

**THE SIGNIFICANCE OF PARENTAL INVOLVEMENT IN
EARLY CHILDHOOD LEARNER DEVELOPMENT IN
MAFIKENG RURAL SCHOOLS**



060032114H

North-West University
Mafikeng Campus Library

BY

NICHOLAS MAIKANYA LEBOPA

MINI-DESSERTATION

Submitted in partial fulfillment of the requirements for the degree of

MASTER OF EDUCATION

in

EDUCATIONAL PSYCHOLOGY

in the

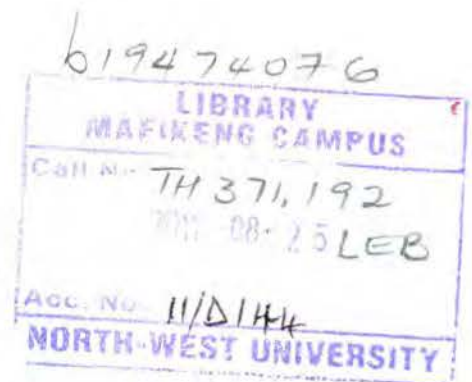
FACULTY OF EDUCATION

at the

NORTH-WEST UNIVERSITY

SUPERVISOR: PROF G.P. LOUW

MAY 2010



DECLARATION

This thesis is the author's own original work, unless specifically indicated to the contrary in the text.

The author

NAME: NICHOLAS MAIKANYA SEBOPA DATE: 08/11/2010

SIGNATURE: 

ACKNOWLEDGEMENTS

I would like to express my sincere appreciation and gratitude to all those who encouraged and helped me in completing this study. In particular, I would like to thank the following:

- The Almighty God, for His guidance, leadership and blessings through this study without which would not been possible.
- Professor G.P. Louw, my supervisor, for his help and support, encouragement and guidance through the study.
- Professor Debeile, for his assistance and believing in me.
- The district Senior Manager, Mr. K.E. Monaisa for allowing me to do research at the various education institutions at the Rekopantswe cluster.
- Dr N. Pretorius, for her language editing of the dissertation.
- To all my friends and colleagues for supporting me in different ways.
- To my wife Conny as well as my children Thabang, Resego and Tumisho for their love, patience, support and encouragement.
- My mother, Anastasia, my sisters Elizabeth and Cathrine, my brother Geoffrey, my nephews and nieces Rudzi, Shadi, Mashudu, Rofhiwa, Pascalis (Malaka), Glen and Vusi (Lebopa) for their encouragement.

My sincere thanks

Nicholas

CONTENTS

Declaration	i
Acknowledgements	ii
Table of contents	iii
List of figures	vii
List of tables	vii
Abstract	viii
CHAPTER 1	INTRODUCTION AND BACKGROUND
	1
1.1.	INTRODUCTION
	1
1.2.	BACKGROUND OF STUDY
	1-3
1.3.	STATEMENT OF THE PROBLEM
	3-4
1.4.	RESEARCH QUESTIONS
	5
1.5.	RESEARCH METHODOLOGY
	5-6
1.6.	LITERATURE STUDY
	7
1.7.	POPULATION
	7-8
1.8.	SAMPLING TECHNIQUE
	8
1.9.	DATA ANALYSIS
	8-9
1.10.	DEFINITION OF CONCEPTS
	9
1.10.1	Parental Involvement
	9-11
1.10.2	Teaching
	11
1.10.3	Learning
	12-13
1.10.4	Informal Learning
	13
1.10.5	Formal Learning
	13
1.10.6	Rural
	13-14
1.10.7	Early Childhood
	14
1.10.8	Parent
	14-15
1.11.	SEQUENCE OF STUDY
	15-16
1.12.	CONCLUSION
	16

CHAPTER 2	LITERATURE REVIEW	17
2.	LITERATURE REVIEW	17
2.1.	INTRODUCTION	17
2.2.	THE IMPORTANCE OF PARENTAL INVOLVEMENT IN EARLY CHILDHOOD DEVELOPMENT	18-27
CHAPTER 3	RESEARCH DESIGN AND METHODOLOGY	28
3.1.	INTRODUCTION	28
3.2.	RESEARCH GOALS	28
3.3.	RESEARCH DESIGN	28-29
3.4.	QUALITATIVE RESEARCH	29-31
3.5.	SAMPLING	32
3.6.	DATA COLLECTING METHODS	33
3.6.1.	Questionnaires	33-34
3.6.2.	Interview	34
3.6.3.	Kinds of qualitative interviews	35
(a)	Structured interview	35
(b)	Unstructured interview	35
(c)	Semi-structured interview	35-36
3.6.4.	Strength of the Semi-structured interview	36-37
3.6.5.	Focused group interview	37
3.6.6.	The pilot interview	37-38
3.7.	DATA ANALYSIS	39
3.7.1.	Validity	40-41
3.7.2.	Reliability	41-42
3.8.	SOME ETHICAL CONSIDERATIONS	42
3.9.	THE RIGHT TO PRIVACY	43
3.10.	THE RIGHT TO REMAIN ANONYMOUS	43
3.11.	CONCLUSION	43

