

CHAPTER 5

PRESENTATION AND INTERPRETATION OF DATA

5.1 INTRODUCTION

This chapter presents and interprets the collected research data. As a background to aid interpretation of responses, personal details with regard to respondents are given. Responses concerning parent involvement in the education of their children are presented and analysed. This involves, in the final analysis, a comparison of the respondents' perceptions on parent involvement between parents and educators from the high pass rate and low pass rate schools.

At the end of the chapter responses concerning the outcomes of parent involvement are presented. A summary of the contents of the chapter is then given.

5.2 DATA ON THE GENERAL INFORMATION

Data concerning review of respondents are shown in table 5.1 and personal background, are shown in Table 5.2. Responses in this section may be analysed and interpreted as follows:

5.2.1 Review of respondents

Questionnaires were distributed to the sample population composed of educators and parents in the North West Province schools in the district of Potchefstroom. 80 questionnaires were distributed to the school educators and 320 questionnaires were distributed to the parents. Table 5.1 below indicates the return rate.

Table 5.1 Response rate from educators and parents

Educators			Parents		
Sample	Return		Sample	Return	
<i>f</i>	<i>f</i>	%	<i>f</i>	<i>f</i>	%
80	76	95	320	206	64

Table 5.1 indicates the distribution of questionnaires to school educators and parents. The return rates indicates that 95 % of the educators reacted to the request, while 64 % of the parents reacted to the request. Though this indicates a favourable response, 36 % (114 out of 320) of parents ignored the request. Reasons for this reaction could be that children did not take the questionnaires back to school because it was after the November examinations and children were not attending school, or that they have negative attitudes towards the questionnaires.

5.2.2 Statistical techniques

The research data was processed using the SAS programme which reflects statistical measures, such as frequencies, mean and standard deviation for each sample of the population (SAS Institute, 1985:403). These statistical measures were employed to obtain an idea about the nature, forms and extent of parent involvement in the education of their children.

5.2.3 Data on biographical information

This section deals with biographical details of educators and parents from North West Province schools in the district of Potchefstroom such as age, gender, experience and qualifications. Each item of these biographical details is discussed separately.

This information would enable the researcher to have a better understanding of the background of the respondents.

5.2.3.1 Age of educators and parents

The ages of respondents, namely educators and parents from high pass rate schools and low pass rate schools, are reflected in Table 5.2.

Table 5.2 Age of educators and parents

	Educators				Parents			
	High pass rate schools		Low pass rate schools		High pass rate schools		Low pass rate schools	
Age	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
20-29	6	8.1	7	9.5	2	1.1	14	7.4
30-39	24	32.4	23	31.1	27	14.3	26	13.8
40-49	6	8.1	3	4.1	61	32.2	34	18
50-59	5	6.8	0	0	11	5.8	10	5.3
60 and above	0	0	0	0	3	1.6	1	0.5
Total	41	55.4	33	44.6	104	55	85	45

Table 5.2 presents the distribution of age groups of educators and parents from the high pass rate schools and low pass rate schools in the North West Province in the district of Potchefstroom. The largest component of educators, namely 63.5 % is around 30-39 years. The second largest age group is around 40-59 years namely 19 %. The third age group, (17.6 %) is between 20-29 years. The implication is that, most of the educators appointed should be intellectually, socially and physically matured to involve parents in the education of their children according to the reflected age in Table 5.2. It should therefore not be much a problem for the educators to encourage parent involvement in the education of the child.

5.2.4 Data on respondents' gender (parents)

Table 5.3 explains the situation regarding the gender of parents from high pass rate schools and low pass rate schools of the North West Province in the district of Potchefstroom.

Table 5.3 Respondents' gender

PARENTS				
	High pass rate schools		Low pass rate schools	
<i>Gender</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Male	24	24/104	35	35/92
Female	80	80/104	57	57/92
Total	104	53.1	92	46.9

Table 5.3 shows that 76,9 % (80 out of 104) female respondents from high pass rate schools and 62 % female respondents from low pass rate schools were involved in the completion of questionnaires. The male respondents constitute 23,1 % from a high pass rate schools and 38 % from a low pass rate schools. The reason for the low rate of participation among male could be that males are always away from home and females do take care of children even after work.

This interpretation necessitates the need for parents to participate in education so that the learner can benefit from the contribution of parents and educators.

5.2.5 Highest academic qualification of parents

Data relating to academic qualification of parents is detailed in table 5.4.

Table 5.4 Highest academic qualification of parents

	Parents from high pass rate school		Parents from low pass rate schools	
	<i>f</i>	%	<i>f</i>	%
Less than matric	57	56.4	54	67.5
Matric	19	18.8	11	13.8
1 year post matric	4	4.0	2	2.5
2 years post matric	3	3.0	5	6.3
3 years post matric	3	3.0	4	5
4 years post matric	15	14.9	4	5
Total	101	100	80	100

From Table 5.4 it can be seen that 56.4 % of the respondents from high pass rate schools and 67,5 % respondents from low pass rate schools, are below matric qualification. This points out that the majority of parents are unable to help their children with educational matters as they lack the educational knowledge and skills to assist their children, where there may have learning problems.

It is also noted in Table 5.4 that 14.9 % respondents from high pass rate possess four years post matric academic qualifications and this show that most parents may have knowledge and skills to help their children with educational matters. It is however still a very low percentage.

5.2.6 Experience as an educator

Experiences of educators are illustrated by Table 5.5

Table 5.5 Experience as an educator

<i>Experience</i>	High pass rate schools		Low pass rate schools	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Less than 3 years	5	12.2	5	14.7
3-5 years	6	14.6	4	11.1
6-8 years	5	12.2	6	17.6
More than 8 years	25	60.1	19	55.9

Table 5.5 indicates the distribution of experiences of educators. According to this Table 60.1 % of the respondents from high pass rate schools and 55.9% respondents from low pass rate schools respectively have a teaching experience of more than 8 years. This could serve a positive purpose in involving parents in the education of their children. On the other hand this could support the literature on the attitude of educators towards parent involvement, as some of educators seem to be reluctant to involve parents in the education of their children.

5.2.7 Academic qualification of educators from high pass rate schools

Data on qualification of educators from a high pass rate schools and low pass rate schools is reflected in Table 5.6.

Table 5.6 Highest academic qualification of educators from high pass rate and low pass rate schools.

Academic qualification	High pass rate schools		Low pass rate schools	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Less than matric	0	0	0	0
Matric	1	2.4	2	5.9

1 year post matric	0	0	0	0
2 years post matric	0	0	1	2.9
3 years post matric	9	21.2	5	14.7
4 and more years post matric	30	73.2	26	76.5
Master's degree	1	2.4	0	0
Doctorate	0	0	0	0

From this table, it can be seen that the majority of respondents (educators) have qualifications of at least four years post matric: 75.6 % from high pass rate schools and 76.5 % from low pass rate schools. Only 2.4 % respondents from high pass rate schools possesses a master's degree.

5.3 DEMOGRAPHIC INFORMATION

Section B of the questionnaire deals with the demographical details of school population, predominant socio-economic status of the area and language medium at the school. Each of these demographical details will be discussed separately. Data related to the learner enrolment in the secondary schools of the North West Province of the Potchefstroom district, the predominant socio-economic status of the area and language medium at schools are illustrated in Table 5.7.

Table 5.7 Demographical information

<i>School population</i>	High pass rate schools		Low pass rate schools	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
1.1 Less than 500	6	15.0	0	00
1.2 501-7000	13	32.5	0	00
1.3 701-1000	10	25.0	1	2.9
1.4 More than 1000	11	27.5	33	97.0

<i>Predominant socio-economic status</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
1.1 Lower income group	14	33.3	21	63.6
1.2 Middle income group	27	67	12	36.4
1.3 Higher income group	1	2.4	0	0
<i>Language medium school</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
1.1 Afrikaans		24.4	0	0
1.2 English	19	46.3	32	92.1
1.3 Other	1	2.4	1	2.9
1.4 Both	11	26.8	1	2.9

5.3.1 School population

According to Table 5.7 the majority of high pass rate secondary schools have a school population ranging from 501-700 (57.5 %) while the majority of low pass rate secondary schools (97.0 %) have a school population of more than 1000 students.

5.3.2 Predominant socio-economic status of the area

According to Table 5.7, 63.3 % of the respondents from a low pass rate secondary schools reported that their schools are situated within the lower income group area, while 96.7 % respondents from a high pass rate secondary schools reported that their schools are situated within the middle or high-income group area.

5.3.3 Language medium at school

The response on this question (Table 5.7) indicated that 24.4 % respondents from high pass rate secondary schools are Afrikaans medium of instruction while 46.3 % and 94.1 % respondents from high pass rate secondary schools and low pass rate secondary schools respectively are English medium of instruction.

5.3.4 Conclusion

In summary, the demographic characteristics of the respondents as outlined above helped to demonstrate the following:

- that the majority of secondary schools 33 out of 34 that have been graded as low pass rate have a high student population (more than 1000).
- It was also apparent that the low pass rate schools are mainly located in areas where the majority of parents are within low income group.
- It was also evident that the majority of the low pass rate schools have English as their medium of instruction.
- The majority of the schools that have been graded as high pass rate have a high student population are ranging between 501-1000.
- It was apparent that the high pass rate schools are mainly located where the majority of the parents are within the middle income group.

These variables would help to assess the educators' problems in promoting parent involvement in the education of their children.

5.4 Responses of educators on parent involvement in the education of children

Scale:

1 = strongly disagree

2 = disagree

3 = agree

4 = strongly agree

Abbreviations:

HP = high pass rate schools

LP = low pass rate schools

Table 5.8 Responses of educators on parent involvement in the education of children

Item	Involving activity	Extent of parent involvement								
		Disagree				Agree				
		1		2		3		4		
		f	%	f	%	f	%	f	%	
C 01	School and parents determine school policy jointly	HP	6	14.3	8	19.0	16	38.1	12	28.6
		LP	8	23.5	7	20.6	13	38.2	6	17.6
C 02	Parents receive feedback on their inputs	HP	3	7.1	4	9.5	23	54.8	12	28.6
		LP	3	8.8	9	26.5	12	35.3	10	29.4
C 03	Parents feel that schools are too prescriptive	HP	4	9.5	20	7.64	14	33.3	4	9.5
		LP	5	14.7	7	20.6	18	52.9	4	11.8
C 04	Parents view schools as a place for children	HP	0	0.0	8	19.0	21	50.0	13	31.0
		LP	2	5.9	1	2.9	20	58.8	11	32.4
C 05	Parents are concerned with their personal obligations and the education obligations of their children	HP	7	16.7	14	33.3	16	38.1	5	11.9
		LP	5	41.7	10	29.4	13	38.2	6	17.6
C 06	Parents leave education in the hands of qualified educators	HP	1	2.4	1	2.4	14	33.3	26	61.9
		LP	0	0.0	1	2.9	14	41.2	19	55.9
C 07	Parents are sensitive to information they receive from school	HP	4	9.5	14	33.3	19	45.2	5	11.9
		LP	4	11.8	9	26.5	14	41.2	7	20.6

