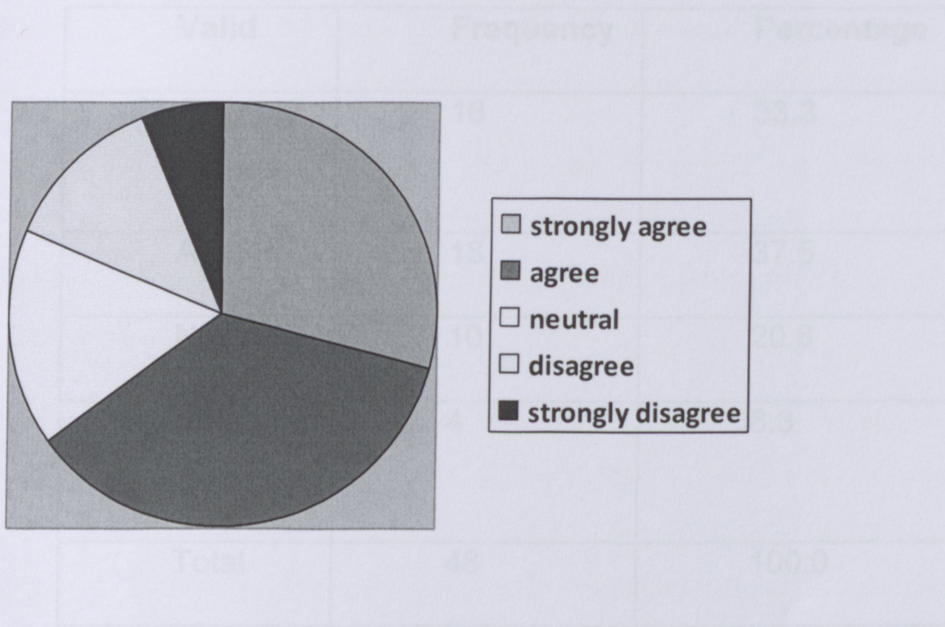


Figure 4.4.4 Assistance in learners' co – curricula activities

The majority of educators (64.6%) agree that parents should be involved in non-writing activities. Seemingly, it shows that educators like this kind of involvement because they believe it has a positive effect. This is supported also in Table 4.3.7. by 55% of parents who are involved in outdoor activities. Dornbusch and Ritter (1988) report that parents' attendance in school activities, such as athletic events or dramatic performances, significantly correlates with school achievement.

Figure 4.4.5 Payment of school funds by parents

It is interesting that a greater proportion of educators (73.3%) consider payment of school funds by parents as a valuable factor. In Figure 4.3.3 only 40% of the parents agree that they pay school funds as it is their responsibility. This is supported by the value approach. In this approach, the value of parental authority

Table 4.4.5 Educators' views on parents' payment of school funds



Valid	Frequency	Percentage
Strongly agreed	16	33.3
Agreed	18	37.5
Neutral	10	20.8
Strongly disagree	4	8.3
Total	48	100.0

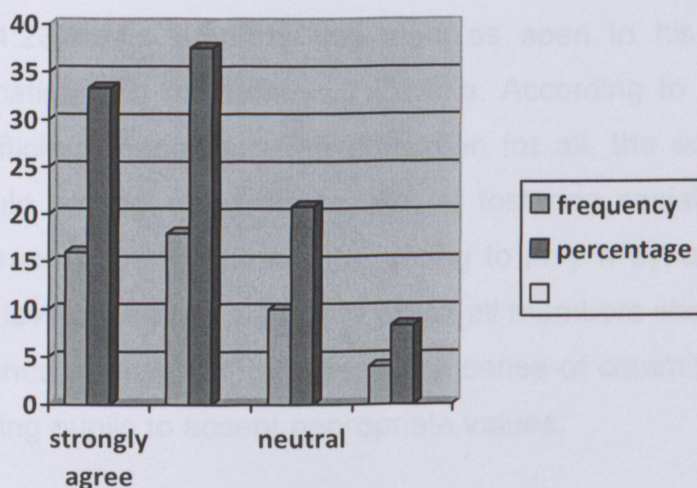


Figure 4.4.5 Payment of school funds by parents

It is interesting that a greater proportion of educators (70.8%) consider payment of school funds by parents as a valuable factor. In figure 4.3.8 only 49% of the parents agree that they pay school funds as it is their responsibility. This is supported by the value approach. In this approach, the value of parental authority

is considered. The idea that the school belongs to the parents, who are responsible for the financing of the child's education is taken into consideration. There is also a belief that the differences in educational expectations depend on parents' differences or even identification with a certain political party.

Plato also proposes that, people should be organised according to their social order or class, when contributing finance to their children's education. I think this would be the solution to the remaining group of parents who fail to pay their children school funds.

The state, however, tries to solve this school fund problem by developing the strategy of 'no school fee' in some of the public schools in rural areas. By doing this the state supports the view by Plato and Socrates' disciple (in Bennaars, Otiende & Boisvert, 1994:8) who say that the state should take over the education responsibility, rather than leave it to private individuals, as had always been the case. Mwalimu Julius Nyerere (in Bennaars, Otiende & Boisvert, 1994:23) also supports this view as seen in his analysis of the system of education and attitudes in Tanzania. According to him, although the state has insufficient money for free education for all, the educational system, however, should among other things, aim at fostering social goals of living together for common good, preparing the young to play a dynamic and constructive part in the development of society in which all members share fairly in the bad and good fortunes of the group; inculcating a sense of commitment to the community; and helping pupils to accept appropriate values.

Figure 4.4.6. Payment for education

Table 4.4.6 Educators' views on parents' payment for excursions



Valid	Frequency	Percentage
Strongly agreed	11	22.9
Agreed	25	52.1
Neutral	9	18.8
Disagree	2	4.2
Strongly disagree	1	2.1
Total	48	100.0

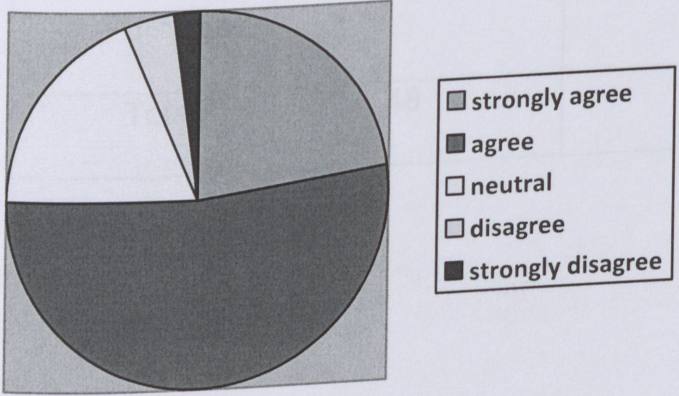


Figure 4.4.6 Payment for excursions

Table 4.4.6 shows that the educators' responses are similar to those of parents in Table 4.3.8. Educators believe that about 73% of the parents pay for their children's trips. It shows that parents support the education of their children and this serves as a motivation towards learners. Myeko (2000: 14) concurs with this issue when he says that learners are more positive and motivated when their parents accompany them to field trips.