CHAPTER 4	DATA COLLECTION AND ANALYSIS	44
4.1.	INTRODUCTION	44
4.2.	AIM OF THE CHAPTER	44
4.3.	ARRANGEMENT OF INTERVIEWS	45-46
4.3.1.	The target population	46
4.3.2.	Semi-structured interviews	46-47
4.3.3.	Interview with grandparents	48-50
4.3.4.	Interview with young parents	51-53
4.3.5.	Questionnaires	53-54
4.3.6.	Method of presentation	54
4.4.	RESULTS	54
4.4.1.	Location of schools and number of learners	54
4.4.2.	Capacity of respondents	54-55
4.4.3.	Gender of respondents	55-56
4.4.4.	Age of respondents	56-57
4.4.5.	Medium of instruction	57-58
4.4.6.	School governing bodies	58
4.4.7.	Training received by educators	59-62
4.4.8.	Parental involvement in education of their children	63
4.4.9.	Professionals invited to give guidance to learners	64
4.4.10.	Activities parents are involved in at schools	64-65
CHAPTER 5	CONCLUSIONS AND RECOMMENDATIONS	66
5.1.	INTRODUCTION	66
5.2.	CONCLUSION	66
5.2.1.	General conclusion	66-67
5.2.2.	Senior Management Team (SMT)	67
5.2.3.	Grand parents	67
5.2.4.	Parents	68-69

5.3.	RECOMMENDATIONS	69-70
5.3.1.	Recommendations for Senior Management Teams	70
5.3.2.	Recommendations for grandparents	71
5.3.3.	Recommendations for parents	71-72
5.4.	DELIMITATION OF THE STUDY	72
5.5.	LIMITATIONS OF THE STUDY	73
5.6.	CONCLUSION	73-74
REFERENCES		75-85
APPENDICES:		
	Appendix A	86-87
	Appendix B	88-89
	Appendix C	90
	Appendix D	91
	Appendix E	92
	Appendix F	93
	Appendix G	94-99

List of Figures

Figure 4.1	Capacity of the respondents	55
Figure 4.2	Ages of people interviewed	57
Figure 4.3	Medium of instruction in schools	58
Figure 4.4	Schedule of meeting held by the school governing bodies at the schools	59
Figure 4.5	Forms of training received by staff members at school 1	59
Figure 4.6	Forms of training received by staff members at school 2	60
Figure 4.7	Forms of training received by staff members at school 3	61
Figure 4.8	Forms of training received by staff members at school 4	61
Figure 4.9	Forms of training received by staff members at school 5	62
Figure 4.10	Forms of training received by staff members at school 6	63

List of Tables

Table 4.1	Gender of the respondents	56
Table 4.2	Activities that parents are given to participate in at schools	64

ABSTRACT

The study aims at investigating the importance of parental involvement in the teaching and learning of learners in their early years of schooling, especially in rural areas. The researcher is of the opinion that many parents in rural areas are illiterate and poor. Their disadvantages are therefore vast to their counterparts who live in urban areas. Parents could become involved in several activities occurring at school which could provide opportunities for them to be familiar with the school and at the same time provide opportunities for their children to get more support at school and home. There are activities and responsibilities that parents can perform, which would help teachers to achieve the required goals of teaching and learning within the school.

The literature reviewed in this study on parental involvement in teaching and learning of learners at an early age, shows the awareness of both the rights and responsibilities of parents in their children's education and the vital role that they can play in decision-making as well as behavioral change. A qualitative research approach was used in this study. Questionnaires as well as focus group interviews were used as instruments for data collection.

The most important findings of the study are as follows:

- Teachers and parents in rural areas lack knowledge about the importance of parental involvement, in the learning as well as teaching of learners at an early age.
- Special efforts should be made to involve parents of disadvantaged learners. Due to poverty parents are often reluctant to become involved and deny the learners to benefit from parental participation in their learning.
- Parent involvement programmes that include focus on parental involvement in instruction, conducting learning activities with learners at home, assisting with homework and so forth should be developed.
- Parental involvement requires to be planned and coordinated thoughtfully.

- Parents should be reminded time and again that their involvement and support make a great difference in their children's school performance, and that they need not be highly educated or have more free time for their involvement to be beneficial.
- Parental involvement is a two-way communication process.

CHAPTER ONE

1.1. Introduction

In this chapter the theoretical background of the research is provided. It describes the context of the study where the research was conducted. The research approach and research questions are introduced and justified.