Item	Involving activity	Extent of parent involvement								
		Disagree				Agree				
		1		2		3		4		
		f	%	f	%	f	%	f	%	
C 08	Parents want to discuss their children's problems with the school	HP	8	19.0	15	35.7	16	38.1	3	7.1
		LP	5	14.7	10	29.4	14	41.2	5	14.7
C 09	Parents feel that their critical statements about the school may promote their children's performance	HP	4	9.5	15	35.7	18	42.9	5	11.9
		LP	2	5.9	4	11.8	17	50.0	11	32.4
C 10	Parents are adequately trained to make valid contributions to the education of their children	HP	7	16.7	17	40.5	13	31.0	5	11.9
		LP	4	11.8	13	38.2	10	29.4	6	17.6
C 11	A negative school climate encourages parent involvement	HP	8	19.0	12	28.6	14	33.3	8	19.0
		LP	8	23.5	4	11.8	18	52.9	4	11.8
C 12	Parents are a component of the education system	HP	5	11.9	5	11.9	16	38.1	15	35.7
		LP	2	5.9	3	8.8	16	47.1	12	35.3
C 13	Educators have been trained in parent involvement	HP	5	11.9	15	35.7	15	35.7	7	16.7
		LP	5	14.7	9	26.5	12	35.3	8	23.5
C 14	Parents accept the responsibility of their children's education	HP	9	21.4	14	33.3	14	33.3	5	11.9
		LP	8	23.5	8	23.5	14	41.2	4	11.8
C 15	Parents want to intrude in educational matters	HP	12	28.6	11	26.2	14	33.3	4	9.5
		LP	5	14.7	14	41.2	11	32.4	4	11.8
C 16	Messages sent to parents by schools are being distorted	HP	9	21.4	13	31.0	13	31.0	6	14.3
		LP	4	11.8	13	38.2	13	38.2	4	11.8
C 17	Parents regard school as an autonomous institution	HP	1	2.4	18	42.9	19	45.2	4	9.5
		LP	2	5.9	6	17.6	19	55.9	6	17.6
C 18	Parents are aware of the ever-changing nature of education	HP	13	31.0	13	31.0	9	21.4	7	16.7
		LP	7	20.6	9	26.5	11	32.4	6	17.6
C 19	Parents want to be invited to school activities	HP	4	9.5	11	26.2	19	45.2	7	16.7
		LP	2	5.9	8	23.5	15	44.1	8	23.5

Item	Involving activity	Extent of parent involvement								
		Disagree				Agree				
		1		2		3		4		
		f	%	f	%	f	%	f	%	
C 20	Parents and school programmes usually clash	HP	9	21.4	15	35.7	15	35.7	2	4.8
		LP	4	11.8	9	26.5	14	41.2	5	14.7
C 21	Parents who live too far from school are involved in school activities	HP	14	33.3	18	42.9	9	21.4	1	2.4
		LP	11	32.4	12	35.3	6	17.6	4	11.8
C 22	The concept of " free education" encourages absence of parents	HP	9	26.5	10	29.4	16	47.1	7	20.6
		LP	5	11.9	9	21.4	13	31.0	6	14.3
C 23	Parents stay away from school activities because the State is shouldering education alone	HP	10	29.4	14	41.2	15	44.1	3	8.8
		LP	3	7.1	13	31.0	13	31.0	4	9.5
C 24	Parental rights and obligations have been clearly spelled out by statutes	HP	2	5.9	13	38.2	19	55.9	8	23.5
		LP	2	4.8	6	14.3	16	38.1	9	21.4
C 25	Unhealthy socio-economic issues drive parents towards the schools	HP	13	31.0	15	35.7	10	23.8	3	7.1
		LP	2	5.9	12	35.3	13	38.2	6	17.6
C 26	Parents fully understand their role in schools	HP	15	35.7	18	42.9	6	14.3	3	7.1
		LP	5	14.7	16	47.1	8	23.5	4	11.8
C 27	Parents have something to contribute towards educational development	HP	5	11.9	12	28.6	14	33.3	14	33.3
		LP	3	8.8	7	20.6	17	50.0	17	50.0
C 28	Two working parents do find time to get involved in school activities	HP	5	11.9	13	31.0	17	40.5	17	40.5
		LP	4	11.8	15	44.1	12	35.3	12	35.3
C 30	Poor parents want to be seen with educated educators	HP	12	28.6	15	35.7	12	28.6	12	28.6
		LP	5	14.7	13	38.2	13	38.2	13	38.2
C 31	Poor parents who failed to provide their children with school requirements, do come to school	HP	8	19.0	13	31.0	16	38.1	16	38.1
		LP	6	17.6	9	26.5	15	44.1	15	44.1
C 32	Poor parents feel that schools may require them to contribute financially	HP	4	9.5	9	21.4	20	47.6	9	21.4
		LP	2	5.9	8	23.5	20	58.8	2	5.9

Item	Involving activity	Extent of parent involvement								
		Disagree				Agree				
		1		2		3		4		
		f	%	f	%	f	%	f	%	
C 33	Schools do have adequate time to involve parents in activities	HP	4	9.5	12	28.6	20	47.6	6	14.3
		LP	5	14.7	13	38.2	13	38.2	2	5.9
C 34	Parents determine the school curriculum with educators	HP	16	38.1	11	26.2	10	23.8	2	4.8
		LP	13	38.2	11	32.4	5	14.7	4	11.8
C 35	Parents correctly interpret messages that schools send through children	HP	7	16.7	14	33.3	17	40.5	4	9.5
		LP	3	8.8	17	50.0	10	29.4	3	8.8
C 36	Parents should only feature on representative nature in school activities	HP	7	16.7	12	28.6	17	40.5	6	14.3
		LP	5	14.7	11	32.4	11	32.4	6	17.6
C 37	Lack of amenities such as telephones, post boxes makes it possible for schools to involve parents	HP	15	35.7	13	31.0	8	19.0	5	11.9
		LP	6	17.6	8	23.5	11	32.4	8	23.5

After a detailed discussion of the background of educators in section A and B it is necessary to analyse the results of section C. This section consists of 37 questions. Each of these questions will be analysed individually and where necessary explanations will be made.

The responses of educators from high pass rate schools and low pass rate schools are reflected in Table 5.8. The respondents were asked to indicate their opinions on a four point Likert-type scale on both the actual and desired parent involvement in the education of their children.

The scale indicated the following extent of parent involvement:

1 = strongly disagree

2 = disagree

3 = agree

4 = strongly agree

For discussion purposes, however, responses are dichotomised into no involvement (strongly disagree and disagree) and there is involvement (agree and strongly agree).

5.4.1 Determination of school policy

Question C01 expected educators to either strongly disagree, disagree, agree and strongly agree to parent involvement in the determination of school policy.

Table 5.8 (C01) indicates that 36.8 % of the respondents from high pass rate schools and 25 % of the respondents from low pass rate schools accepted the principle that parents and educators determine school policy jointly, whilst 18.4 % of the respondents from high pass rate schools and 19.7 % of the respondents from low pass rate schools disagree with this principle. Table 5.8 indicates that some schools do not involve parents in the determination of school policy while others do involve parents in the determination of school policy.

5.4.2 Parents receive feedback on their inputs

This question required educators from high pass rate schools and low pass rate schools to indicate whether they strongly disagree, disagree, agree or strongly agree if parents do receive feedback on their inputs.

Table 5.8 indicates that 46.1 % of the respondents from high pass rate schools and 29 % respondents from low pass rate schools state that parents receive feedback on their inputs whilst 9.2 % of the respondents from high pass rate schools and 15.8 % of the

respondents from low pass rate schools state that parents do not receive feedback on their inputs.

Although the majority of respondents support the statement, there are respondents who feel that parents do not receive feedback on their inputs. Failure of parents to receive feedback on their inputs may discourage them from contributing in any school affairs.

5.4.3 Parents feel that the schools are too prescriptive

This statement (C03) expected educators to indicate whether they support the statement or do not support the statement. Table 5.8 reflects the responses.

In table 5.8 (C03) 36.1 % of the respondents from high pass rate schools and 15.8 % of the respondents from low pass rate schools indicated that parents do not perceive schools as too prescriptive, whilst 28.9 % of the respondents from low pass rate schools indicated that parents perceive schools as too prescriptive. This high rate of responses from low pass rate schools stating that parents feel that schools are too prescriptive may indicate a negative attitude towards parent involvement in the education of their children and thereby influence the learners' performance.

5.4.4 Parents view schools as a place for children

According to question C04, educators were to indicate whether parents view schools as a place for children. Table 5.8 (C04) represents the responses.

Table 5.8 (C04) shows that 44.7 % of the respondents from high pass rate schools and 40.8 % of the respondents from low pass rate schools agree that parents view schools as a place for children, whilst 10.5 % of the respondents from high pass rate schools and 4 % of the respondents from low pass rate schools disagree with the statement.

Because children are expected to be taught at school, parents do not see the need to involve themselves with the school. In this way some parents are divorcing themselves from their rightful obligation of determining the direction of education together with the school and they thus do not see the value of being involved in their children issues.

5.4.5 Parents' concern about personal obligations and education obligations on their children

According to this question (C05) educators should indicate whether parents are concerned with personal obligations and educational obligations of their children or not. Table 5.8 (C05) reflects the responses on this question.

According to table 5.8, 27.6 % of the respondents from high pass rate schools and 25 % of the respondents from low pass rate schools support the statement, whilst 27.6 % of the respondents from high pass rate schools and 19.7 % of the respondents from low pass rate schools do not support the statement.

5.4.6 Parents leave education in the hands of qualified educators

This question (C06) expected respondents to indicate whether parents leave education in the hands of qualified educators. Table 5.8 (C06) represents the responses of educators.

According to Table 5.8, 52.6 % of the respondents from high pass rate schools and 43.4 % of the respondents from low pass rate schools indicate that parents have left education of their children on the hands of qualified educators. Parents may assume that they do not have to be involved in school education because the task of teaching belongs to educators not to them. The results of this situation is that these parents cannot be concerned with what happens to the education of their children.

5.4.7 Parents are sensitive to information they receive from school

According to this question educators were required to indicate whether parents are sensitive to information they receive from school. Responses of educators are reflected in Table 5.8 (C07).

According to this question C07 in table 5.8, 31.6 % of the respondents from high pass rate schools and 27.6 % of the respondents from low pass rate schools regard parents as being sensitive to information received from school, whilst 23.7 % of the respondents from high pass rate schools and 17.1 % of the respondents from low pass rate schools disagree with the statement.

5.4.8 Parents want to discuss their children's problems with the school

According to this question C08, educators are expected to indicate if parents want to discuss their children's problems with the school. Table 5.8 reflects the responses of educators towards this question.

Table 5.8 (C08) indicates that 30.3 % of the respondents from high pass rate schools and 19.7 % of the respondents from low pass rate schools state that parents do not want to discuss their children's problems with the school, whilst 25 % of the respondents from high pass rate schools and 25 % of the respondents from low pass rate schools state that parents want to discuss their children's problems with the school.

5.4.9 Parents' critical statements about the school may promote their children's performance

According to this question (C09) responding educators were expected to indicate whether parents' critical statements about the school promote their children's performance. Table 5.8 reflects the responses of educators towards this question.

According to table 5.8 (C09) 30.3 % of the respondents from high pass rate schools and 36.8 % of the respondents from low pass rate schools feel that parents' critical statements about the school do not promote learners performance, whilst 25 % respondents from high pass rate schools and 7.9 % of the respondents from low pass rate schools agree that parents' critical statements about the school may promote children's performance.

5.4.10 Parents are adequately trained to make valid contributions in the education of their children

This question (C10) expected respondents to indicate whether parents are adequately trained to make valid contributions in the education of their children or not. Table 5.8 (C10) represents the results.