Table 4.4.7 Educators' views on parents' homework assistance

Valid	Frequency	Percentage
Strongly agreed	16	33.3
Agreed	11	22.9
Neutral	15	31.3
Disagree	5	10.4
Strongly disagree	1	2.1
Total	48	100.0

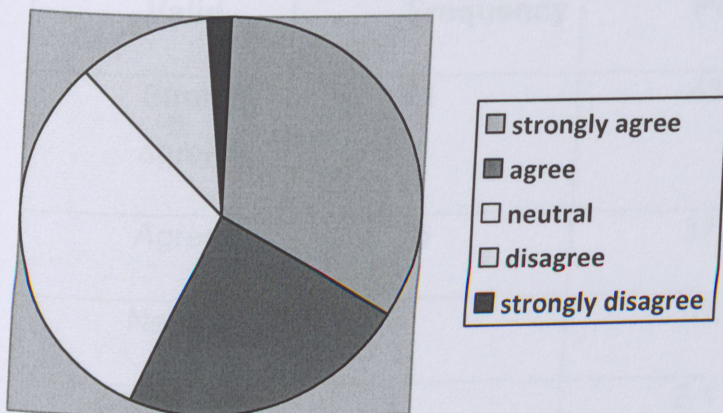


Figure 4.4.7 Homework assistance

The majority of educators (56.2%) agree that parents assist their children with homework. This supports the information obtained from parents. The majority of parents (67%) in table 4.3.7 also agree that they help their children with homework.

Although all families want their children to succeed in school, not all families have the same resources or opportunities to be involved in their children's education. Families where English is not spoken or read well, face significant barriers to participate in their children's education.

In her 1995 article Epstein supports this argument by saying that schools need to overcome this challenge by providing communications to families in a language that can be understood by all. They also need to provide workshops to families with problems of illiteracy. The Department of Education here in South Africa has gone a long way to do this by introducing Adult Basic Education and Training (ABET) to overcome illiteracy amongst unfortunate parents.

Table 4.4.8 Educators' views on parents becoming SGB members



Valid	Frequency	Percentage
Strongly agreed	21	43.8
Agreed	18	37.5
Neutral	8	16.7
Strongly disagree	1	2.1
Total	48	100.0

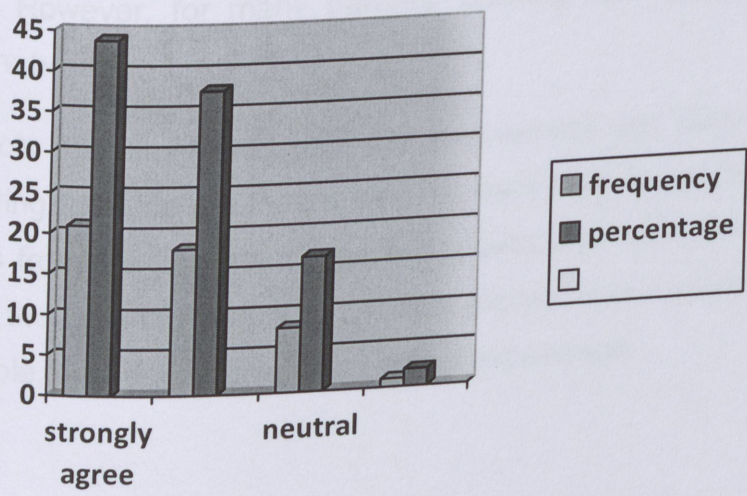


Figure 4.4.8 Parents' view on becoming an SGB member

The greater proportion of educators (81.3%) believe in parents being part of the school plan. Stacey (1991:48 – 49) supports this when he says that the main place for parents as policy – makers is as governors. Moreover, parents will have

a chance to express their opinions and they will be happy to come forward with solutions in a more formal way.



Unfortunately, it is not as simple as it sounds. This is shown in the findings of table 4.3.7 where only 39% of the parents show interest in becoming SGB members. It seems as if it is really not an easy task. Vincent (1996: 55) is also of the view that formal inclusion of parents in the existing systems of representative *democracy is patchy and uneven*.

It is possible that the reason for this reluctance is illiteracy (see Table 4.4.7). The majority of parents interviewed stated that the SGB is the domain of educated people, who will know the best needs for learners and the school.

Vincent (1996: 55) also noted that the socio – economic bias inherent in contracts could be a reason. For example, most of the SGB meetings take place in late hours since most of their members are working parents. Therefore, *attending these meetings is easier for those with transport and money for child – care. However, for many parents, fulfilling such contracts would constitute a severe burden*.

Schools that have little parental involvement are likely to produce a contract featuring their ideas of what parents want from the school and what the school wants from the parents. Given this, Garth and Ian (1992: 48) support this point when they say that we need not only explain new methods to parents but, where possible, we need to give them actual experience.

Figure 4.4.9 Parents' attitudes

Table 4.4.9 Educators' views on parents' attitudes



Valid	Frequency	Percentage
Strongly agreed	10	20.8
Agreed	27	56.3
Neutral	6	12.5
Disagree	3	6.3
Strongly disagree	2	4.2
Total	48	100.0

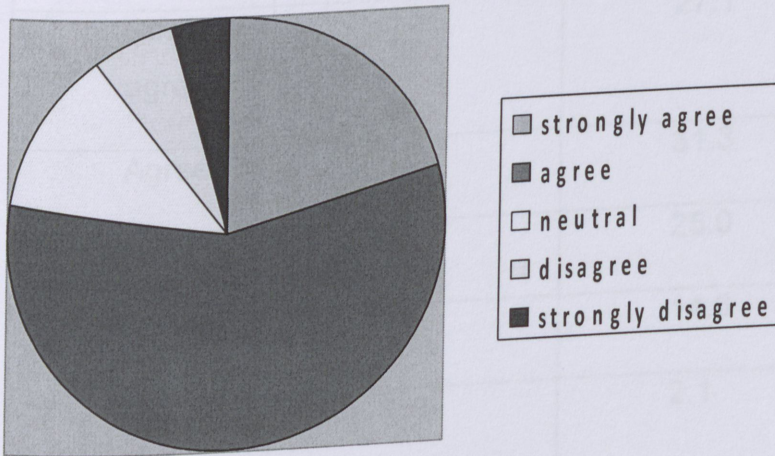


Figure 4.4.9 Parents' attitudes

Parents' attitude has a significant influence on parental involvement. The majority of educators agree with this observation. About 77% of the educators support this idea.

One of the reasons why parents are not involved in school activities is their negative attitude toward the schools. Hystek and Louw (1999: 21) argue that some parents do not value education for their children; others feel powerless to participate in school activities as they are illiterate; and others do not see the school as a place of hope for their children.

Coleman (1966: 325), in his findings, concludes that schools bring little influence that is independent of the child's background and general social context to bear on a child's achievement.

Table 4.4.10 Educators' views on parent's work

Valid	Frequency	Percentage
Strongly agreed	13	27.1
Agreed	15	31.3
Neutral	12	25.0
Disagree	7	14.6
Strongly disagree	1	2.1
Total	48	100.0

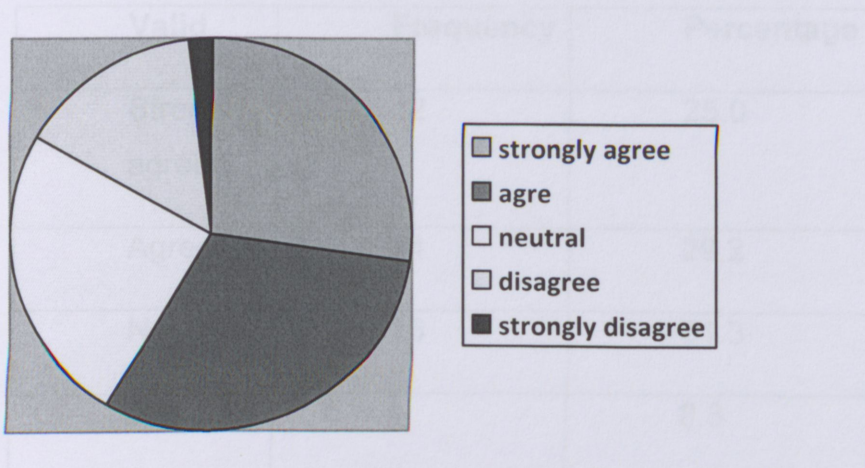


Figure 4.4.10 Parent's work

Fifty-six point four percent (56.4%) of the educators agree that parents' work has an influence on parental involvement. This correlates with the results from parent interviews where (69%) of the respondents agreed that parents' work has an influence. (See Table 4.3.4)

Espinoza (1988) supports this idea when he says that inflexible leave policies by employers negatively affect parent involvement.