1.2. Background of the study

Many researchers, practitioners and policy makers, like Vassallo (2000:1) & Singh (2006:1), have documented the importance of parental involvement in the early childhood development of a learner. Desforges & Abouchaar (2003:28) established that when parents participate in their children's education, there is a significant positive effect.

Harris & Chrispeels (2006:49), state that the positive effects of increased parental involvement have been known for sometime and that evidence shows parental involvement as one of the key factors in securing higher student achievement and sustained school performance.

Research for teachers (2005:3), found the activities parents undertook with their young children made a real difference to their children's development. A range of activities like,

reading with their children, singing songs and nursery rhymes, painting and drawing, playing with letters and numbers, help reduce the risk of special educational needs.

It would appear that involving parents in schooling leads to more engagement in teaching and learning processes. The more involved the parent, the more the child achieves (Vassallo: 2000:1).

Mubita (1998:30), supports the importance of parental involvement in education and argues that parents can be incorporated into school activities in many ways. They can give lessons in their area of specialization, such as storytelling, field trips, sports activities and by also assisting learners with reading, especially the Bible.

Feinstein & Sabates (2006:1) state that different elements of parents' educational attitudes and behaviours, such as provision of a cognitively stimulating home environment, parental involvement in children's activities and parental beliefs and aspirations, have been identified as having a significant effect on children's levels of educational achievement.

Parents can also be involved in school policy making, providing that teachers and policy makers examine their assumptions and views about their role as parents (Mubita, 1998:30).

Mpya (2007:115) & Lemmer (2002:56) state that parental involvement in South Africa is well documented and is clearly endorsed by the South African Schools Act 84 of 1996. Throughout the Act reference is made to the rights and responsibilities of parents with regard to the education of their children, regardless of their cultural background.

Parents' role in early childhood learner development is very important. Research proves that parental involvement is effective in fostering achievement and affective gains at all levels. Schools are encouraged to engage and maintain this involvement throughout the foundation, middle school and secondary years (Parental Involvement in Education Plays an Important Role to Student Success, 2008).

1.3. Statement of the problem

Gibson & Blandford (2005:39) are of the view that involvement of parents in the school enriches the learners' world and extends their horizons because when parents partake in the educational process, the learners are exposed to a variety of people who represent different worlds in terms of life experience, age, occupation, hobbies and mentality.

As an Inclusive Education official in the Ngaka Modiri Molema District in Mafikeng, one of my core duties is to help those learners who are experiencing learning barriers. The aim and purpose are to try and reduce the number of learner's experiencing learning barriers by supporting them in their schools and supporting their educators. By so doing

the number of learners to be placed in special schools will be minimized as stipulated in the Government Policy as outlined in White Paper 6 (2001).

Despite the efforts by the Inclusive Education Unit, the number of learners experiencing learning barriers and seeking placement in special schools is still increasing and mostly from rural schools. Monitoring was done to identify and assess why the problems still persist. Some teachers and parents were interviewed on learner development in learning and teaching, especially in early childhood during school visits.

Teachers complained specifically about the lack of parental involvement in their children's education. Most parents believed that their involvement was covered by sending children to school everyday. Learner development in learning and teaching seemed to be the sole responsibility of the teacher. This view is supported by Lemmer & Van Wyk (2004:261) stating that parents were seen mainly as clients who had little say in school management and functioning.

It was against this background that the researcher thought it necessary to investigate the extent in which parents in rural areas are involved in their children's education and how children develop as learners, and how teachers support this process.

1.4. Research questions

The aim of this study is to investigate the effect of parental involvement in early childhood learner development, with the view of making recommendations that will assist in developing strategies to involve parents in rural areas more effectively and efficiently. In order to achieve these goals, the study attempts to answer the following research questions:

- Are rural Mafikeng parents involved in early childhood development of their children?
- If so, how are they involved?
- If not, why not?
- How is the role of parents perceived by other stake holders? For example, the school, educators and the system.
- What is the role of the educator with regard to parental involvement?
- To what extent does the educator support and encourage parental involvement?

1.5. Research methodology

There is no universal definition of qualitative research. In the literature of social science and applied professional fields, terms as interpretive, naturalistic, constructivist, ethnographic and field work are variously employed to designate the broad collection of

approaches that we simply call qualitative research (Locke, Spirduso & Silverman, 2000:16).

Qualitative research methods were developed in the social sciences to enable researchers to study social and cultural phenomena. It is an inductive approach, and its goals are to gain a deeper understanding of a person's or group's experience (Myers, & Avison, 2002:34).

Therefore, this study will focus within the interpretive paradigm where the researcher seeks to understand the phenomenon and to interpret its meaning within the social and cultural context of the natural setting (Hunt, 2008:2).