In Table 5.8 (C10) 32 % of the respondents from high pass rate schools and 22.7 % of the respondents from low pass rate schools indicate that parents are not adequately trained to make valid contributions in the education of their children, whilst 24 % of the respondents from high pass rate schools and 21.3 % of the respondents from low pass rate schools indicate that parents are adequately trained to make valid contributions in the education of their children.

According to this response it is evident that many parents will not be able to contribute fruitfully towards the development of education or to understand the preceding in school meetings. It is also evident that most of the parents do not possess knowledge about how a school functions and thus cannot exercise their rights and responsibilities towards the education of their children properly.

5.4.11 Negative school climate encourages parent involvement

This question (C11) required from respondents to indicate whether negative school climate encourages parent involvement or not. Table 5.8 represents the results.

Table 5.8 (C11) indicates that 29 % of the respondents from high pass rate schools and 28.9 % of the respondents from low pass rate schools state that negative school climate encourages parent involvement. This indicates that when parents notice that the school climate is not conducive for an effective learning of their children, they usually see the need to help their children so that their education does not suffer, whilst 26.3 % of the respondents from high pass rate schools and 15.8 % of the respondents from low pass rate schools state that negative school climate discourages parent involvement.

5.4.12 Parents are a component of the education system

According to this question (C12) educators were expected to indicate whether parents are a component of the education system. Table 5.8 (C12) represents the responses.

Table 5.8 (C12) shows that 41.9 % of the respondents from high pass rate schools and 37.8 % of the respondents from low pass rate schools agree that parents are a component of the education system, whilst 13.5 % of the respondents from high pass rate schools and 6.8 % of the respondents from low pass rate schools feel that parents

are not a component of the education system. This indicates that the majority of educators view parents as a component of the education system. This is a positive response indicating that educators want to co-operate with parents.

5.4.13 Educators have been trained in parent involvement

This question (C13) expected respondents to indicate whether educators have been trained in parent involvement or not. Table 5.8 (C13) represents the results.

According to Table 5.8, 52.4 % (35.7 % + 16.7 %) of the respondents from high pass rate schools and 58.8 % (35.3 % + 23.5 %) of the respondents from low pass rate schools indicate that educators are trained in parent involvement, whilst 47.6 % (11.9 % + 35.7 %) of the respondents from high pass rate schools and 41.2 % (14.7 % + 26.5 %) of the respondents from low pass rate schools state that parents are not trained in parent involvement.

5.4.14 Parents accept the responsibility of their children's education

According to this question (C14) educators were expected to indicate whether parents accept the responsibility of their children's education. Table 5.8 represents the responses.

According to Table 5.8 (C14) 45.2 % (33.3 % + 11.9 %) of the respondents from high pass rate schools and 54 % (41.2 % + 11.8 %) of the respondents from low pass rate schools agree that parents accept the responsibility of their children's education.

5.4.15 Parents want to intrude in educational matters

This question (C15) expected respondents to indicate whether parents want to intrude in educational matters. Table 5.8 reflects the results.

Table 5.8 (C15) shows that 54.8 % of the respondents from high pass rate schools and 55.9 % of the respondents from low pass rate schools state that parents do not want to intrude in educational matters, whilst 42.8 % of the respondents from high pass rate schools and 45.2 % of the respondents from low pass rate schools indicate that parents want to intrude in the educational matters. The majority of educators, therefore, do not view parents as a threat in the educational matters.

5.4.16 Messages sent to parents by schools are being distorted

Question C16 expected educators to either agree or disagree with the statement that messages sent to school are being distorted. Table 5.8 (C16) reflects the results.

Table 5.8 (C16) indicates that 52.4 % of the respondents from high pass rate schools and 50 % of the respondents from low pass rate schools disagree with the statement, whilst 44.3 % of the respondents from high pass rate schools and 50 % of the respondents from low pass rate schools feel that messages sent to parents by schools are being distorted.

5.4.17 Parents regard school as an autonomous institution

This question C17 expected educators to indicate whether parents regard school as an autonomous institution. Table 5.8 (C17) represents the results.

According to Table 5.8 (C17) 54.7 % of the respondents from high pass rate schools and 73.5 % of the respondents from low pass rate schools state that parents regard school as an autonomous institution. This means that parents believe that schools are able to run their affairs without them, whilst 45.3 % of the respondents from high pass rate schools and 23.5 % of the respondents from low pass rate schools feel that parents do not regard school as an autonomous institution.

5.4.18 Parents are aware of ever-changing nature of education

According to question C18 educators were to indicate whether parents are aware of the ever-changing nature of education. Table 5.8 represents the responses.

According to Table 5.8 it shows that parents are not aware of the ever-changing nature of education as indicated by 60 % of the respondents from high pass rate schools and 47.1 % of the respondents from low pass rate schools. The failure of parents to get involved in school activities may be due to the fact that they are unaware of the ever-changing nature of education and its concomitantly changing expectations.

5.4.19 Parents want to be invited in school activities

Question C19 expected educators to indicate whether parents want to be invited to school activities. Table 5.8 (C19) represents the results.

According to this Table it is evident that parents want to be invited to school activities as indicated by 61.9 % of the respondents from high pass rate schools and 67.5 % of the respondents from low pass rate schools. The majority of educators view parents that they are willing to be invited to school activities. This is a positive response, indicating that educators want to co-operate with parents.

5.4.20 Parents' and school programmes usually clash

This question (C20) expected educators to indicate whether parents and school programmes usually clash. Table 5.8 (C20) represents the responses.

According to Table 5.8 (C20) 57.1 % of the respondents from high pass rate schools and 38.3 % of the respondents from low pass rate schools indicate that parents and school programmes do not usually clash, whilst 40.5 % of the respondents from high

pass rate schools and 55.9 % of the respondents from low pass rate schools agree that parents and school programmes usually clash. It is for this reason that parents fail to feature in meetings at school where their children's problems and achievements are being discussed, despite the fact that they are primary educators.

5.4.21 Parents who live far from school are involved in school activities.

Question C21 expected responding educators to indicate whether parents who live too far from school are involved in school activities or not. Table 5.8 reflects the results.

According to Table 5.8 (C21) 23.8 % of the respondents from high pass rate schools and 29.4 % of the respondents from low pass rate schools state that parents who live far from school are not involved in school activities, whilst 66.2 % of the respondents from high pass rate schools and 68.7 % of the respondents from low pass rate schools feel that parents who live far from school are involved in school activities. The majority of educators reveal that distance does not affect parent involvement in the education of their children.

5.4.22 The concept of " free education " encourages absence of parents

According to this question (C22) responding educators were expected to indicate whether the concept of " Free education" encourages absence of parents or not. Table 5.8 reflects the responses.

In Table 5.8, 67.7 % of the respondents from high pass rate schools and 45.3 % of the respondents from low pass rate schools agree that the concept of " free education " encourages absence of parents, whilst 55.9 % of the respondents from high pass rate schools and 33.3 % of the respondents from low pass rate schools indicate that the concept of " free education " discourages absence of parents. The results in parents

shifting the educational duty that they have towards their children onto educators and government, and makes it difficult for educators to involve parents in educational matters.

5.4.23 Parents stay away from school activities because the state is shouldering education alone

Question C23 wished to know from educators whether parents stay away from school activities because the state is shouldering education alone or not. Table 5.8 represents the responses of educators.

According to Table 5.8 (C23) 70.6 % of the respondents from high pass rate schools and 38.1 % of the respondents from low pass rate schools do not agree with the statement that parents stay away from school activities because the state is shouldering education alone, whilst 45.3 % of the respondents from high pass rate schools and 52.9 % of the respondents from low pass rate schools agree with the statement. For this reason parents assume that they can stay away from school affairs because their tasks as primary educators are being attended to.

5.4.24 Parental rights and obligations have been clearly spelled out by the statutes

According to this question (C24) responding educators were expected to indicate whether parental rights and obligations have been clearly spelled out by the statutes. Table 5.8 reflects the responses.

According to Table 5.8 (C24) 79.4 % of the respondents from high pass rate schools and 59.5 % of the respondents from low pass rate schools indicate that parental rights and obligations are clearly spelled out by statutes. The majority of educators assume

that parents are aware of their rights and obligations towards the education of their children.

5.4.25 Unhealthy socio-economic issues drive parents towards the schools

In this question (C25) educators were requested to state whether unhealthy socio-economic issues drive parents towards the schools. Table 5.8 (C25) reflects the responses of educators.

According to Table 5.8 (C25) 66.7 % of the respondents from high pass rate schools indicate that unhealthy socio-economic issues drive parents towards the schools whilst 55.8 % of the respondents from low pass rate schools state that unhealthy socio-economic issues drive parents away from the schools. The majority of educators are thus of the opinion that parents from unhealthy socio-economic areas that they fail to feature properly in school activities. For poor, and uneducated parents may assume that schools are a threat and their participation could be an embarrassment for educators.

5.4.26 Parents fully understand their role in schools

Question C26 requested educators to indicate whether parents fully understand their role in schools. Table 5.8 (C26) represents the responses from educators.

According to Table 5.8 (C26) 78.6 % of the respondents from high pass rate schools and 61.8 % of the respondents from low pass rate schools disagree that parents fully understand their role in schools. This may make parents to be unable to provide their children with their basic necessities.

5.4.27 Parents have something to contribute towards educational development

In question C27 responding educators were required to indicate whether parents have something to contribute towards educational development. Table 5.8 (C27) reflects the responses of educators.

According to Table 5.8 (C27) 66.6 % of the respondents from high pass rate schools and 100 % of the respondents from low pass rate schools indicate that parents have something to contribute towards educational development. This implies that parents must be catered for their contribution towards educational development in the schools, because if not catered for, their involvement in the education of their children may be impeded and this may create problems for educators when they need parents' contribution.

5.4.28 Two working parents do find time to get involved in school activities

Question C28 wished to know from responding educators whether two working parents do find time to get involved in school activities. Table 5.8 represents the responses of educators.

Table 5.8 (C28) indicates that 81 % of the respondents from high pass rate schools and 70.6 % of the respondents from low pass rate schools agree that two working parents do find time to get involved in school activities. This implies that the majority of educators assume that the parents are involved in school activities.

5.4.29 Poor parents want to be seen with educated educators

Question C30 asked responding educators whether poor parents want to be seen with educated educators or not. Table 5.8 represents the responses from the responding educators.

Table 5.8 (C30) shows that 57.2 % of the respondents from high pass rate schools and 76.4 % of the respondents from low pass rate schools indicate that poor parents do not want to be seen with educated educators. This may indicate that some of parents feel inferior to educators because they may be uneducated and may not understand discussions on educational matters.

5.4.30 Poor parents who failed to provide their children with school requirements, do come to school

Question C31 requested responding educators to indicate whether poor parents who are unable to provide their children with school requirements do come to school. Table 5.8 (C31) reflects the responses of educators.

According to Table 5.8 (C31) 76.4 % of the responding educators from high pass rate schools and 88.2 % of the respondents from low pass rate schools indicate that poor parents who failed to provide their children with school requirements do come to school, whilst 50 % of the respondents from high pass rate schools and 44.1 % of the respondents from low pass rate schools indicate that poor parents who failed to provide their children with school requirements do not come to school, they feel that they have failed to provide their children with the basic educational matters.

5.4.31 Poor parents feel that schools may require them to contribute financially if needed

According to question C32 responding educators were asked to indicate whether poor parents feel that schools may require them to contribute financially. Table 5.8 (C32) shows the responses of the educators.