Myeko (2000: 51 – 52) adds that lack of time together with other factors such as financial constrains, family problems and transport among working parents hinders parent involvement. Therefore, all this hinders learner and school development.

Figure 4.4.11 Parents' work health

Table 4.4.11 Educators' views on parents' poor health



Valid	Frequency	Percentage
Strongly agreed	12	25.0
Agreed	14	29.2
Neutral	15	31.3
Disagree	4	8.3
Strongly disagree	3	6.3
Total	48	100.0

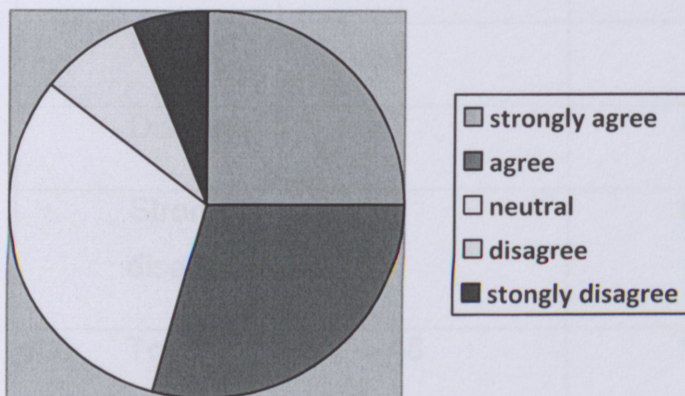


Figure 4.4.11 Parents' poor health

Parents' poor health has a negative influence on parental involvement and this leads to the failure of the learners and school to develop. The majority of educators (54.2%) agree with this argument. It is possible that poverty and unemployment are the major reasons.

Clark (2005: 95) in his research, studies about improving schools in socio – economically disadvantaged areas, says that schools located in disadvantaged areas suffer a myriad of socio – economic problems, such as high levels of unemployment, physical and mental health issues, and not least, low educational achievement.

Table 4.4.12 Educators view on parents' lack of knowledge for parents

Valid	Frequency	Percentage
Strongly agreed	11	22.9
Agreed	24	50.0
Neutral	8	16.7
Disagree	2	4.2
Strongly disagree	3	6.3
Total	48	100.0

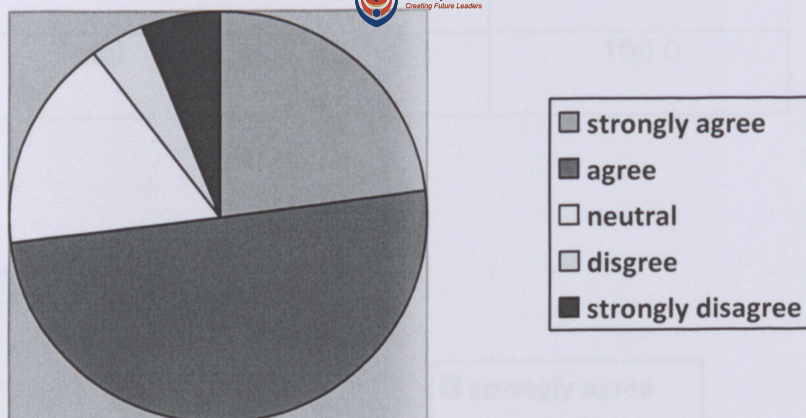


Figure 4.4.12 Lack of knowledge for parents

Seventy two percent (72%) of the educators believe that there is lack of knowledge concerning parental involvement among parents. There is a correlation between the parents' and the educators' responses. About 23% of the parents stated that they do not have knowledge on how they can involve themselves. This is supported by Hystek and Louw (1999: 26 -27) who say that parents do not know why and how they can be involved in school activities.

Table 4.4.13 Lack of knowledge and skills for educators

Valid	Frequency	Percentage
Strongly agreed	10	20.8
Agreed	20	41.7
Neutral	8	16.7
Disagree	6	12.5
Strongly	4	8.3

disagree		
Total	48	100.0

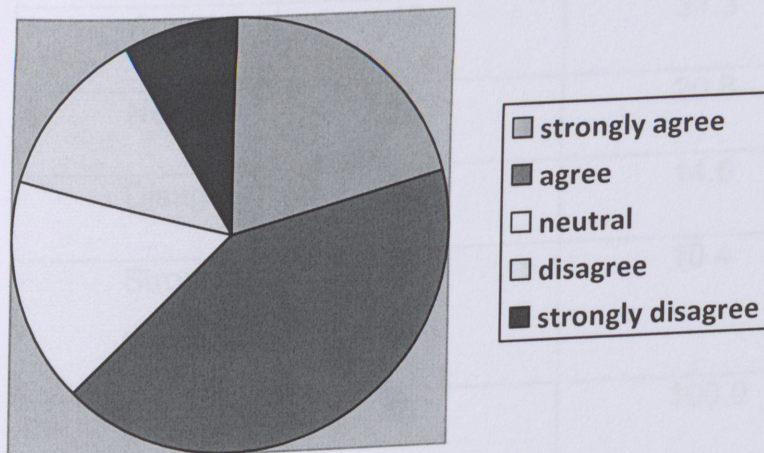


Figure 4.4.14 Lack of knowledge and skills for educators

The majority of educators (62.5%) agree that there is lack of knowledge among educators concerning strategies of parental involvement. Epstein and Dauber (2001) says that low levels of parental involvement at some schools may be the result of the staff's perceptions of parents or the degree to which they feel parental involvement is important for their students.

Table 4.4.15 Lack of knowledge and skills for managing the schools



Valid	Frequency	Percentage
Strongly agreed	11	22.9
Agreed	15	31.3
Neutral	10	20.8
Disagree	7	14.6
Strongly disagree	5	10.4
Total	48	100.0

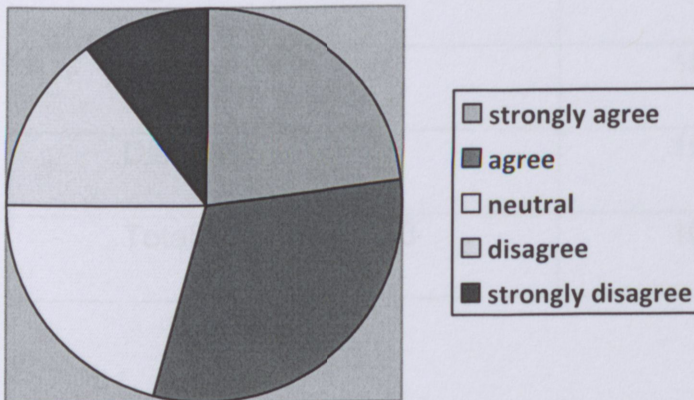


Figure 4.4.15 Lack of knowledge and skills for managing the Schools

About 54.8% of the educators believe that there is lack of knowledge and skills for managing the schools, especially with regards to *parental involvement*.

Educators, especially senior educators and those who are in the school management team, that is, HODs (Head of Department) and the principal, simply do not know how to involve parents. This view is supported by Walberg (1980:509) who says that investigators have identified lack of planning and lack of mutual understanding as the two greatest barriers to effective parent involvement.