Cohen & Manion (1994: 134) argued that in order to understand and interpret social situations, the researcher should interact with people involved in such situation. The method allows the research to move from what the researcher and research subjects know about rural parental involvement to what is completely or less known.

Questionnaires and interviews were used to gather information for the research project. They will be used to establish the views and opinions of site managers as well as the School Management Team on parental involvement in their childrens' education and how educators support the parents in this regard. Personal interviews were held with parents.

1.6. Literature study

A literature review is an account of what has been published on a topic by accredited scholars and researchers. It is an essential test of the research question against that which is already known about the subject (Taylor & Procter, 2008: 1).

De Vos et al (2005:266-7) assert that literature review is used to allow the researcher to build up a logical framework that is set within a context of inquiry and studies that are related. The other aim is to compare the findings of the existing with those of the study at hand.

Review of the literature has served many purposes, including the demarcation of what is and what is not within the scope of the projected research goals (Stuessy, 2007:42).

The resources that will be used for the literature study in this research will be mainly books, journal articles, websites and policy documents on parental involvement.

1.7. Population

Population is the study object which may be an individual, group, organization, human product and events or the conditions to which they are exposed (Welman & Kruger, 2001:46). Further more Jennings (2001:136) defines population as “all the study subjects (tourist, visitors, host, family, friends, employees, managers) or study units (attractions,

transport providers, accommodation facilities) that are the focus of the research project”. In this study the population will include site managers, educators and parents taken from primary schools in Rekopantswe Area Project Office.

1.8. Sampling technique

Two circuits were chosen from the Rekopantswe Area Project Office in Mafikeng. From these circuits, six out of twelve primary schools were randomly chosen. The questionnaire was then administered to 10 teachers per school, making the sample size for data collection to be 60. The sample will be used for further analysis.

1.9. Data analysis

Smith (2010:1) defines data analysis as a practice in which raw data is ordered and organized, so that useful information can be extracted from it. The process of organizing and thinking about data is key to understanding what the data does and does not contain. Smith (2010:1) goes further mentioning the importance of paying attention when data analysis is presented, and thinks critically about the data and the conclusion which were drawn, since it is easy to manipulate data during the analysis phase.

To argue this further Thorne (2000:1) asserts that data analysis occurs as an explicit step in conceptually interpreting the data set as a whole, using specific analytic strategies to

transform the raw data into a new and coherent depiction of the phenomenon being studied, and ultimately transform data into meaningful findings.

The presentation in this study will mainly be descriptive and supported by frequent distribution and percentages. Charts and graphs are used for illustration of results when necessary.

1.10. Definition of concepts

Definitions of terms will be clarified in this section as they are used in the context of this research. The clarification is important as it ensures an understanding of the concepts.

1.10.1. Parental Involvement

Parental involvement as defined by Myeko (2000:12) is a process through which parents participate meaningfully in the various educational activities of their children, ranging from occasional attendance of school functions, to intensive efforts to help parents become better educators of their own children.

Scott, O'Connor & Futh (2006:37) state that parents who are involved with their children's education take part in joint activities with them such as playing games, involving them in activities of daily living such as preparing meals and discussing their

progress at school. It includes showing some interest in homework and also communicating with them generally about what is going on during their school day.

Collins & O'Brien (2003:257) are of the view that parental involvement entails honest, open, and frequent communication as well as co-operation between parents and teachers. Extensive parental involvement facilitates information exchange that can better meet the individual needs of children and families. Examples of parental involvement activities include parents as classroom volunteers, special events such as holiday parties, luncheons or picnics, parents as field trip chaperones, and their inclusion in management group.

Hill & Taylor (2004:161) define parental involvement as consisting of the following activities: volunteering to be involved in various activities at school, communicating with teachers and other school personnel, assisting in academic activities at home and attending school events, meetings of parent-teacher associations (PTAs) and parent-teacher conferences.

Siririka (2007:11) is of the view that parental involvement entails the participation and the amount of assistance a parent gives in his/her schoolwork either directly or indirectly. This includes verbal encouragement or assistance given to the child in doing his/her schoolwork. Siririka (2007:11) also mentioned that parent involvement includes academic guidance and support, participation in learning activities, attending school functions, discussing future plans for tertiary education careers and punishing bad habits that may interfere with the child's proper learning.

Bridgemohan (2001:6) defined parental involvement as the exercise of joint responsibility for education, and this working relationship is characterised by shared sense of purpose.

1. 10.2. Teaching

Teaching may be regarded as providing opportunities for a student to learn. It is an interactive process as well as an intentional activity. The content of learning may be facts, procedures, skills, ideas and values. However, students may not always learn what we intend and they may sometimes, also learn notions which we did not intend them to learn (Burnett, 2003:54-66).