Table 5.8 (C32) indicates that 69 % of the respondents from high pass rate schools and 64.1 % of the respondents from low pass rate schools agree that poor parents feel that schools require them to contribute financially if the school needs money.. The majority of educators view that poor parents may perceive that their involvement in school activities may lead them into being forced to contribute financially towards school projects.

5.4.32 Schools do have adequate time to involve parents in activities

Question C33 asked responding educators whether they agree that schools do have adequate time to involve parents in activities. Table 5.8 (C33) shows the responses.

According to Table 5.8 (C33) 61.9 % of the respondents from high pass rate schools and 44.1 % of the respondents from low pass rate schools indicate that schools do have adequate time to involve parents in activities, whilst 38.1 % of the respondents from high pass rate schools and 52.9 % of the respondents from low pass rate schools state that parents do not have adequate time to involve parents in activities. This makes it impossible for educators to involve parents in the education of their children.

5.4.33 Parents determine the school curriculum with educators

Question C34 requested responding educators to indicate whether parents determine the school curriculum with educators. Table 5.8 (C34) represents the responses.

According to Table 5.8 (C34) 64.3 % of the respondents from high pass rate schools and 70.633.9 % of the respondents from low pass rate schools indicate that parents do not determine school curriculum with educators. This indicate that the majority of educators regard the involvement of parents in curricular affairs as an intrusion, because parents may not be qualified to know what is involved in the curriculum, and educators are aware of the changes in the curriculum.

5.4.34 Parents correctly interpret messages that schools send through children

This question C35 required responding educators to indicate whether parents correctly interpret messages from schools send through children. Table 5.8 (C35) shows the responses of educators.

According to Table 5.8 (C35) 50 % of the respondents from high pass rate schools and 58.8 % of the respondents from low pass rate schools indicate that parents do not correctly interpret messages from schools send through their children whilst 50 % of the respondents from high pass rate schools and 38 % of the respondents from low pass rate schools state that parents correctly interpret messages that schools send through their children.

5.4.35 Parents should only feature on representative nature in school activities

Question C36 required from respondents to indicate whether parents should only feature on representative nature in school activities. The responses are reflected by Table 5.8 (C36).

According to Table 5.8 (C36) 54.8 % of the respondents from high pass rate schools and 50 % of the respondents from low pass rate schools indicate that parents should only feature on representative nature in school activities, whilst 45.3 % of the respondents from high pass rate schools and 47.1 % of the respondents from low pass rate schools indicate that parents should not only feature on representative nature in school activities. This may indicate that the majority of educators are willing to involve parents in all educational matters and school activities.

5.4.36 Lack of amenities such as telephones, or post boxes makes it possible for schools to involve parents.

Question C37 required from respondents to indicate whether lack of amenities makes it possible for schools to involve parents. Table 5.8 (C37) reflects the responses.

According to Table 5.8 (C37) 66.7 % of the respondents from high pass rate schools indicate that lack of amenities has no negative influence in the involvement of parents by schools whilst 55.9 % of the respondents from low pass rate schools indicate that lack of amenities makes it impossible for schools to involve parents.

The next section of this chapter deals with the responses of parents in viewing the nature of parent involvement.

5.5 RESPONSES OF PARENTS TO VIEWS ON THE NATURE OF PARENT INVOLVEMENT

After a detailed discussion of the background of parents in section A, it becomes necessary to analyse the results of section B. This section consists of three subsections made up of 31 statements. These statements will be analysed individually, and where necessary explanations will be made.

Section B handles the views on the nature of parent involvement details of how parents are involved in their children's schools, how parents are familiar with school information and how well do they support their children's learning. Each of these views on the nature of parent involvement details will be discussed separately

5.5.1 Parent involvement with child's school

Table 5.9 reflects the responses of parents from high pass rate schools and low pass rate schools. The parents were asked to indicate the nature of involvement in the education of their children

In this Table parents were expected to either agree or disagree to the statements. Table 5.9 reflects the responses of parents.

Table 5.9 Responses of parent involvement with child's school

		Parent involvement				
		Yes		No		
Item		f	%	f	%	
BA 1	Do you have the current phone number and address of the school?	HP	85	78	24	22
		LP	72	80	18	20
BA 2	Do you attend Back to School Night at your child's school?	HP	29	27.9	75	72.9

		Parent involvement				
			Yes		No	
Item			f	%	f	%
	child's school?	LP	19	21.1	71	78.9
BA 3	Have you attended at least one support group meeting this year?	HP	67	62.6	40	37.4
		LP	72	75.8	23	24.2
BA 4	Do you make yourself available for conferences requested by your child's teacher or visit the school even if not requested?	HP	64	59.3	44	40.7
		LP	30	31.9	64	68.1
BA 5	Do you know at least some of your child's English educators?	HP	78	72.2	30	27.8
		LP	61	64.9	33	35.1
BA 6	Do educators invite you as parent to plan and discuss school issues with them	HP	41	37.6	68	62.4
		LP	41	44.1	52	55.9
BA 7	Have you had at least one parent-educator conference with the educators of your child this year?	HP	45	41.7	63	58.3
		LP	26	28.3	66	71.7
BA 8A	Have you volunteered by chaperoning: a field trip	HP	4	4.1	94	95.4
		LP	17	18.7	74	81.3
BA 8B	helping in the classroom	HP	10	9.8	92	90.2
		LP	19	21.1	71	78.9
BA 8C	working on a school committee	HP	20	19.8	81	80.2
		LP	18	19.6	74	80.4
BA 8D	helping with a school project	HP	39	37.1	66	62.9
		LP	28	30.8	63	69.2
BA 8E	preparing refreshments for school events or similar activities	HP	32	29.9	75	70.1
		LP	21	23.1	70	76.9

5.5.1.1 Availability of phone numbers and addresses to parents

Respondents from high pass rate schools and low pass rate schools were asked to indicate whether school phone numbers and addresses are available to them as these are the means of contacting school educators should be there a need.

Question BA 1 in table 5.9 expected parents to either agree or disagree to the statement that parents have the current phone numbers and addresses of the school .

Table 5.9 reflects the parents' responses.

78 % of the respondents from high pass rate schools and 80 % of the respondents from low pass rate schools agreed that they have the current phone numbers and addresses of the schools whilst 22 % of the respondents from high pass rate schools and 20% of the respondents from low pass rate schools indicated that they do not have current phone numbers and addresses of the schools.

5.5.1.2 Parents attend back to school nights

Question BA 2 in Table 5.9 expected parents from high pass rate schools and low pass rate schools to agree or disagree to the statement that parents attend back to school night at their children's schools. Table 5.9 reflects the responses of the parents.

From Table 5.9 it is indicated that 72.1 % of the respondents from high pass rate schools and 78.9 % of the respondents from low pass rate schools stated that they do not attend back to school night at their children's schools, whilst 27.9 % of the respondents from high pass rate schools and 21.1% of the respondents from low pass rate schools agree that they do attend back to school activities at their children's schools. This indicates that the majority of respondents from high pass rate schools and from low pass rate schools do not make themselves available in school activities

and this makes it difficult for educators to be aware of the capabilities of parents and to be able to involve them in school activities.

5.5.1.3 Attending a support group meetings

According to question BA 3 parents were requested to indicate whether they attended a support group meetings this year or not. Table 5.9 presents the results.

In Table 5.9, 62.6 % of the respondents from high pass rate schools and 75.8 % of the respondents from low pass rate schools stated that they have attended a support group meetings this year whilst 37.4 % of the respondents from high pass rate schools and 24.2 % of the respondents from low pass rate schools did not attend the support group meetings this year. This indicates that the majority of the respondents from high pass rate schools and from low pass rate schools have a positive attitudes towards support group meetings. This may encourage a working together of parents and support group in order to achieve the educational goal of their children and the school.

5.5.1.4 Availability of parents for conferences requested by children's educators

Question BA 4 required parents to indicate whether they make themselves available for conferences requested by their children's educators or not. Table 5.9 presents the responses of the parents.

According to Table 5.9, 59.3 % of the respondents from high pass rate schools indicated that they make themselves available for conferences requested by their children's educators, whilst 68.1 % of the respondents from low pass rate schools reported that they do not make themselves available to the conferences requested by their children's educators. This means that the majority of respondents from high pass rate schools have positive attitude towards school activities whilst the majority of

respondents from low pass rate schools have a negative attitude towards school activities. This may affect a positive relationship between parents and educators.

5.5.1.5 Parents know the children's English educator

Question BA % requested parents to indicate whether they know their children's English educator. Table 5.9 reflects the responses.

In Table 5.9, 72.2 % of the respondents from high pass rate schools and 64.9 % of the respondents from low pass rate schools indicated that they know their children's English educator, whilst 27.8 % of the respondents from high pass rate schools and 35.1 % of the respondents from low pass rate schools do not know their children's English educator. This indicates that children know their subject teacher.

5.5.1.6 Parents are invited to plan and discuss school's issues

Question BA 6 requested parents to indicate whether they get invited by the school educators to plan and discuss school issues with them. Table 5.9 shows the results.

The responses of the respondents as reflected in Table 5.9 indicate that 62.4 % of the respondents from high pass rate schools and 55.9 % of the respondents from low pass rate schools do not get invited by the educators. This may influence the majority of parents to assume that they do not have to be involved in school education because the task of teaching belongs to educators and not to parents.

5.5.1.7 Parent- educator conference

In item BA 7 the parents were required to indicate whether they have had parent-educator conference with the educators of their children. Table 5.9 reflects of the respondents.

In Table 5.9, 58.3 % of the respondents from high pass rate schools and 71.7 % of the respondents from low pass rate schools indicated that they did not have parent-educator conference with the educators of their children, whilst 41.7 % of the respondents from high pass rate schools and 28.3 % of the respondents from low pass rate schools agree that they had parent-educator conference with the educators of their children. This indicates that parents are not involved in educational matters at the school.

5.5.1.8 Parents volunteer to chaperon a field trip

Question BA 8A required parents to indicate whether they have volunteered to chaperon a field trip or not. Table 5.9 reflects the responses of parents.

From Table 5.9 it evident that the majority of respondents as indicated by 95.9 % of the respondents from high pass rate schools and 81.3 % of the respondents from low pass rate schools stated that they have not chaperoned a field trip.

5.5.1.9 Parents volunteered to help in the classroom

Question BA 8B required parents from a high pass rate schools and low pass rate schools to indicate whether they have volunteered to help in the classrooms. Table 5.9 shows the results of the respondents.

Table 5.9 indicated that 90.2 % of the respondents from a high pass rate schools and 78.9 % of the respondents from low pass rate schools have not volunteered to help in the classroom. This means that the majority of parents do not take part in classroom education.

5.5.1.10 Parents volunteered to work on a school committee

According to question BA 8C parents were asked to indicate whether they have volunteered to work on a school committee. Table 5.9 presents the responses of parents.

According to Table 5.9 the majority of the respondents from high pass rate schools and low pass rate schools have not volunteered to work on a committee as indicated by 80.2 % of the respondents from high pass rate schools and 80.4 % of the respondents from low pass rate schools.

5.5.1.11 Parents volunteered to help with school project

Question BA 8D requested parents from high pass rate schools and low pass rate schools to indicate whether they have volunteered to help with school project. Table 5.9 reflects the responses of parents.

According to Table 5.9, 62.9 % of the respondents from high pass rate schools and 69.2 % of the respondents from low pass rate schools indicated that they have not volunteered to help with school project. This shows that parents are not involved in school projects.