Table 4.4.16 School managers' interaction with other stakeholders

Valid	Frequency	Percentage
Strongly agreed	12	25.0
Agreed	22	45.8
Neutral	9	18.8
Disagree	5	10.4
Total	48	100.0

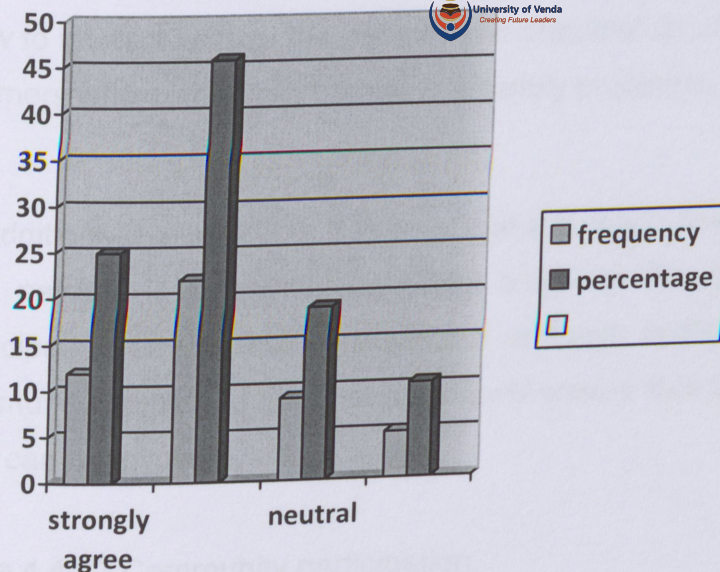


Figure 4.4.16 School manager managers' interaction with other stakeholder

The general report from the majority of educators (70.8%) is that school managers are supposed to share opinions with immediate stakeholders, like the staff, learners, and parents. The results show that there are some school managers who do not discuss issues with stakeholders.

Berninger and Rodriguez (1989) say that the role of the principal is critical in parental involvement. This shows that principals must have good communication skills.

Barnard (in Van der Weisthuizen, 1991: 76) also supports this argument when he says elements of an organization are communication, the willingness to serve and the achievement of a common goal. Bearing these central elements in mind, the manager (the principal) should give attention to the interaction between the needs and the aspirations of workers (educators) as well as to the needs and objectives of the organisation (the school).

This shows that the principal should also have knowledge of human relations and how to interact with all the people. The principal should also be sensitive, even to learners who come from homes with family problems.

In addition, Myeko (2000: 24) says that the ways in which schools communicate with parents is extremely important since all the efforts of improving parent participation cannot succeed without effective communication with the parent community. Improved communication will ensure that parents know why and how they can be involved.

Table 4.4.17 Community participation

Valid	Frequency	Percentage
Strongly agreed	11	22.9
Agreed	21	43.8
Neutral	7	14.6
Disagree	7	14.6
Strongly disagree	2	4.2
Total	48	100.0

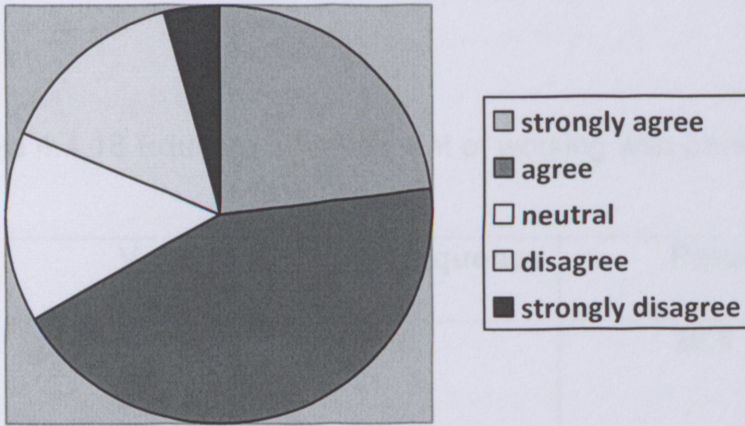


Figure 4.4.17 Community participation

A large number of educators (66.7%) believe in community involvement. They think this can improve educational support and financial opportunities. This is supported by Beck and Earl (2000: 89) who say that mutual involvement between schools, parents, and the community is associated with greater educational effectiveness and efficiency. Improving the standard of education, in turn, will benefit parents, educators, learners, and the country as a whole. It will enhance the sense of pride in the community and the school.

Indeed, the school needs the financial support of the parent community. Myeko (2000: 14) claims that learners are more positive and motivated when their parents accompany them to field trips, serve as volunteers in the school, participate on School Governing Bodies, take advantage of learning opportunities offered by the school, and assist the school with fundraising and other activities.

Establishing a good school community relationship is a key ingredient to success. This is why Gordon (1977) has the community – impact model which

argues that resources of the large community should be focused on facilitating a community – home – school partnership.



Table 4.4.18 Educators' enjoyment of working with parents

Valid	Frequency	Percentage
Strongly agreed	10	20.8
Agreed	26	54.2
Neutral	5	10.4
Disagree	4	8.3
Strongly disagree	3	6.3
Total	48	100.0

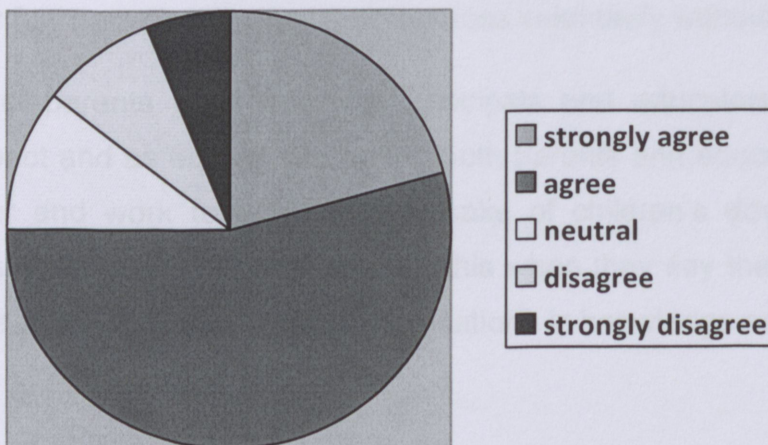


Figure 4.4.18 Enjoyment of working with parents

argues that resources of the larger community should be focused on facilitating a community – home – school partnership.

Table 4.4.18 Educators' enjoyment of working with parents

Valid	Frequency	Percentage
Strongly agreed	10	20.8
Agreed	26	54.2
Neutral	5	10.4
Disagree	4	8.3
Strongly disagree	3	6.3
Total	48	100.0

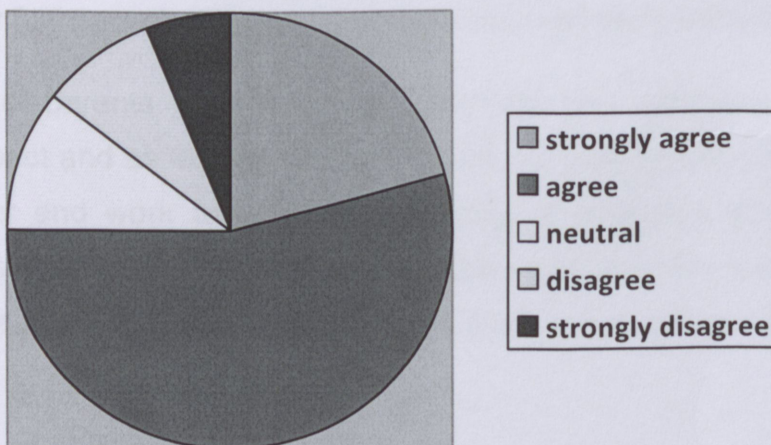


Figure 4.4.18 Enjoyment of working with parents

Table 4.4.15 Parents in school policy development

Checking whether educators enjoy working with parents is another matter. In the quantitative analysis of educators the majority of their responses show the importance of working with parents.

Cooperation of parents has a substantial input in the education of their children. The relationship between the school and the parents can lead to an improvement in the quality of education. Stouffer (1992: 109) add that there are five reasons why parent involvement in education is important and necessary. First, it enhances the sense of pride in the community and the school. Secondly, if parents have a substantial input in the education of their children, they will be less inclined to sabotage educational decisions.