According to the definition of Collins & O'Brien (2003:259) teaching can be regarded as an action by which one person intends that another person learn a certain content of knowledge. Teaching occurs in everyday situations in the family or in the street, but most teaching occurs in institutionalized settings with a predefined curriculum. Collins & O'Brien (2003:259) continue to argue that the most common teaching institution is the school, but teaching is also an institutionalized activity in places like hospitals and companies. Teaching includes empirical as well as philosophical investigations.

1.10.3. Learning

Without having acquired knowledge or skills nobody can be said to be educated. Learning is the acquisition of skills and knowledge. Baloyi (2003:10) sees learning as the process by which human beings acquire a vast variety of competencies, skills, and attitudes.

Collins & O'Brien (2003:201) define learning as a psychological process in which lasting changes in an individual's knowledge or behaviour occurs as a result of experience. Explanations of how learning proceeds are influenced by philosophical, psychological and socio-cultural views of the learner. Such explanations typically emphasize the dynamics of either external behavioural changes or internal cognitive and emotional changes. Generally it is used to characterize a long-lasting change in knowledge, skills, attitude, or understanding of the world. Collins & O'Brien (2003:203) further argue that learning may occur either formally, as in the school situation training or informally, as on the playground or at home.

Furthermore learning is referred to as a combination of careful assessment and objectives matched to need, nature, guidance and the opportunity for teaching which utilizes the three learning styles. They are:

1. Auditory learning which occurs through hearing and spoken word;
2. Kinesthetic learning which occurs through doing and interacting;

3. Visual learning which occurs through looking at images, mind maps, demonstrations and body language. These should take place in a supportive environment (Personalized learning, 2008).

1.10.4. Informal learning

In this study informal learning refers to learning that takes places in home and in the community. Children are taught rules and regulations, norms and values by parents and older siblings. Parents are primary educators in the home environment and therefore learning in the home environment is less organised and structured.

1.10.5 Formal learning

According to Baloyi (2003:10) formal learning takes place in the classroom situation. Formal learning is more organized and structured than informal learning.

1.10.6 Rural

Rural areas are settlements outside towns and cities. Such areas are distinct from more intensively settled urban and suburban areas. Rural areas are often labelled “the middle of nowhere”, due to little or no modern development. Government services like police, school, fire stations, and libraries are generally available, but may be limited in scope, or unavailable in some remote communities. Public transport is usually limited or absent



and many people use their own transport. If this is impractical, they may go by horseback or donkey cart, depending on where they live (Rural Geography, 2008).

1.10.7. Early childhood

Early childhood is a term which is applicable from birth to primary school. During this period education may be formal, informal and non-formal. Children may grow and thrive, physically, mentally, emotionally, morally and socially. It is a sensitive period marked by rapid transformation in physical, cognitive, language, social and emotional development. What happens in the early years sets trajectories in health, learning and behaviour that can last throughout life. Through interactions with adults and peers, young children develop self concepts and self-esteem (UNESCO, 2009:18).

The early years are important because it is the period during which children acquire the basic skills that serve as the foundation for later learning. It is the time when parents beliefs about their children's abilities are shaped and children's own academic self-concepts begin to form.

1.10.8. Parent

According to Pollard (2000:738): "a parent is a person who has a child; a father or a mother". A parent also refers to a person or figure that cares, has custody of, a concern for, and a control over a child. According to Davis & Yang (2005:1), the term adult

means any adult who is the child's primary caregiver: mother, father, grandmother, grandfather, other relative or other legal guardian. The word parent is also used to honour all those who devote their time, attention, care, and love raising children.

The *South African School Act* (RSA 1996:4) defines a parent as any person who is the learner's guardian, or who is legally entitled to custody of the learner, or who has undertaken to fulfil the obligations of a parent / guardian towards the learner's education. This broader definition encourages schools to acknowledge a variety of family types and household structures and to develop a versatile range of practise of family-school linkages.

1.11. Sequence of the study

This study consists of five chapters and it is arranged as follows:

- Chapter 1

The first chapter provides an explanation of the background of the study, the purpose of the study and study methods. Key terms are identified and explained.

- Chapter 2

It presents an overview of the literature which is relevant to the research topic as well as the literature that has informed this study. The objective is to provide a broad theoretical background of the research.

- Chapter 3

This chapter will focus on the theoretical framework for the research methodology and the description of the instrument of the research using the qualitative research instruments for observation and interviews.

- Chapter 4

Chapter four is the presentation of data and analysis of the research findings.

- Chapter 5

The findings of the research will be presented and discussed in this chapter. Recommendations will be given on how to encourage parental involvement in rural schools in the Mafikeng area.

1.12. CONCLUSION

This chapter provides an introduction to the study with regard to its context, research questions, research site where the study was carried out and the sequence of the thesis.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

A literature review is an evaluation report of information found in the literature related to the selected area of study. It is also a critical analysis of a segment of a published body of knowledge through summary, classification, and comparison of prior research studies, reviews of literature and theoretical articles (Debbie, 2000:1).