5.5.1.12 Parents volunteered to prepare refreshments for school events

Question BA 8E required parents to indicate whether they have volunteered to prepare refreshments for school events. Table 5.9 depicts data in this regard.

It can be seen in Table 5.9 that 70.1 % of the respondents, from high pass rate schools and 76.9 % of the respondents from low pass rate schools indicated that they not volunteered to prepare refreshments for school events, only 29.9 % of the respondents

from high pass rate schools and 23.1 % of the respondents from low pass rate schools volunteered to prepare refreshments for school events.

Questions BA 1 to BA 8E in Table 5.9 reflect that most of the respondents are not involved in school activities due to the fact that parents are not invited to plan and discuss school's issues with educators, this may negatively affect parents' contribution to school affairs and leave educational issues to educators of schools, and educators find it difficult to involve most of parents to school educational matters.

5.5.2 Responses on familiarity of parents with school information

Section BB required parents to indicate how familiar they are with school information.

Table 5.10 presents data on this section.

Table 5.10: How familiar parents are with school information

Item			Yes		No	
			f	%	f	%
BB 1A	Have you attended at least one programme this year? An awards assembly	HP	37	33.9	72	66.1
		LP	23	25.6	67	74.4
BB 1B	a play	HP	28	27.2	75	78.8
		LP	23	25	69	75
BB 1C	an athletic or sports events	HP	51	47.7	56	52.3
		LP	35	38	57	62
BB 2	Do you regularly read the school newsletter or learner newspaper	HP	83	75.5	27	24.5
		LP	79	44	15	16
BB 3	Are you familiar with the extra services provided at the school?	HP	57	52.3	52	47.7
		LP	47	51.1	45	48.9
BB 4	Are you are aware of current trends in education?	HP	78	71.6	31	28.4
		LP	66	72.5	25	27.5

BB 5	Do you know what Outcomes Based education is?	HP	53	48.6	56	51.4
		LP	40	46	47	54
BB 6	Are you familiar with the grading scale used on your child's progress report?	HP	76	69.7	33	30.3
		LP	72	78.3	20	21.7

5.5.2.1.1 Attending a school programme

This question required parents to indicate they have attended any of the following school programme.

- An award assembly

Question BB 1A intended to find out if the respondents had attended any school award assembly this year. Table 5.10 presents data on this item.

66.1 % of the respondents from high pass rate schools and 74.4 % of the respondents from low pass rate schools indicated that they had not attended any form of school award assembly this year. This indicates a situation in the North West Province schools where very little involvement of parents in school activities may be experienced. This is attested to by 33.9 % of the respondents from high pass rate schools and 25.6 % of the respondents from low pass rate schools who had attended a school award assembly this year.

5.5.2.1.2 Parents attended play

Question BB 1B intended to find out if the respondents had attended any play programme at the school this year. Table 5.10 presents data on this item.

78.8 % of the respondents from a high pass rate schools and 75 % of the respondents from low pass rate schools indicated that they had not attended any play programme at

school, whilst 27.2 % of the respondents from high pass rate schools and 25 % of the respondents from low pass rate schools had indicated that they had attended a play programme at school. This indicate that most of the parents do not show interest to school play.

5.5.2.1.3 Parents attended an athletic or sports events

Question BB 1C intended to find out if respondents had attended an athletic or sports events. Table 5.10 presents responses of respondents on this item.

Question BB 1C in Table 5.10 indicated that 52.3 % of the respondents from high pass rate schools and 62 % of the respondents from low pass rate schools had not attended an athletic or any sport events, whilst 47.7 % of the respondents from high pass rate schools and 38 % of the respondents from low pass rate schools had attended an athletic or sport events. According to the responses, the majority of respondents seem not to be interested to any athletic or sport events and this makes it difficult for school educators to involve them to school activities and educational issues.

5.5.2.2 Parents regular read the school newsletter or learners' newspaper

Question BB 2 required respondents to indicate whether they had read school newsletter and learners' newspaper. Table 5.10 reflects the responses of parents on this item.

75.5 % of the respondents from high pass rate schools and 84 % of the respondents from low pass rate schools indicated that they had read the school newsletter or learner's newspaper, whilst 24.5 % of the respondents from high pass rate schools and 16 % of the respondents from low pass rate schools indicated that they had not read school newsletter or learners' newspaper. This indicates that most of the parents show

interest to the school and learner's newspaper to keep themselves up to date with the current issues affecting their children positively or negatively at the school.

5.5.2.3 Parents are familiar with extra services provided at the school

Question BB 3 asked respondents to indicate if they are familiar with extra services provided at the school. Table 5.10 reflects the responses of parents on this item.

In Table 5.10, question BB 3 reflects that parents are familiar with extra services provided at the school as indicated by 52.3 % of the respondents from high pass rate schools and 51.1 % of the respondents from low pass rate schools, whilst 47.7 % of the respondents from high pass rate schools and 48.9 % of the respondents from low pass rate schools indicated that they are not familiar with extra services provided at the school. This indicate that of respondents are familiar with extra services provided at the school.

5.5.2.4 Awareness of current trends in education

This item intended to investigate if parents are aware of current trends in education. Table 5.10 depicts data in this regard.

71.6 % of the respondents from high pass rate schools and 72.5 % of the respondents from low pass rate schools indicated that they are aware of current trends in education, whilst 28.4 % of the respondents from high pass rate schools and 27.5 % of the respondents from low pass rate schools are unaware of the current trends in education. This may imply that most of the parents are knowledgeable about the current trends in education.

5.5.2.5 Knowledge about outcomes based education

Item BB 5 intended to investigate knowledge of respondents about outcome based education. Table 5.10 indicates the responses of parents.

According to Table 5.10, 51.4 % of the respondents from high pass rate schools and 54 % of the respondents from low pass rate schools had knowledge about outcome based education, whilst 48.6 % of the respondents from high pass rate schools and 46 % of the respondents from low pass rate schools indicated that they had no knowledge about outcomes based education. This shows that most of the parents are knowledgeable about the current changes in education and they may be effectively involved in the education of their children.

5.5.2.6 Familiar with the grading scale used in the schools

Item BB 6 asked parents to indicate if they are familiar with the grading scale in the schools or not. Table 5.10 presents the results of the respondents.

According to Table 5.10, 69.7 % of the respondents from high pass rate schools and 78.3 % of the respondents from low pass rate schools indicated that they are familiar with the grading scale in the schools, whilst 30.3 % of the respondents from high pass rate schools and 21.7 % of the respondents from low pass rate schools indicated that they are not familiar with the grading scale in the schools. This may mean that most of the parents may be used in the evaluation of learners in the classroom in order to involve them in the grading of their children.

5.5.3 Parents' support of their children

After a detailed discussion of the responses of parents in BA and BB it becomes necessary to analyse the results of section BC. This section consists of 17 questions. Each of these questions will be analysed individually and where necessary explanations will be made.

This part of section BC intended to investigate the support parents provide for their children. This would indicate whether parents support their children or not.

The responses of parents from high pass rate schools and low pass rate schools are reflected in Table 5.11. The respondents were asked to indicate their opinions on a four point Likert-type scale on both the actual and desired parent involvement in the education of their children.

The scale indicated the following extent of parent involvement:

1 = seldom

2 = sometimes

3 = often

4 = most of the time

For discussion purposes, however, responses are dichotomised into no involvement (seldom participates) and there is involvement (often and most of the time).

The following abbreviations were used on Table 5.11:

HP = High pass rate schools

LP = Low pass rate schools

5.5.3.1 Responses obtained from parents on parents' support on their children's education

Data obtained from parents on the support they provide on their children's education is shown in Table 5.11, and from this Table the following are observable on each question item.

Table 5.11 Responses from parents on parent's support on their children's education

		Extent of parent involvement								
		Disagree				Agree				
Item		1 Seldom		2 Sometimes		3 Often		4 Most of the time		
		f	%	f	%	f	%	f	%	
BC 01	I support and reinforce the school's discipline plan so that all learners can benefit from a good learning environment.	HP	11	5.5	21	10.5	17	8.5	60	29.9
		LP	11	5.5	17	8.5	20	10	44	21.9
BC 02	I initiate contact with our child's educator or school administrator rather than to wait until my child is experiencing problems	HP	33	16.6	23	11.6	28	14.1	26	13.1
		LP	24	12.1	33	16.6	22	11.1	10	5
BC 03	I support our child's learning by providing nutritious meals and adequate time for sleep	HP	9	4.6	13	6.6	21	10.6	66	33.3
		LP	11	5.6	12	6.1	16	8.1	50	25.3
BC 04	I am a model of good sportsmanship when attending school and community events.	HP	32	16.1	31	15.6	21	10.6	25	12.6
		LP	25	12.6	27	13.6	19	9.6	19	9.6
BC 05	I insist that my child exhibit good sportsmanship.	HP	15	7.8	21	10.8	19	9.7	52	26.7
		LP	16	8.2	14	7.2	26	13.3	32	16.4
BC 06	I encourage my child to participate in volunteer projects that serve the community.	HP	13	6.5	23	11.6	25	12.5	49	24.5
		LP	9	4.5	18	9	15	7.5	48	24
BC 07	I take time to work with my child in volunteer projects.	HP	26	13.1	41	20.6	20	10.1	23	11.6

		Extent of parent involvement								
		Disagree				Agree				
Item		1 Seldom		2 Sometimes		3 Often		4 Most of the time		
		f	%	f	%	f	%	f	%	
	volunteer projects.	LP	19	9.6	29	14.6	10	5	31	15
BC 08	I stress the importance of honouring a commitment to my child.	HP	6	3	22	11.1	29	14.6	51	25.6
		LP	12	6	15	7.5	18	9.1	46	23.1
BC 09	I have identified a regular time and place in the home for my child to do homework.	HP	12	6	10	4.9	27	13.3	61	30.1
		LP	6	3	10	4.9	13	6.3	64	31.5
BC10	I monitor my child's homework	HP	16	8	25	12.4	20	10	49	24.4
		LP	7	3.5	21	10.5	17	8.5	46	22.9
BC11	I participate in a read-at-home programme	HP	35	17.7	27	13.6	18	9.1	28	14.1
		LP	11	5.9	26	13.1	11	5.6	42	21.2
BC 12	I insist that my child display a good work habit.	HP	8	4	13	6.4	24	11.9	65	32.2
		LP	5	2.5	14	6.9	13	6.4	60	29.7
BC13	I am knowledgeable about what information and skills my child should master at his/ her grade level in his/her major subject areas.	HP	10	5	17	8.5	32	16.1	48	24.1
		LP	6	3	15	7.5	23	11.6	48	24.1
BC14	I ensure that my child attend school regularly and is only absent when necessary.	HP	5	2.5	5	2.5	10	4.9	90	44.1
		LP	4	3.3	7	3.4	5	2.5	78	38.2
BC15	I discuss the importance of a good education with my child.	HP	6	3	9	4.5	17	8.5	78	39
		LP	7	3.5	10	5	16	8	57	28.5
BC16	I work with the educators to ensure that my child has a positive learning experience.	HP	26	12.9	30	14.9	23	11.4	31	15.4
		LP	31	15.4	27	13.4	16	7.9	18	8.9
BC17	I am aware of my child's academic strengths and weaknesses.	HP	10	5	13	6.5	17	8.5	68	34
		LP	13	6.5	16	8	13	6.5	50	25

5.5.3.1.1 Support and reinforcement of school discipline plan

In this question parents were asked to indicate whether they seldom, sometimes often or most of the time support and reinforce school's discipline plan. Results are shown in Table 5.11.