Thirdly, parents no longer feel alone and alienated when dealing with difficult students and situations. They know they can rely on educators for cooperation and support. Fourthly, if parents are approached positively by the school, parent involvement can improve the educational opportunities for learners. Lastly, schools need financial support of the parent

Parents have a substantial input in the education of their children. So it is the duty of the educators to utilise parents' potentials. Heystek and Louw (1999: 21), add that schools should thus initiate the process of parent involvement because very few parents will offer their services voluntarily without being asked.

What parents want from the principals and educators is to be treated with respect and as equals. Moreover, both parents and educators should know each other and work together for the sake of children's development. Dekker and Lemmer (1994: 156) also support this when they say that, parents and teachers have to recognize each others' limitations in knowledge and expertise.

Although the majority of the respondents (75%) acknowledge the importance of involving parents in school policy, only 25% of them do so. A large number of respondents (27%) who do not involve parents when developing school policy. The number should be increased if it is of great

Table 4.4.19 Parents in school policy development

Valid	Frequency	Percentage
All the time	27	56.3
Sometimes	8	16.7
Never	13	27.1
Total	48	100.0

Table 4.4.20 SGB authority

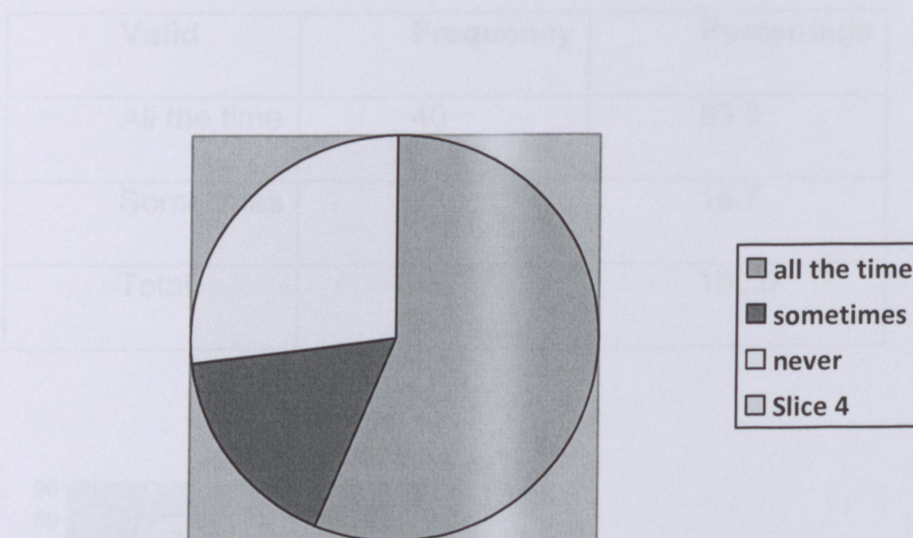


Figure 4.4.19 Parents in school policy development

Although the majority of the managers of schools (73%) acknowledge the importance of involving parents when developing school policy, but there is also a large number of managers (27.1%) who do not involve parents when developing school policy. This number cannot be ignored. It is of great

importance for the managers to be shown the chances of development they missed by not involving parents. They need to know that by involving parents when drawing school plans, they build trust, transparency, and the feeling of being part of school development agenda among parents. Parents have lot talents and skills which they need to be utilised for the effective development of their children.

Paisey (1992: 90) says that every individual, at his or her own particular level of responsibility in the organization, should help to draw up the school plan and should be liable to control costs for that designated area of responsibility.

Table 4.4.20 SGB authority

Valid	Frequency	Percentage
All the time	40	83.3
Sometimes	8	16.7
Total	48	100.0

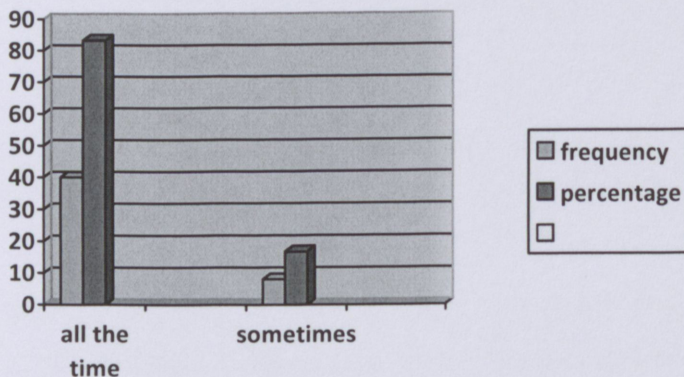


Figure 4.4.21 SGB authority

All of the 48 educators who completed the questionnaire claimed that they gave the SGB opportunity to exercise its authority. Stacey (1991:48) argues that, the main place for parents as policy – makers is as governors. In schools where these representatives are active, teachers often find that parents increase support, especially once they know what is happening in the school.

Given the results discussed under Table 4.27 above, it is perhaps possible to doubt the educators' opinion on authority given SGBs. Schools that have little parent involvement are likely to produce a contract featuring their ideas of what parents want from the school and what the school wants from the parents. However, Garth and Ian (1992: 48) also add that we need not only explain new methods to parents but we should give them, where possible, actual experience.

4.4 SUMMARY

In this chapter, an analysis and interpretation of the collected data was carried out with the aid of frequency tables and pie charts.

OVERVIEW OF THE STUDY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 OVERVIEW OF THE STUDY

The aim of this study was to determine and examine the extent, level, and the form of parent involvement in the learning of their children in public schools. The chapter also determines whether the responses of parents correlate with those of the educators.

CHAPTER ONE: This chapter dealt with the background of the problem, statement of the problem, research objectives, definition of key concepts, preliminary review of relevant literature, research design, research methods and procedures, data analysis, significance of the study, delimitation of the study, and outline of chapters.

CHAPTER TWO: A detailed literature review related on the lack of parental involvement was provided.

CHAPTER THREE: it dealt with the research design and methodology.

CHAPTER FOUR: The chapter provided data analysis and interpretation.

CHAPTER FIVE: The chapter focused on the summary, findings, recommendations, and conclusion.

Lack of parental involvement is not a new concept in public schools. This lack of parental involvement correlates with the findings of Hystek and Louw (1999:21, 24) and Myeko (2000:14) who are of the opinion that parental involvement in rural schools and previously disadvantaged schools is very low. Principals find

this challenge very stressful with slow solutions implemented from the parents, community, and the Department of Education. Such conditions as they have been indicated by the literature study (chapter 2) and analyses and interpretation of the results (chapter 4) exist in schools.

Chapter four revealed through analyses and interpretation of empirical data, how school managements are experiencing lack of parental involvement and its causes. This chapter, therefore, focuses on the findings from the reviewed literature and the empirical study, as well as recommendations from educators and parents.

5.2 FINDINGS FROM THE LITERATURE REVIEW

Parents are supposed to actively participate in the education of their children. Instead the following challenges hinder this relationship:

- Negative attitudes of parents towards the school. As a majority of them are not educated enough, they do not value the education of their children;
- Lack of time and financial problems among working parents hinder parents involvement;
- Lack of knowledge and skills of educators and management also contribute in poor parental involvement. Lack of planning and enduring to traditional activities have become a barrier to effective parental involvement; and
- Poor health due to unemployment and poverty also has a negative impact.

The factors that hinder parental involvement according to the educators are similar to those of the parents.

- About 65% of the educators thought that parents' attitudes are really barriers that hinder parental involvement. Seventy-seven percent of parents (77%) do not volunteer or engage themselves in school activities such as assisting in teaching or classroom activities or coming up with development ideas because they think educators do not need their assistance.
- Eighty one point three percent (81.3%) of educators thought that parents do not like to be formally engaged in school activities; such as becoming active members of SGBs. Sixty one percent (61%) of the parents associate SGBs with an organisation that needs only educated people who will know how to govern the school. Those who are not active members of SGBs argue that time for meetings is not appropriate and only people with their own transport can attend these meetings because they mostly held after hours.
- The majority of the educators, about 58%, indicated that lack of money prevents parents from being involved. While 56% of the parents state that they fail to pay for school trips and to contribute donations to the school because they do not have money due to some socio economic factors such as unemployment, illnesses. Those who work claim that they do not earn enough money.
- Seventy two point nine percent (72.9%) of the educators thought that lack of knowledge is another barrier to parental involvement. Sixty one percent (61%) of the parents said that they do not know that failure to be involved in school activities can have a bad effect on their children's performance.