McMillan & Schumacher (2001:108) describe literature review as a narrative criticism of the existing research. They further argue that if the review is conducted carefully and well presented, it will add much to an understanding of the selected problem and help place the results of a study in a historical perspective.

In this study an attempt will be made to review related literature and other relevant sources to help answer the research problem on parental involvement. The overall purpose of the study is to explore how rural parents are involved in their children's early childhood development and how teachers support them. The focus will be on the foundation phase since that is where the foundation of learning is laid, and if not well done the development of the child might not be acquired in a fulfilling way. That can result in a child experiencing learning barriers.

2.2. The importance of parental involvement in early childhood development.

It has been proven by a number of research studies done on parental involvement in education, that the involvement of parents in their children's education is very important. The suggestion from the literature studied is that there is a relation between parental involvement and success, high academic achievement and greater problem solving skills (Siririka, 2007:22). The literature also reveals that parental involvement is becoming one of the most essential measures of discipline both within and out the school. It is seen as a preventative measure specifically in the early grades of school and contributes towards better attendance as well as fewer behavioural problems at school (Pienaar, 2003:266).

In this chapter the researcher will discuss the importance of parental involvement drawn from research done globally.

Researchers found overwhelming evidence of the positive effects on student achievement due to parental involvements. These effects are heightened early in the child's life when parents' involvement begins, thus reaping greater achievement benefits (CCSSO, 2006:5).

According to Hill & Taylor (2004:161) parental school involvement has positive influence on school related outcomes for children. They argued that studies have demonstrated an association between higher levels of parental school involvement and greater academic success for children. For foundation phase children, parental school involvement is associated with early school success, including academic, language skills and social competence.

Parental involvement is becoming one of the most essential measures of discipline, both within the school and out of the school. It is seen as a preventative measure, specifically in early grades. Behavioural problems in children in the pre-school phase were related to lack of parental warmth and positive involvement (Pienaar, 2003:266).

Ncobo (1988:24) argues that if parents are not involved in disciplining their children, any programme related to behaviour change that the school may start will not be effective. This clearly indicates that parental involvement is of significant importance at home as well as at school.

Parents should take responsibility for the discipline of their children at home, as well as becoming involved in the activities both of the child and the school as declared by (Department of Education, 2000:22). Schulze & Dzivhani (2002:118) go a step further in saying that by becoming involved with their children, parents are likely to ensure that the values, direction and the character of the community are established and maintained at school.

According to Vassallo (2000:1) parental involvement in a child's education is a strong predictor of learner achievement. The more involved the parents, the better off the children. Singh & Mbokodi (2004:301) pointed out that parents need to be involved in their children's education. This involvement must include insight into their children's progress, participation in decision-making, and being critical of information on educational issues. Furthermore they argue that parents who are willing to become involved in education can influence a community in how it supports its institutions.

Foot et al (2002:2) are of the view that parents are the primary educators of their children, and continue to play a major role in their young child's learning when they enter the pre-school setting. What children learn at home and at pre-school are complementary and transferable.

Supporting this view, John & Hardon (2008:1) stated that parents as primary educators of children mean:

- Parents begin to teach their children from the moment they are conceived and born.
- Parents teach their children during the children's infancy and childhood.
- Parents are first, and most important and indispensable teachers of their children.
- Unless the children are taught by the parents, the children will be getting only a substitute education.

A further advantage of parental involvement in pre-school is that the more parents understand the aim and activities undertaken at school, the more confident we can be that there will be continuity of purpose and experience and little conflict of interest (Foot et al, 2002:2).

Bandura (1997: 43) states that while the children's best interest has always been paramount, involvement also enhances parents' beliefs in their own self-efficacy, which in turn leads to an understanding that they can influence their child's educational development. This shows that parents themselves are beneficiaries of parental involvement and it helps them to develop their parenting skills and self-awareness, thus improving their capacity to support and nurture their children.

Castro et al (2004:430) furthermore alluded to the fact that parents also gained from their involvement. Their understanding and interaction with their children were improved as they become more involved in their children's education.

Research also shows that the earlier parents become involved in their children's education the more profound the result and longer lasting the effects will be. (Mullis et al, 2004:10).

Desforges & Abouchaar (2003:3) state that parental involvement has the greatest effect in the early years, and its importance to children's educational outcomes continues into the teenage and even adult years.

Funkhouser & Gonzales (1997:6-7) are of the view that when families are involved in their children's education, children earn higher grades and receive higher scores on tests, attend school more regularly, complete more homework, demonstrate more positive attitudes and behaviours, matriculate, and are more likely to enrol in higher education institutions than learners with less involved families.