According to Table 5.11, 70.6 % of the respondents from high pass rate schools and 69.6 % of the respondents from low pass rate schools indicated that they support and reinforce school's discipline plan most of the time. This indicates that the majority of parents support and assist the school in the discipline of the learners to make the learners aware that the schools and parents are working together to ensure that discipline is maintained throughout.

5.5.3.1.2 Initiate contact with child's educator or school administrator

This question wanted parents to state whether they seldom, sometimes, often or most of the time initiate contact with their children's educator or school administrator rather than wait until the child experiences a problem. Responses are reflected in Table 5.11.

According to Table 5.11, 50.9 % of the respondents from high pass rate schools and 64 % of the respondents from low pass rate indicated that, they initiate contact with their children's educators. This indicates that the majority of parents have good contact with their children's educators.

5.5.3.1.3 Providing nutritious meals and adequate time for sleep

This item aimed to find out if respondents do support learning of their children by providing nutritious meals and time for adequate sleep. Parents were required to respond by selecting any one of the following responses: seldom, sometimes, often and most of the time. Responses are reflected in Table 5.11.

Table 5.11 indicates that 79.8 % of the respondents from high pass rate schools and 74.2 % of the respondents from low pass rate schools, stated that most of the time they support the learning of their children by providing nutritious meals and adequate time for sleep. This means that the majority of the parents ensure that the health of their children is their first consideration so that their children are physically healthy and mentally ready to learn effectively.

5.5.3.1.4 A model of good sportsmanship when attending school and community events

This item requested parents to indicate whether they are playing role models of good sportsmanship when attending school and community events. Responses are reflected in Table 5.11.

As shown in Table 5.11, 57.8 % of the respondents from high pass rate schools and 57.8 % of the respondents from low pass rate schools indicated that they do not act as role model of good sportsmanship when attending school and community events.

This means that learners may not take sport seriously as the majority of the respondents do not show interest to sports and may not encourage learners to participate.

5.5.3.1.5 Insist that my child exhibits good sportsmanship

In this question parents from high pass rate schools and parents from low pass rate schools were requested to indicate whether they insist that their children must exhibit good sportsmanship or not. Table 5.11 reflects the responses of the parents.

In Table 5.11, 66.4 % of the respondents from high pass rate schools and 65.9 % of the respondents from low pass rate schools indicated that most of the time they insist that their children should exhibit good sportsmanship. This may encourage learners to participate in sport.

5.5.3.1.6 Children to participate in volunteer project

This item requested parents to indicate whether they encourage their children to participate in volunteer project. Table 5.11 reflects the responses from parents.

According to Table 5.11, 67.3 % of the respondents from high pass rate schools and 70 % of the respondents from low pass rate schools stated that most of the time they encourage their children to participate in volunteer project. This shows a commitment of most of the parents towards school activities.

5.5.3.1.7 Parents take time to work with their children in volunteer project

This item requested parents to indicate how often do they work with their children in volunteer projects. Table 5.11 reflects the results of the respondents.

In Table 5.11 60.9 % of the respondents from a high pass rate schools and 53.9 % from a low pass rate schools indicated that sometimes they take time to work with their children in volunteer projects. This may imply that the majority of parents are not fully involved in school projects.

5.5.3.1.8 Parents stress the importance of honouring a commitment to the child

This question asked parents to state whether they stress the importance of honouring a commitment to their children. Table 5.11 presents the responses.

According to Table 5.11, 74.1 % of the respondents from high pass rate schools and 70.3 % of the respondents from low pass rate schools, stated that most of the time they stress the importance of honouring a commitment to their children, to ensure that children respect their commitment.

5.5.3.1.9 Parents identify regular time and place in the home for the child to do homework

This item required parents to state whether they have identified a regular time and place in the home to do homework. Responses are reflected in Table 5.11.

According to Table 5.11, 80.2 % of the respondents from high pass rate schools and 82.8 % of the respondents from low pass rate schools stated that they have identified a regular time and place in the home for homework. This indicates that the majority of children have a positive environment for studying and doing homework. This means that the majority of parents co-operate with the school.

5.5.3.1.10 Monitoring a child's homework

This item required parents to indicate whether they monitor their children's homework or not. Table 5.11 reflects the responses.

In Table 5.11, 62.7 % of the respondents, from high pass rate schools and 69.2 % of the respondents from low pass rate schools stated that most of the time they monitor their children's homework. This means that the majority of the parents have a positive attitude towards their children's education and this may encourage co-operation between parents and educators.

5.5.3.1.11 Parents participate in a read -at -home programme

This question requested parents to indicate if they participate in a read-at-home programme. Table 5.11 reflects the results.

According to Table 5.11, 57.4 % of the respondents from high pass rate schools indicate that, they seldom participate in a read-at-home programme, whilst 58.1 % of the respondents from low pass rate schools, indicated that they participate in a read-at-home programme. This means that the majority of parents from low pass rate schools are involved in a read-at-home programmes than parents from high pass rate schools.

5.5.3.1.12 Parents insist that children must display good work habits

This item required parents to indicate whether they insist to their children to display good working habits or not. Table 5.11 shows the results.

According to Table 5.11, 80.9 % of the respondents from high pass rate and 79.3 % of the respondents from low pass rate schools indicated that most of the time they insist

that their children display good work habits. This shows that parents are involved in moulding their children's working habits.

5.5.3.1.13 Knowledge about information and skills that the child should master at his/her grade level

This question requested parents from high pass rate schools and parents from low pass rate schools to indicate if they are knowledgeable about what information and skills in the grade level in his/her major subjects the child should master. Table 5.11 reflects the responses.

According to Table 5.11, 74.8 % of the respondents from high pass rate schools and 77.2 % of the respondents from low pass rate schools indicated that most of the time they are knowledgeable about what information and skills their children should master at their grade level.

5.5.3.1.14 School attendance

This question asked parents to indicate whether they ensure that their children attend school regularly and are only absent when necessary. Table 5.11 reflects the results of the respondents.

According to Table 5.11, 90.9 % of the respondents from high pass rate schools and 88.3 % of the respondents from low pass rate schools stated that they ensure that their children attend school regularly and only absent when necessary. This indicates that the majority of parents are committed to their children's school attendance.

5.5.3.1.15 Importance of good education

Question BC 15 required parents to indicate whether they discuss the importance of education with their children. Table 5.11 reflects the responses.

86.4 % of the respondents, from high pass rate schools and 81.1 % of the respondents from low pass rate schools as shown in Table 5.11 indicated that parents discuss the importance of education with their children. This means that the majority of parents are involved in the discussion of education of their children.

5.5.3.1.16 Positive learning experience of the child

This item requested parents to indicate whether they work with educators to ensure that their children have a positive learning experience. Responses are shown in Table 5.11.

According to Table 5.11, 50.9 % of the respondents from a high pass rate schools and 60 % of the respondents from low pass rate schools indicated that they work with the educators to ensure that their children have a positive learning experience. This may imply that the majority of parents have a positive relationship with educators.

5.5.3.1.17 Academic strengths and weaknesses of their child

This item required parents from high pass rate schools and low rate schools to indicate if they are aware of their children's academic strengths and weaknesses. Responses are reflected in Table 5.11.

According to Table 5.11, 78.7 % of the respondents from high pass rate schools and 68.5 % of the respondents from low pass rate schools indicated that they are aware of their children's academic strengths and weaknesses.

In summary, the responses obtained from parents on parents' support towards their children's education show that the majority of parents support their children's education.

After a detailed discussion of the results of the respondents and the validation of findings, the next section will deal with the four Likert-type scale on both the actual and desired parent involvement in the education of their children.

5.6 Responses of parents in the education of their children

After a detailed discussion of the background of parents in section A and B it becomes necessary to analyse the results of section C. This section consists of 20 questions. Each of these questions will be analysed individually and where necessary explanations will be made.

The responses of parents from high pass rate schools and low pass rate schools are reflected in Table 5.12. The respondents were asked to indicate their opinions on a four point Likert-type scale on both the actual and desired parent involvement in the education of their children.

The scale indicated the following extent of parent involvement:

1 = strongly disagree

2 = disagree

3 = agree

4 = strongly agree

For discussion purposes, however, responses are dichotomised into no involvement (strongly disagree and disagree) and there is involvement (agree and strongly agree).

The following abbreviations were used on Table 5.12:

HP = High pass rate schools

LP = Low pass rate schools

Table 5.12 Responses of parents in the education of their children

Item	Involving activity	Extent of parent involvement								
		Disagree				Agree				
		1		2		3		4		
		f	%	f	%	f	%	f	%	
C 01	School and parents determine school policy jointly	HP	11	5.8	26	13.7	44	23.2	21	11.1
		LP	6	3.2	19	10	40	21.1	23	12.1
C 02	Parents receive feedback on their inputs	HP	9	4.6	31	16	50	25.8	15	7.7
		LP	8	4.1	20	10.3	42	21.7	19	9.8
C 03	Parents feel that schools are too prescriptive	HP	8	4.4	32	17.5	43	23.5	14	7.7
		LP	6	3.3	15	8.2	48	26.2	17	9.3
C 04	Parents view schools as a place for children	HP	3	1.5	8	4.1	31	15.9	64	32.8
		LP	4	20.5	3	1.5	23	11.8	59	30.3
C 05	Parents are concerned with their personal obligations and the education obligations of their children	HP	4	2.1	5	2.6	36	18.5	62	31.8
		LP	2	1	3	1.5	34	17.4	49	25.1
C 06	Parents leave education in the hands of qualified educators	HP	6	3	18	9.1	30	15.1	54	27.1
		LP	13	6.5	8	4	23	11.6	47	23.6
C 07	Parents are sensitive to information they receive from school	HP	3	1.6	15	7.9	43	22.6	41	21.6
		LP	6	3.2	6	3.2	39	20.5	37	19.5
C 08	Parents want to discuss their children's problems with the school	HP	7	3.6	10	5.2	32	16.6	56	29
		LP	6	3.1	11	5.7	33	17.1	38	19.7

Item	Involving activity	Extent of parent involvement								
		Disagree				Agree				
		1		2		3		4		
		f	%	f	%	f	%	f	%	
C 09	Parents feel that their critical statements about the school may promote their children's performance	HP	16	8.1	20	10	32	16	38	19.2
		LP	14	7.1	11	5.6	38	19.2	29	14.7
C 10	Parents are adequately trained to make valid contributions to the education of their children	HP	4	2	17	8.6	52	26.3	34	17.2
		LP	4	2	6	3	43	21.7	38	19.2
C 11	A negative school climate encourages parent involvement	HP	19	9.7	23	11.7	46	23.5	19	9.7
		LP	17	8.7	18	9.2	32	16.3	22	11.2
C 12	Parents are a component of the education system	HP	7	3.8	18	9.7	50	27	26	14.1
		LP	3	1.6	17	9.2	45	24.3	19	10.3
C 13	Educators have been trained in parent involvement	HP	10	5.1	22	11.2	54	27.6	20	10.2
		LP	8	4.1	9	4.6	41	20.9	32	16.3
C 14	Parents accept the responsibility of their children's education	HP	0	0	3	1.5	40	20.2	64	32.3
		LP	2	1	2	1	20	10.1	67	33.8
C 15	Parents want to intrude in educational matters	HP	12	6.3	26	13.5	44	22.9	22	11.5
		LP	8	4.2	10	5.2	39	20.3	31	16.2
C 16	Messages sent to parents by schools are being distorted	HP	19	9.9	47	20.5	27	14.1	11	5.7
		LP	8	4.2	10	5.2	39	20.3	31	16.2
C 16	Messages sent to parents by schools are being distorted	HP	19	9.9	47	20.5	27	14.1	11	5.7
		LP	19	9.9	23	12	33	17.2	13	6.8
C 17	Parents regard school as an autonomous institution	HP	9	5	28	15.5	53	29.3	8	4.4
		LP	9	5	17	9.4	36	19.9	21	11.6
C 18	Parents are aware of the ever-changing nature of education	HP	6	3	11	5.5	50	25	41	20.5
		LP	3	1.5	11	5.5	33	16.5	45	22.5

Item	Involving activity	Extent of parent involvement								
		Disagree				Agree				
		1		2		3		4		
		f	%	f	%	f	%	f	%	
	nature of education	LP	3	1.5	11	5.5	33	16.5	45	22.5
C 19	Parents want to be invited to school activities	HP	2	1	9	4.6	52	26.4	43	21.8
		LP	4	2	2	1	33	16.8	52	26.4
C 20	Parents and school programmes usually clash	HP	23	11.7	39	19.8	30	15.3	14	7.1
		LP	14	7.1	24	12.2	27	13.7	26	13.2

5.6.1 Determination of school policy

Question C01 expected parents to either strongly disagree, disagree, agree and strongly agree to parent involvement in the determination of school policy. Table 5.12 represents the responses of educators.