Forty five percent (45%) said they do not see the importance of involving themselves in any school activities.

- Educators indicated that lack of parental involvement has some bad consequences. Seventy seven point one percent (77.1%) admitted that it **promotes absenteeism**. **Sixty nine point six percent (69.6%)** agreed that it promotes high rates of failure. **Fifty eight point four percent (58.4%)** indicated that it has the power of influencing learner from withdrawing from some lessons. **Sixty point four percent (60.4%)** agreed that it encourages learner drop out. **Sixty two point five (62.5%)** indicated that it leads to lack of development in the school. As such **52.1%** agreed that this shows lack of team work between parents and educators.
- During the study, some parents indicated that Principals and educators must be clear if they want their assistance, for example, volunteering in cleaning the school surroundings, classroom teaching, ideas for any trips, and donations. They also claimed that they should be informed in time about school activities.
- The majority of educators supported some strategies to overcome the barriers of lack of parental involvement. **Eighty three point three percentage (83.3%)** argued that educators should always respect parents. **Sixty two point five percent (62.5%)** indicated that parents and educators should share problems concerning learners all the time. **Seventy point eight percent (70.8%)** proposed that parents should always be given the opportunity to express their opinions. **Seventy point eight percent (70.8%)** supported that parents should always be allowed to come and see their children's class work. **Eighty one point three percent (81.3%)** indicated **that parents should always be allowed or given** knowledge to initiate some school development committees. About **80%** argued that parents should always be involved when developing the school year plan, school policy, and school budget. **Eighty three point three percent (83.3%)** indicated that SGBs should always be given the opportunity to exercise their authority.

5.4 CONCLUSION



Conclusions based on the findings, literature review and empirical data were drawn. One of the conclusions is that indeed there is lack of parental involvement in public schools at Soutpansberg East Circuit, particularly at Madombidzha area. The study was motivated by informal conversations the researcher had with parents and other members of the community, who expressed their concern about the lack of parental involvement. Schools may use the findings to improve parental involvement.

5.5 RECOMMENDATIONS

Based on the findings of the study, the following recommendations are made with regards to improving parental involvement in the schools.

5.5.1 Recommendation for staff members

In order to transform schools into institutions for effective learning, it is necessary to create a partnership between the school and the parents so that the two can work together in harmony.

Principals, educators, and the school managements should look at the reasons given by parents for their lack of parental involvement and take action. To encourage parents to be part of the SGBs, the schools should organise transport especially if the meeting takes place during late hours.

Following from the old strategies of parental involvement, it may make sense if educators move from traditional to less traditional forms of parental involvement. This means that graduate programmes for school administrators should include *this knowledge base in their course of studies. This should also be included in the programmes provided during their workshops.*

With regards to the lack of education to parents, educators should try and make uneducated parents feel at home, indispensable and needed. Educators should motivate parents to be involved and try at all-times to inform parents about the benefits of being involved in school activities. Myeko (2000:57) recommends that schools should design training programmes for parents so as to prepare them for their responsibilities of parenthood.

5.5.2 Recommendations for the government

The South African Schools Act compels all parents to participate in the governance of schools. Parents should not avoid being involved in school activities because they are illiterate. The government developed Adult Basic Education and Training (ABET) to eradicate the problem of illiteracy. Therefore, parents need to be motivated to attend such classes.

With regards to the challenge of lack of money, the government provided schools with money for norms and standards for the smooth running of the schools. The schools were grouped according to the areas of development, that is, in quintiles. Quintile 1, 2, and 3 are public schools in rural areas and are declared 'no school fee'. It means that the government pays all the costs of running the school. That way, all the schools will have a chance to develop. However, the government must see to it that all the schools are secured to prevent burglaries since this is costly for the government. The government should also hire people who will look

after and maintain school properties prevent the loss and reckless damage of school property.

Government should provide the schools with transport for parents so as to encourage them to attend school activities that take place after hours

5.6 RECOMMENDATION FOR FURTHER RESEARCH

Research can be conducted and disseminated on a number of issues regarding parental involvement.

- The impact of parental involvement on different types of student achievements;
- The effect of parental involvement on parent and student attitudes and behaviour;
- The relationship between parent involvement and socio-economic status as well as the ethnicities of the parents.

5.7 LIMITATIONS OF THIS STUDY

This study sampled only a very small part of South Africa due to financial and time constraints.

BIBLIOGRAPHY

This study revealed clearly that the home has at least as much influence on the learners performance as the teacher and the school. It might be of the great benefit to the child if the home and the school work together. Furthermore, parental involvement needs to be fully integrated in the mainstream of teacher's training. If the study of parental involvement is not included in teacher's training curricular, this challenge may continue to be the case unless educators, parents, administrators, and politicians see the need to change the situation.

Finally, the study has clearly shown that if parental involvement can be improved, all the stakeholders in education, such as parents, the church, the Department of Education, the government, the learners, the community and the country as a whole, can benefit.

A highly responsive system of education is needed, which can equip learners with knowledge, skills, attitudes, and behaviors required to consider the complex issues affecting contemporary life (Van der Westhuizen, 2002:117). Educators and parents should all encourage education that will prepare learners for this world of high technology.

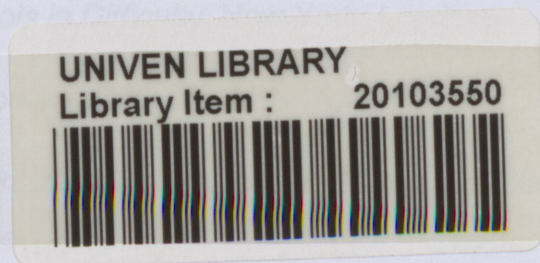
Barringer, J.M. & Rodriguez, R.C. 1983. *The principal as catalyst in parental involvement*. Momentum.

Bheengu, S.M.E. 1996. *The Organization, Governance and Funding of Schools (Education White Paper 2)* Department of Education, Pretoria February 1996. General Notice 130 of 1996.

Clarke, P. 2005. *Improving Schools in Africa*. New York: Routledge.

Clarke, P. 2005. *Improving Schools in Africa*. New York: Routledge.

Cohen, L., Manion, L., & Morrison, K. 1997. *Case Studies in Education* (2nd Edition) London: Routledge Falmer.