Desforges & Abouchaar (2003:5) are of the opinion that parental involvement takes many forms including good parenting in home as well provisioning of a secure and stable environment. It includes intellectual stimulating parenting such as, child discussion, good models of constructive social and educational values and high aspirations relating to personal fulfilment and good citizenship. Parents should get contact with schools to share

information, participate in school events, participate in schoolwork, and also in school governance.

According to Aremu, Tella & Tella (2006:3) the more intensively parents are involved in their children's learning, the more beneficial are the achievement effects. Ryan (2005:13) reported that academic performance is positively related to having parents who enforces rules at home.

Desforjes & Abouchaar (2003:8) argue that if learners are to maximise their potential from schooling, they will need the full support of their parents. They also mentioned that there are attempts that are being made to enhance parental involvement in education by governments, administrators, educators and parents' organisations across North America, Australasia, continental Europe, Scandinavia and the UK.

According to the research findings reported by Aremu, Tella & Tella (2006:3-4), are that family involvement improves facets of children's education such as daily attendance, student achievement, behaviour and motivation. Their findings also demonstrated that parent's involvement in education of their children is beneficial to parents, children and the school environment. Thus parents play an important role in laying the foundation for their children's learning.

Caspe et al (2006-2007:1) are of the view that family involvement processes in the period of early childhood are critical for elementary- school age children's learning and development.

Henderson & Mapp (2002:24) pointed out that regardless of family income or background, students whose parents are involved in their schooling are more likely to have higher grades and test score, attend school regularly, have better social skills, show improved behaviour and adapt well at school.

To add on, Cotton & Wikelund (2001: 3) assert that it is important for school and parents to be aware that parental involvement supports students' learning, behaviour, and attitudes regardless of factors such as parents' income, educational level, and whether or not parents are employed.

Evidence in the National PTA (2000: 11-12) further suggests that the most accurate predictors of student achievement in school are not family income or social status, but the extent to which the family creates a home environment that encourage learning, communicates high, yet reasonable expectations for the child's achievement, and becomes involved in the child's education at school.

Harris & Goodall (2006:3) as well as Feinstein & Sabates (2006:1) mentioned that there is evidence showing that different elements of parents' educational attitudes and behaviours, such as the provision of a cognitively stimulating home environment, parental involvement in children's activities and parental beliefs and aspiration, have been identified as having a significant effect on children's levels of educational achievement.

According to Harris & Goodall (2006:5) the contemporary empirical evidence points towards a powerful association between parental involvement and student achievement. It

highlights that parental involvement in learning throughout the age range is much more significant than any factor that is open to educational influence. They also acknowledge that parental involvement is only one of many factors which has an impact on pupil achievement.

Weiss, Caspe & Lopez (2006:2) suggested that family involvement in education can boost young children's academic success.

Hill & Tyson (2009:740) assert that the role of families, family-school relations and parental involvement in education may promote achievement across elementary and secondary school levels.

Heymann (2000:53), Henderson & Mapp (2002:24) and Huang, Mason & Kimberly (2008:1) are of the view that parental involvement is associated with children's higher achievement in language and mathematics, enrolment in more challenging academic programmes, greater academic persistence, better behaviour, better social skills, better attendance and lower dropout rates at school level.

Castro et al (2004:413) mentioned that several studies show long term benefits of parental involvement at the pre-school level, such as children being retained in grades less frequently, and demonstrating greater reading improvement.

Louw (2006:3) is of the view that cooperation between the school and the parents can lead to an improvement in the quality of education. Furthermore mutual involvement

between parent, community and the school are associated with greater educational effectiveness and efficiency.

Mache, Wilson & Notar (2005:4) state that improved parental involvement improves public schools, pushing schools to higher standards and therefore engaging parents in an active role in the school curriculum. This curriculum can open alternative opportunities for children to succeed academically.

According to Angell & Levy (2001:1) home activities by parents entail monitoring the child's use of time, help teach and explain concepts, review homework and provide support. These activities can be instrumental in boosting the children's academic performance.

There is considerable evidence that shows parental involvement leading to improved student achievement, better school attendance, as well as reduction in dropout rates. These improvements occur regardless of the economic, racial or cultural background of the family (Tinkler 2002:1). Darling & Westberg (2004:1) support this view as they mention the positive influence that parental involvement has on student achievement.

Beck & Earl (2000:89) are of the view that when the standard of education is improved, it will in turn benefit the parents, educators, learners and the country as a whole.