Table 5.12 (C01) indicates that 64.4 % of the respondents from high pass rate schools and 71.6 % of the respondents from low pass rate schools accepted the principle that parents and educators determine school policy jointly, whilst 35.6 % of the respondents from high pass rate schools and 28.4 % of the respondents from low pass rate schools disagree with this principle. Table 5.12 thus indicates that some schools do not involve parents in the determination of school policy while others do involve parents in the determination of school policy.

5.6.2 Parents receive feedback on their inputs

This question required parents from high pass rate schools and low pass rate schools to indicate whether they strongly disagree, disagree, agree or strongly agree that parents receive feedback on their inputs. Table 5.12 (C02) reflects parents responses.

Table 5.12 indicates that 61.5 % of the respondents from high pass rate schools and 68.5 % of the respondents from low pass rate schools state that parents receive feedback on their inputs whilst 38.5 % of the respondents from high pass rate schools and 31.5 % of the respondents from low pass rate schools state that parents do not receive feedback on their inputs.

Although parents support the statement, there are parents who feel that they do not receive feedback on their inputs. Failure of parents to receive feedback on their inputs may discourage them from contributing in school affairs.

5.6.3 Parents feel that the schools are too prescriptive

This statement (C03) expected parents to indicate whether they support the statement or do not support the statement. Table 5.12 reflects the responses.

In Table 5.12 (C03) 358.8 % of the respondents from high pass rate schools and 75.65 % of the respondents from low pass rate schools indicated that parents do not perceive schools as too prescriptive, whilst 41.2 % of the respondents from high pass rate schools and 24.4 % of the respondents from low pass rate schools indicated that they perceive schools as too prescriptive.

The responses of parents from high pass rate schools and low pass rate schools stating that they do not feel that schools are too prescriptive may indicate a positive attitude towards parent involvement in the education of their children.

5.6.4 Parents view schools as a place for children

According to question C04, parents were to indicate whether they view schools as a place for children. Table 5.12 (C04) represents the responses.

Table 5.12 (C04) shows that 89.5 % of the respondents from high pass rate schools and 92.1 % of the respondents from low pass rate schools agree that they view schools as a place for children, whilst 10.5 % of the respondents from high pass rate schools and 7.9 % of the respondents from low pass rate schools disagree with the statement.

Because children are expected to be taught at school, parents do not see the need to involve themselves with the school. Parents are divorcing themselves from their rightful obligation of determining the direction of education together with the school and they thus do not see the value of being involved in their children issues.

5.6.5 Parents' concern about personal obligations and education obligations on their children

According to this question (C05) parents should indicate whether they are concerned with personal obligations and educational obligations of their children or not. Table 5.12 (C05) reflects the responses on this question.

According to Table 5.12, 91.6 % of the respondents from high pass rate schools and 94.3 % of the respondents from low pass rate schools support the statement, whilst 8.4 % of the respondents from high pass rate schools and 5.7 % of the respondents from low pass rate schools do not support the statement. This may imply that the majority of respondents are concerned about personal and educational obligations on their children.

5.6.6 Parents leave education in the hands of qualified educators

This question (C06) expected respondents to indicate whether parents leave education in the hands of qualified educators or not. Table 5.12 (C06) represents the responses of educators.

According to Table 5.12, 77.8 % of the respondents from high pass rate schools and 79 % of the respondents from low pass rate schools indicate that they have left education of their children on the hands of qualified educators. Parents may assume that they do not have to be involved in school education because the task of teaching belongs to educators not to them. The result of this situation may be that parents are not concerned with what happens to the education of their children.

5.6.7 Parents are sensitive to information they receive from school

According to this question parents were required to indicate whether they are sensitive to information they receive from school. Responses of parents are reflected in Table 5.12 (C07).

According to this question C07 in Table 5.12, 82.4 % of the respondents from high pass rate schools and 86.4 % of the respondents from low pass rate schools regard themselves as being sensitive to information received from school, whilst 17.6 % of the respondents from high pass rate schools and 13.6 % of the respondents from low pass rate schools disagree with the statement. This indicates that the majority of parents are sensitive to information received from school.

5.6.8 Parents want to discuss their children's problems with the school

According to this question C08, parents were expected to indicate if they want to discuss their children's problems with the school. Table 5.12 reflects the responses of parents towards this question.

Table 5.12 (C08) indicates that 83.8 % of the respondents from high pass rate schools and 80.7 % of the respondents from low pass rate schools state that they do not want to discuss their children's problems with the school, whilst 16.6 % of the respondents

from high pass rate schools and 19.3 % of the respondents from low pass rate schools state that they want to discuss their children's problems with the school. This shows that the majority of parents do not want to discuss their children's problems with the school.

5.6.9 Parents' critical statements about the school may promote their children's performance

According to this question (C09) responding parents were expected to indicate whether their critical statements about the school promote their children's performance. Table 5.12 reflects the responses of parents towards this question.

According to Table 5.12 (C09) 66 % of the respondents from high pass rate schools and 72.8 % of the respondents from low pass rate schools feel that their critical statements about the school promote learners performance, whilst 34 % of the respondents from high pass rate schools and 27.2 % of the respondents from low pass rate schools feel that their critical statements about the school may do not promote their children's performance.

5.6.10 Parents are adequately trained to make valid contributions in the education of their children

This question (C10) expected responding parents to indicate whether they are adequately trained to make valid contributions in the education of their children or not. Table 5.12 (C10) represents the results.

In Table 5.12 (C10) 80.4 % of the respondents from high pass rate schools and 89 % of the respondents from low pass rate schools indicate that they are adequately trained to make valid contributions in the education of their children, whilst 19.6 % of the

respondents from high pass rate schools and 11 % of the respondent from low pass rate schools indicate that they are not adequately trained to make valid contributions in the education of their children.

According to this response it is evident that parents will be able to contribute fruitfully towards the development of education or to understand the preceding in school meetings. It is also evident that most of parents do possess knowledge about how a school functions and thus can exercise their rights and responsibilities towards the education of their children properly.

5.6.11 Negative school climate encourages parent involvement

This question (C11) required from respondents to indicate whether negative school climate encourages parent involvement or not. Table 5.12 represents the results.

Table 5.12 (C11) indicates that 60.7 % of the respondents from high pass rate schools and 60.7 % of the respondents from low pass rate schools state that negative school climate encourages parent involvement. This indicates that when parents notice that the school climate is not conducive for an effective learning of their children, they usually see the need to help their children so that their education does not suffer, whilst 39.3 % of the respondents from high pass rate schools and 39.3 % of the respondents from low pass rate schools state that negative school climate discourages parent involvement.

5.6.12 Parents are a component of the education system

According to this question (C12) educators were expected to indicate whether they are a component of the education system or not. Table 5.12 (C12) represents the responses.

Table 5.12 (C12) shows that 75.2 % of the respondents from high pass rate schools and 73 % of the respondents from low pass rate schools agree that they are a component of the education system, whilst 24.8 % of the respondents from high pass rate schools and 27 % of the respondents from low pass rate schools feel that they are not a component of the education system. This indicates that parents are involved in the education of their children.

5.6.13 Educators have been trained in parent involvement

This question (C13) expected respondents to indicate whether parents have been trained in parent involvement or not. Table 5.12 (C13) represents the results.

According to Table 5.12, 69.5 % of the respondents from high pass rate schools and 81.1 % of the respondents from low pass rate schools indicate that they are trained in parent involvement, whilst 30.5 % of the respondents from high pass rate schools and 18.9 % of the respondents from low pass rate schools state that they are not trained in parent involvement. This indicates that the majority of educators have been trained in parent involvement.

5.6.14 Parents accept the responsibility of their children's education

According to this question (C14) educators were expected to indicate whether they accept the responsibility of their children's education or not. Table 5.12 represents the responses.

According to Table 5.12 (C14) 97.2 % of the respondents from high pass rate schools and 95.6 % of the respondents from low pass rate schools agree that they accept the responsibility of their children's education. This indicates that the majority of parents accept the responsibility for their children's education.

5.6.15 Parents want to intrude in educational matters

This question (C15) expected respondents to indicate whether they want to intrude in educational matters. Table 5.12 reflects the results.

Table 5.12 (C15) shows that 63.5 % of the respondents from high pass rate schools and 79.5 % of the respondents from low pass rate schools state that they want to intrude in educational matters, whilst 36.5 % of the respondents from high pass rate schools and 20.5 % of the respondents from low pass rate schools indicate that they do not want to intrude in the educational matters. This mean that the majority of parents want to intrude in the education of their children.

5.6.16 Messages sent to parents by schools are being distorted

Question C16 expected parents to either agree or disagree with the statement that, messages sent to school are being distorted. Table 5.812 (C16) reflects the results.

Table 5.12 (C16) indicates that 63.5 % of the respondents from high pass rate schools and 20.5 % of the respondents from low pass rate schools disagree with the statement, whilst 36.5 % of the respondents from high pass rate schools and 79.5 % of the respondents from low pass rate schools feel that messages sent to them by schools are being distorted. This indicates that the majority of parents from low pass rate schools feel that messages sent to them by schools are being distorted.

5.6.17 Parents regard school as an autonomous institution

This question C17 expected parents to indicate whether they regard school as an autonomous institution. Table 5.12 (C17) represents the results.

According to Table 5.12 (C17) 62.2 % of the respondents from high pass rate schools and 68.7 % of the respondents from low pass rate schools state that parents regard school as an autonomous institution. This means that parents believe that schools are able to run their affairs without them, whilst 37.8 % of the respondents from high pass rate schools and 31.3 % of the respondents from low pass rate schools do not regard school as an autonomous institution.

5.6.18 Parents are aware of ever-changing nature of education

According to question C18 parents were to indicate whether they are aware of the ever-changing nature of education. Table 5.12 represents the responses.

According to Table 5.12 it shows that parents are aware of the ever-changing nature of education as indicated by 84.3 % of the respondents from high pass rate schools and 84.8 % of the respondents from low pass rate schools.

5.6.19 Parents want to be invited in school activities

Question C19 expected parents to indicate whether they want to be invited to school activities. Table 5.12 (C19) represents the results.