BIBLIOGRAPHY

- Babbie, E.R. 1992. *The practice of social research* (6th edition) Belmont, California: Wadsworth.
- Baumgartner, T.A. & Strong, C.H. 1998. *Conducting reading research in health human performance* (2nd edition) USA: Mc Graw Hill.
- Beck, J.L. & Earl, W.J. 2000. *Democratic Management: An exploration of some key concepts and their implications for management of a University academic department*. Inaugural address. Pretoria: New Publications series of the University of Pretoria No 333.
- Behr, A.L. 1973. *Methods and Techniques in Educational and Psychological Research*. Durban: Westville.
- Behr, A.L. 1983. *Empirical research methods for human science*. Durban : Butterworths.
- Bennars, G.A., Otiende, J.E., & Boisvert, R. 1994. *Theory and Practice of Education*. Nairobi, Kenya: East African Educational Publishers Ltd. Brick Court.
- Berninger, J.M. & Rodriguez, R.C. 1989. *The principal as catalyst in parental involvement*. Momentum.
- Bhengu, S.M.E. 1996. *The Organization, Governance and Funding of Schools (Education White Paper 2)* Department of Education. Pretoria February 1996. General Notice 130 of 1996.
- Clarke, P. 2005. *Improving Schools in Difficulty*. New York: London.
- Clarke, P. 2005. *Improving Schools in Difficulty*. New York: London.
- Cohen, L. Manion, L. & Morrison, K. 2002. *Research Methods in Education*. (5th Edition London: Routledge Falmer)

- Coleman, J.S. Campbell, E. Mood, A. Weinfeld, E. & Hobson, C. 1966. Equality of educational opportunity. Washington, DC: US Government Printing Office.
- Compton's Encyclopedia & Fact Index 1995. *Compton's Learning Company: A* tribune Publishing Company.
- Crossley, M. Vulliamy, G. 1977. *Qualitative Educational Research in Developing Countries: Current Perspectives*. New York and London: Carland Publishing, Inc.
- De Vos, G.A. 1998. *Ethnic identity: creation, conflict, and accommodation*. Walnut Creek: Altamira press.
- Dekker, E. I. & Lemmer, E.M. 1996. *Critical Issues in Modern Education*. Durban: Butterworth Publishers.
- Dekker, E.I. Lemmer E.M. 1994. *Critical Issues in Modern Education*. Durban: Butterworth Publishers.
- Denzin, NK 7Lincoln, YS 2003. *The landscape of qualitative research issues*, (2nd edition, Thousan Oaks, Sage Publishers).
- Dornbusch, S.M & Ritter, P.L. 1988. *Parents of high school students: A neglected resource*. Educational Horizons, 66, 75 – 77.
- Eloff, I. & Kriel, T. 2003. *Construction of their role in inclusive education by parents of a child with Down's Syndrome*. South African Journal of Education, 23 (4): 328
- Espinoza, R. 1988. *Working parents, employers, and schools*. Educational Horizons, 66, 64 – 65.
- Garth, J.G. & Ian, S. 1992. Beyond Politics: *The educational issues inherent in multicultural education*. Change (31-35)
- Gay, L.R. & Airasian, P. 2003. *Educational research competences for analysis and applications*. New Jersy: Marrill Prentice Hall.



Getzels, J.W. Lipham, J.M. & Cambell, R.F. 1968. *Educational administration as a social process*. New York: Harper and Row.

Gordon, I.J. 1977. *Parent education and parent involvement: Retrospect and prospect*. *Childhood Education*, 54, 71 – 77.

Grinnerl, R.M. 1993. *Social Work Research and Evaluation*. (Fourth edition). Illinois: Peacock.

Gutek, G.L. 1987. *A history of the Western Educational Experience*. Waveland Press. Inc.

Henderson, A.T. Marburger, C.L. and Ooms, T. 1986. *Beyond the bake sale: An educator's guide to working with parents*. Columbia, MD: National Committee for Citizens in Education.

Hood, C. 1995. *The "New Public Management" in the 1980s Variations on a Theme*. London School of Economics and Political Science: Great Britain.

Hystek, J. & Louw E,M ,1999. *Parental participation in school activities – is it sufficient?* *South African Journal of Education*, 19 (1): 21, 24 – 27.

Hystek, J. & Louw, E.M. 1999. *Parental participation in school activities is it sufficient?* *South African Journal of Education*.

Jordan, K.F. 1969. *School business administration* New York: Ronald.

Kincheloe, J,L, 1991. *Teachers as Researchers: Qualitative Inquiry as a Path to Empowerment*. London: The Falmer Press.

Leitch, M.L. Tangri, S.S. 1988. Barriers to home – school collaboration. *Educational Horizons*, 66, 70 – 74.

Myeka, M S. 2000. Parental involvement in education at Senior Secondary Schools in the Helderberg district of the Eastern Cape Province. Unpublished M.A. ed. Script. Bloemfontein: University of the Free State.

- Limham, J.A. & Hoeh, R. 1974. *Golez's Model in Educational Administration*. In N.J. Boyan (Ed), *Handbook of Research on Educational Administration* (pp.171-184). New York: Longman.
- Lincoln, Y.S. & Guba, E.G. 1985. *Fourth Generation Education*. Beverly Hills: Sage Publications
- Lindle, J.C. 1989. *What do parents want from principals and teachers?* Educational Leadership.
- Masilele, J. 1988. *Empowering teachers by means of staff development for restoration of culture of teaching and learning*. Unpublished Med Dissertation. University of Pretoria.
- Mason, E.E. 1996. *Leading and managing the expressive dimension*. San Fransisco: Jossey Bass publishers.
- Maxwell, J.A. 1996. *Qualitative research design. An interactive approach*. Thousand oaks: Sage publishers.
- Mc Millan, J.H. & Schumacher, S. 1993. *Research in education. A Conceptual introduction* (3rd edition). New York: Harpercollins.
- Menacker, J. Hurwitz, E. Weldon, W. 1988. *Parent – teacher cooperation in schools serving the urban poor*. Clearing House, 62, 108 – 112.
- Merriam, S.B 1998. *Qualitative research and case study research in education*. San Francisco: Jossey Bass Publications
- Ministry of Education 2002. Education for all. *The South African assessment report*. Pretoria: Ministry of Education.
- Mouton, J. 2002. *Understanding social research*. Pretoria: Van Schaik Publishers.
- Myeko, M.S. 2000. *Parental involvement in education at Senior Secondary Schools in the Herschel district of the Eastern Cape Province*. Unpublished M. ed Script. Bloemfontein: University of the Free State.

Myeko, M.S. 2000. *Parental involvement in educational senior secondary schools in the Herschel district of the Eastern Cape Province*. Unpublished M. ed Script. Bloemfontein: University of the Free State.

Neuman, W.L. 1997. *Social Research Methods: Qualitative and Quantitative Approaches*. United States of America.

Newell, H.R. 1978. *Statistical tables*, London:Allen and Unwin Ltd.

Nisbet, J.D. & Entwistle, N.J. 1970. *Educational Research Methods*. Great Britain: Aylesbury.

Paiey, A. 1992. *Organization and Management in Schools*. (Second Edition), Longman Publisher: New York.

Peteson, K.D. 1987. *Teacher evaluation with multiple and variable lines of evidence*. *American Educational Research Journal*, 24, 311 – 317.

Republic of South Africa (RSA) 1996. *South African Schools Act, No 84 of 1996*. Pretoria Government printer.

Rhine, W.R. 1981. *Making schools more effective: New directions from Fellow Through*. New York: Academic Press.

Roberts, G.D. 1973. *Financial accounting classification and standard terminology for local and state school systems*. Washington: US Department of Health, Education and Welfare.

Rosnow, R.L. & Rosenthal, R. 1996. *Beginning behavioral research*, (2nd edition). London: Prentice Hall, Inc.

Senos, S.S, 2004. *Lack of the parent support for learning of Grade Two learners in the classrooms of Township schools*: University of Pretoria.

Smith, A.G. & Liebenberg, L 2003. *Understanding the dynamics of parental involvement in schooling within the poverty context*. *South African Journal of Education*, 23 (1): 1, 3.

Stacey, M. 1991. *Parents and teachers together: Partnership in primary and nursery education*. Open University Press: USA.

Stouffer, B. 1992. *We can increase parental involvement in secondary schools*. NASSP Bulletin, Vol 76 (543): 6 – 8.

Tangri, S. & Moles, O. 1987. *"Parents and the Community" In Educators' Handbook: A Research Perspective*. New York: Longman Press.

Terreblanche, M. & Durrheim, K. 2004. *Research in Practice: Applied methods for Social Sciences*. South Africa: University of Cape town.

Van Dalen, D.B. 1979. *Understanding Educational Research. The United States of America*.

Van der Walt, B.H. 1994. *The liberating message Potchefstroom*. IRS.