According to this Table it is evident that parents want to be invited to school activities as indicated by 89.6 % of the respondents from high pass rate schools and 93.4 % of the respondents from low pass rate schools.

5.6.20 Parents' and schools' programmes usually clash

This question (C20) expected parents to indicate whether their and schools' programmes usually clash. Table 5.12 (C20) represents the responses.

According to Table 5.12 (C20) 58.5 % of the respondents from high pass rate schools and 41.8 % of the respondents from low pass rate schools indicate that parents and school programmes do not usually clash, whilst 41.5 % of the respondents from high pass rate schools and 58.2 % of the respondents from low pass rate schools agree that parents and school programmes usually clash.

5.6.21 Conclusion

In this section of the chapter, it is clear that parent involvement is hindered by:

the socio-economic position of most parents that is not sound and the parents who may assume that the schools are self-sufficient and that the State is looking after their interests or that the parents are not required to feature in school activities because the schools are autonomous. These factors greatly hamper the purposeful involvement of parents in the education of their children.

After a detailed discussion of the results of the respondents and the validation of the findings in this empirical research, the next section will deal with the interpretation of the relationships in response between the educators and parents from high pass rate schools and low pass rate schools.

5.7 INTERPRETATION OF THE DIFFERENCES BETWEEN THE EDUCATORS AND PARENTS RESPONSES IN PARENT INVOLVEMENT IN EDUCATION

After a detailed discussion of the responses of parents in the education of their children in section C, it becomes necessary to analyse the differences between t-test results of the educators and parents towards parent involvement in the education of their children. Each question will be analysed individually and where necessary explanation will be made.

In this research the following statistical techniques were used to evaluate the differences between the results of educators and parents responses in parent involvement in the education of children:

A t-test was performed to determine whether statistically significant differences existed between the responses of educators and parents. For those questions where statistically significant differences were found ($p < 0,05$), the effect size (or practical significance) of those differences were determined.

According to the theory on effect size (Cohen, 1988) a d-value of more than 0.2 indicates a small difference between two groups, a d-value of more than 0.5 indicates a medium size difference, while a large difference exists where the d-value is larger than 0.8.

In Table 5.13 the d-values (practically significant differences) were determined for all questions where a p-value of less than 0.05 was found.

The responses of parents and educators from high pass rate schools and low pass rate schools are reflected in Table 5.13.

In Table 5.13 following abbreviations were used.

E = Educators

P = Parents

Table 5.13 The t-test results between educators and parents responses on parent involvement in education of children

Item	Involving activity		t-test results					
			Mean	N	Std.Dev	p	t-value	d-value
C 01	School and parents determine school policy jointly	P	2.8	190	0.9	0.3	1.1	
		E	2.7	76	1			
C 02	Parents receive feedback on their inputs	P	2.7	194	0.9	0.1	-1.9	
		E	3	76	0.9			
C 03	Parents feel that schools are too prescriptive	P	2.8	183	0.8	0.0	2.2	0.3
		E	2.5	76	0.8			
C 04	Parents view schools as a place for children	P	3.5	195	0.8	0.0	3.5	5
		E	3.1	76	0.7			
C 05	Parents are concerned with their personal obligations and the education obligations of their children	P	3.5	195	0.7	0.0	9	1
		E	2.5	76	0.9			
C 06	Parents leave education in the hands of qualified educators	P	3.2	199	1	0.0	-2.9	-0.4
		E	3.5	76	0.6			
C 07	Parents are sensitive to information they receive from school	P	3.2	190	0.8	0.0	4.9	0.6
		E	2.6	76	0.9			
C 08	Parents want to discuss their children's problems with the school	P	3.2	193	0.9	0.0	6.6	0.9
		E	2.4	76	0.9			

Item			Mean	N	Std.Dev	p	t-value	d-value
C 09	Parents feel that their critical statements about the school may promote their children's performance	P	2.9	198	1	0.6	0.6	
		E	2.8	76	0.9			
C 10	Parents are adequately trained to make valid contributions to the education of their children	P	3.2	198	0.8	0.0	6.4	0.8
		E	2.5	75	0.9			
C 11	A negative school climate encourages parent involvement	P	2.6	196	1	0.4	0.8	
		E	2.5	76	1			
C 12	Parents are a component of the education system	P	3	185	0.8	0.3	-1.1	
		E	3.1	74	0.9			
C 13	Educators have been trained in parent involvement	P	2.9	196	0.9	0.0	2.5	0.3
		E	2.6	76	1			
C 14	Parents accept the responsibility of their children's education	P	3.6	198	0.6	0.0	12.8	1.3
		E	2.4	76	1			
C 15	Parents want to intrude in educational matters	P	2.9	192	0.9	0.0	4.4	0.6
		E	2.3	75	1			
C 16	Messages sent to parents by schools are being distorted	P	2.4	192	0.9	0.6	-0.6	
		E	2.4	75	0.9			

C 17	Parents regard school as an autonomous institution	P	2.7	181	0.9	0.9	-0.2	
		E	2.7	75	0.7			
C 18	Parents are aware of the ever-changing nature of education	P	3.2	200	0.8	0.0	7.3	0.8
		E	2.4	75	1.1			
C 19	Parents want to be invited to school activities	P	3.4	197	0.7	0.0	5.6	0.7
		E	2.8	74	0.9			
C 20	Parents and school programmes usually clash	P	2.5	197	1	0.5	0.7	
		E	2.4	73	1.3			

5.7.1 The comparison between educators and parents perception towards the extent of parent involvement in the education of children

This part of the study handles the differences between educators and parents perception towards the extent of parent involvement in the education of children.

Table 5.13 reflects the differences in the response of educators and parents with reference to their perception towards the extent of parent involvement in the education of children.

5.7.1.1 Parents view schools as a place for children

It appears that in Table 5.13, (C 04) that there is a statistical difference between parents and educators in that parents view schools as a place for children.

Because children are expected to be taught at school, parents do not see the need to involve themselves with the school. In this way parents are divorcing themselves from their rightful obligation of determining the direction of education together with the school and they thus do not see the of being involved in their children issues.

5.7.1.2 Parents are concerned with their personal obligations and the education obligations of their children

From the findings in this study, it has been revealed in Table 5.13 (C 05) that there is a large practical significant difference ($d=1$) between parents and educators. Parents differ practically significant from educators on a large scale because parents feel that they are concerned about their personal obligations and the education obligations of their children whilst the educators feel that parents are not concerned about their personal obligations and the education obligations of their children.

5.7.1.3 Parents are sensitive to information they receive from school

It appears in Table 5.13 (C07) that there is a medium practically significant difference ($d=0.6$) between parents and educators in a large scale, because parents regard themselves as being sensitive to information received from school whilst educators regard parents as being insensitive to information received from school.

5.7.1.4 Parents want to discuss their children's problems with the school

It became apparent in Table 5.13 (C 08) that parents and educators differ practically significant ($d=0.9$) because parents do not want to discuss their children's problems with the school. This problem has come about as a result of parents' conviction that educators are adequately qualified to handle all educational affairs without parental assistance, or parents may be unaware that they have to feature in schools whenever there are problems affecting their children.

5.7.1.5 Parents are adequately trained to make valid contribution in the education of their children

Table 5.13 (C 10) reflects that parents and educators differ practically significant to a large extent ($d=0.8$) as parents indicated that they are adequately trained to make valid contributions in the education of their children whilst educators feel that parents are not adequately trained to make valid contributions in the education of their children.

5.7.1.6 Parents accept the responsibility of their children's education

It appears in Table 5.13 (C14) that there is a large practical significant difference ($d=1.3$) between parents and educators in a larger scale because parents regard themselves as being responsible to their children's education, whilst educators regard parents as irresponsible towards their children's education.

5.7.1.7 Parents want to intrude in educational matters

Table 5.13 (C15) reveals that there is a medium practical significant difference ($d=0.6$) between parents and educators. Although parents believe that school education is the

sphere of educators, they also indicated that they want to intrude in educational matters.

From the findings in this study it has been indicated that educators disagree with the statement, their perception is that parents do not want to intrude in educational matters, whilst parents agree that they want to intrude in educational matters.

Literature study indicates that these parents who do not get involved in school activities are in most cases not well educated and thus view their involvement as an intrusion in school affairs (Litsie, 1994 : 42).

5.7.1.8 Parents are aware of ever-changing nature of education

Table 5.13 (C 18) indicates that there is a large practical significant difference ($d=0.8$) between parents and educators with reference to parents awareness of the ever-changing nature of education. Parents indicated that they are aware of the ever-changing nature of education, whilst educators indicated that parents are not aware of the ever-changing nature of education. This means that parents are expected to cope with the changing nature of their children's education to their children.

5.7.1.9 Parents want to be invited to school activities

According to Table 5.13 (C19) it is evident that there is a practical significant difference of medium size ($d=0.7$) between parents and educators. This Table shows that parents are willing to be invited in school activities, though in reality they do not get invited by the school educators to these activities.

5.8 Conclusion

This chapter enabled the researcher to have a general view concerning perceptions of educators and parents about parent involvement in the education of their children in the North West Province in the district of Potchefstroom.

The personal particulars of educators and parents gave the researcher the stand from which issues could be evaluated most objectively.

This chapter briefly outlined the findings of the empirical research that was initiated in order to determine the nature of parent involvement in the education of their children, to compare how parents and educators perceive parent involvement, and to determine the reasons of lack of parent involvement in the education of their children, as these having been identified before hand in the literature study. It has been found in this study that the findings that were identified could not be generalised as each school was peculiar and unique. Some schools are not experiencing all the problems that have been identified, while others have acute problems. It has also been found that while the majority of problems could be ascribed to socio-economic related issues, others have been created by the schools due to the educators' attitude or overpopulated schools.

It has however been found that the following problems seemed to be experienced by the majority of school educators:

- Parents failed to get involved in school activities due to lack of time. This factor of time could be ascribed to the school and home programmes that clash.
- Another evident problem is that some schools, especially those in a low socio-economic status have higher learner populations. The educators in such schools do

not have adequate time to draw parents' attention to school issues and it may be that they are preoccupied with other matters that do not concern parents.

- It has been vividly indicated in this study that parents have various misconceptions about the education of their children. Parents have come to believe that school education is the sphere of educators and thus that their presence as parents could be regarded as an intrusion. Parents also believe that they do not have to feature in school activities because the school is a place concerned only with children.
- It became apparent in this study that most parents do not see discussing their problems with the school as being meaningful. This misconception has come about as a result of parents' conviction that the school educators are adequately qualified to handle all educational affairs without parental assistance.
- Although parents are not involved in the education of their children the findings revealed that the majority of parents want to be involved in the education of their children. The differences between parents and educators in the way they see parent involvement could contribute to lack of parent involvement in the education of their children.
- It is apparent that parents from low socio-economic group may have difficulties in featuring in school activities due to unhealthy socio-economic factors and fear that they may be required to contribute financially to schools. These parents assume that they do not have to get involved in school activities because the State builds schools, provides teaching equipment and funds education. Parents therefore are driven away from school because they are unable to meet all the requirements of the school.

- Lastly, parents in low socio-economic status fail to attend school meetings due to the fact that they are afraid to come to school because they think that they may be asked to contribute financially or otherwise.

Matters such as changing community demographics, unemployment issues, the high divorce rate, single parenthood and other social changes, greatly affect the preparedness of parents to be involved in school activities.

After an empirical investigation in which the theoretical principles, the identified problems were verified, the next chapter will be devoted to the conclusions, recommendations and summary.