Van der Westhuisen, P.C. 1991. *Perspectives an educational Management and explanation of terms*. Pretoria: HAUM

Van der Westhuizen, P.C. Legotlo M.W. Maaga M.P. Sebege M.G. Mosoge M.J. Nieuwoudt H.D. & Steyn H.J. 2002. *Management development in education: fact or fiction – some preliminary findings*. South African Journal of Education, 22 (2): 117.

Vincent, C. 1996. *Parents & Teachers: Power and Participation*. London: The Falmer Press.

Vockell, E.L. 1983. *Educational research*. New York: Mac Millan.

Walberg, H.J. Bole, R.E. & Waxman, HC 1980. *"School – Based family Socialization and Reading Achievement in the Inner City"* *Psychology in the schools*, 17: 509 – 514.

Wallen, N.E. & Fraenkel, J.R. 1991. *Education research: A guide to the process*. New York: Mc Graw Hill.

Welman, JC; Kruger & Mitchel 2005. *Research Methodology*. 3rd edition in South Africa. Cape Town: Oxford University Press. Southern Africa.

William, L.B. & Stallworth, C. 1983. Principal-Staff Relations: Situational Mediator of Effectiveness. *Journal of Educational Administration*, 9-73.

Williams, D.L. & Chavkin, N.F. 1989. *Essential elements of strong parent involvement programs*. *Educational Leadership*, 47, 18 – 20.

Wolfendale, S. 1992. *Introduction Empowering Parents & Teachers*. New York: London.

Worten, B.R. & Sanders, R. 1997. *Educational Evaluation: Alternative approaches and practical guidelines*. New York: Longman.

Male

Female

21 to 30

31 to 40

41 to 50

Other (specify) _____

Below grade 8

With a grade 8

With a grade 9

With a grade 10

With a grade 11

With a grade 12

Other (specify) _____

Yes

No

APPENDIX A

PARENT INTERVIEW SCHEDULE

Dear Respondent

This interview schedule has been designed to carry out a research study on “lack of parental involvement” as experienced in rural public schools.

You are kindly requested to respond to each question honestly. Your responses will be treated with confidentiality.

This interview schedule respects anonymity; therefore your name will not be needed.

Please respond freely to all the questions.

SECTION A: BIOGRAPHICAL INFORMATION

Gender:

Male	
Female	

Age:

21 to 30	
31 to 40	
41 to 50	
Other (specify) -----	

At what grade did you leave school?

Below grade 8	
With a grade 8	
With a grade 9	
With a grade 10	
With a grade 11	
With a grade 12	
Other (specify) -----	

Are you working?

Yes	
No	

What type of work do you engaged in

Transport (taxi)	
Sell clothing/ linen/food	
Offer services like gardening/ farming/domestic/hair/car wash/ etc	
Have spaza shop / tailor shop / car wash	
Security	
Other (specify)-----	

Does your work provide enough money to support your family?

Yes	
No	
Sometimes	

SECTION B: THE VIEWS OF PARENT IN THE IDEA OF PARENTAL INVOLVEMENT

1. Do you attend school meetings and functions? -----

If No, Why? -----

2. How does the school invite you to the meetings? -----

3. Do you like this kind of invitation? -----

If No, What kind of invitation do you like? -----

4. Do you help your child with homework? -----

If No, Why? -----

If not, why do you not attend the meetings? -----

5. Have you ever volunteering in any school activities? -----

If Yes, which one -----

If No, Why? -----

6. Have you ever paid your child school fund for this year? -----

If No, Why? -----

7. Have you ever paid for your child school trips? -----

If Not, Why? -----

If Yes, Tell me how -----

8. Are you interested in school donation? -----

If Not, Why? -----

THANK YOU !!!

9. Are you a member of SGB? -----

If yes, are you attending the SGB meetings? -----

If not, why do you not attend the meetings? -----

APPENDIX B

10. Do you like to be an SGB member? -----

If No, Why? -----

11. Is it important to involve yourself in school activities? -----

Support your idea -----

Grade: -----

12. Do you know that failure to be involved in school activities can affect your child academically? -----

If Yes, Tell me how -----

THANK YOU !!!

Nature of parent involvement	SA	A	N	D	SD
1. Attending meetings					
2. Attending school functions					
3. Responding to school duties					

APPENDIX B

EDUCATOR'S QUESTIONNAIRE ON PARENTAL INVOLVEMENT

Dear Respondent

I am carrying out a research study on “lack of parent involvement” as experienced in rural public schools.

You are kindly requested to respond to each question honestly. Your responses will be treated confidentially.

Please do not indicate your name on this instrument.

Teaching experience

Gender: -----

Grade: -----

Section 1: Nature of parent involvement

Indicate by ticking under the appropriate column, the extent to which you Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly Disagree (SD) with the following ideas about the ways parents involve themselves in school activities, i.e. “parent involvement” include

Nature of parent involvement/ parent involvement include	SA	A	N	D	SD
1. Attending meetings					
2. Attending school functions					
3. Responding to school duties					

4. Volunteering in classroom activities					
5. Volunteering in school gardening and surrounding					
6. assist in training learners in co- curricular and extra mural activities					
7. Paying school funds					
8. Paying for excursions					
9. Helping a child with homework					
10. Becoming an active member of SGB					
11. Get donations for school development					

Section 2: Barriers for parent involvement

Indicate by ticking under the appropriate column, the extent to which you Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly Disagree (SD) with the following ideas about the barriers for parent involvement.

Barriers for parent involvement	SA	A	N	D	SD
1. Parents attitudes					
2. Parents abilities					
3. Work for parents					
4. Poor health for parents					
5. Lack of money					
6. Lack of knowledge for parents					
7. Lack of knowledge and skills for educators					
8. Lack of knowledge and skills for school management					
9. Time for meetings					
10. unemployment					

Section 3: The extent school management and educators involve parents

Indicate by ticking under the appropriate column, the extent to which you Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD) with the extent school management and educators involve parents.

The extent school management and educators involve parents	SA	A	N	D	SD
1. Educators and school management work as a team					
2. There are different teams in the school for school development					
3. Educators perform its activity individually may be with his/her classroom					
4. Educator initiates activities for learners					
5. School manager tells educators his/her opinion					
6. Community participate in school development					
7. Community volunteered in school development					
8. School has ever got any donation from community/businesses					
9. Parents get invitation for meetings in time from the school					
10. There is no extra – mural activities due to lack of sports facilities					
11. Have you been getting stress treatment					
12. Are you enjoying your work					
13. Are you interested in getting promotion					

Section 4: consequences of lack of parent involvement

Indicate by ticking under the appropriate column, the extent to which you strongly agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD) with the following consequences of lack of parent involvement.

Consequences of lack of parent involvement	SA	A	N	D	SD
1. Learners absenteeism from school activities					
2. Learners high rate of failure					
3. Banking of lessons					
4. High rate of drop – out					
5. Lack of school development					
6. No team work between parents and educators					

Section 5: Strategies for overcoming the barriers

To what extent do you use the following strategies to overcome the barriers for parent involvement in teaching situation?

Overcome strategies	All the time	Sometimes	Never
Educators respects parents			
Parents and educators share problems concerning learners			
Parents are given opportunities to express their opinions			
Parents were involved when developing year plan			
Parents were involved when developing			

school policy			
---------------	--	--	--

Section 6: The likelihood of parent in children's education

Indicate by ticking under the appropriate column, the extent of parent likelihood in children's education

Parent likelihood	SA	A	N	D	SD
1. Very likely					
2. likely					
3. unlikely					
4. very unlikely					

Describe any two coping strategies adopted by parents who participate in school activities.

Section 7: Evaluation

1. Do you have any program for parent involvement in your school? Y N

If yes, in few lines tell us about your program/s.

2. Did you like answering these questions? -----

3. Were any of these questions confusing? -----

If yes, which ones? -----

THANK YOU