Chen (2008:1) mentioned five reasons why parental involvement in education is important and necessary:

- ❖ Academic achievement increases when parents are involved in their children's education. The more intensively involved the parents are, the greater the positive impact on academic achievement.
- ❖ Parental involvement also has a positive influence on student attitude and behaviour. A parent's interest and encouragement in a child's education can affect the child's attitude towards school, classroom conduct, self-esteem, absenteeism, and motivation.
- ❖ Parents should stay involved in their children's education from pre-school through high school. Parents' encouragement can influence whether a child stays in school or drops out. Similarly, a child may consider going to college more seriously when parents show interest in the child's academic achievements and talk with the child about the benefits of a college education.
- ❖ Parental involvement lifts teacher morale. Schools and teachers benefit from parental involvement because involved parents develop greater appreciation for the challenges that teachers face in the classroom, and teacher morale is improved. Communication between home and school helps a teacher to know a student better and therefore any mistrust or misperceptions that may exist between teachers and parents is dispelled.
- ❖ Communities grow stronger, families feel more invested in the school system and the school system becomes more responsive to parent and community needs.

In support to the latter, Dekker and Lemmer (1994: 158) state that when parents become more involved in teaching programme of the school, they are more likely to make school a priority for their children, and their children are more likely to achieve better.

Myeko (2000:14) also supports this view and claims that learners are more positive and motivated when their parents accompany them to field trips, serve as volunteers in the school, participate on school governing bodies, take advantages of learning opportunities offered by the school and assist the school with fundraising and other activities.

Cotton & Wikelund (2001:3) assert that research shows that the earlier in a child's educational process parent involvement begins, the more powerful the effects will be. They point out the critical role of the home and family environment in determining children's school success, and it appears that the earlier this influence is "harnessed" the greater the likelihood of higher student achievement.

In support to that, Jackson & Davis (2000:1) are of the view that when parents are actively involved with a child's education, the child performs better in school and has a greater chance of success in life. Statistic shows that the most accurate predictor of a student's future success is the degree to which his or her family encourages learning, sets high expectation and gets involved with the child's school.

One educator is being quoted by De Wet (2003: 91) as saying that "Parental involvement in school activities always ensures that learners behave humanly". That humanly behaviour can help in the learner's academic excellence as well as him or her leading an accepted life within the community.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. INTRODUCTION

This chapter describes the goal of this study. The research method that will be followed throughout the study will also be discussed with reference to method of data collection.

3.2. RESEARCH GOALS

The goals of this study are to investigate the extent in which rural parents are involved in their children's education and how they develop as learners, and to explore how teachers support and encourage this involvement.

3.3. RESEARCH DESIGN

The researcher will employ the qualitative research design. Research design refers to the detailed plan of how a research will be conducted. It helps researchers to lay out their research questions, methodologies, implementation procedures, and data collection and analysis, for the conduct of a research project (Trochim, 2006:8).

Furthermore Labree (2003:32) indicates that research design is a decision making process during which the researcher, like an architect, should choose from many design alternatives and consider over the trade-offs of each approach and decide the best

possible solution. The research design decisions are influenced by the questions the investigator is trying to answer, by the resources such as time, trained personnel, and money that the researcher have at hand, by the characteristics of the research site and also by the researcher's personal preferences (Trochim, 2006: 10).

McMillan and Schumacher (2001:30-31) are of the view that a research design describes the procedures for conducting the study, including when, for whom and under what conditions the data will be obtained. Furthermore it provides the glue that holds the research project together. A design is used to structure the research, to show how all of the major parts of the research project, the sample or groups, measures, treatments or programmes and methods of assignment work together to try and address the central research questions (Trochim, 2006:1).

In addition to the above points the researcher has used the qualitative research approach, because he wishes to obtain insights into the experiences and views of educators, parents, and principals in the involvement of parents in their children's education and how they develop as learners.

3.4. QUALITATIVE RESEARCH

Qualitative research uses a naturalistic approach that seeks to understand phenomena in context-specific setting, such as "real world setting, where the researcher does not attempt to manipulate the phenomenon of interest". It is the kind of research that

produces findings arrived from real world settings where the “phenomenon of interest unfold naturally”, Patton (2001:39).

Qualitative research strength is its ability to provide complex textual descriptions of how people experience a given research issue. It provides information about the “human” side of an issue that is the often contradictory behaviours, belief, opinion, emotions, and relationships of individual. Qualitative methods are also effective in identifying intangible factors, such as social norms, socioeconomic status, gender roles, ethnicity, and religion, whose role in research issues may not be readily apparent (Denzin, 2000:12).

This research method also relies on reason behind various aspects of behaviour, it investigates the why and how of decision making, not just what, where, and when (Denzin et al, 2005:1-33).

Ramphela (2000:41) views qualitative research design as a collection of approaches to inquiry, all of which rely on verbal, visual and auditory data, to ensure deep understanding of the phenomenon that is studied. Creswell (2003: 179) further states that qualitative research employs different knowledge claims, strategies of inquiry and methods of data collection and analysis.

Woods (2006:2) outlines features of qualitative research as:

- **A focus on natural settings**

Qualitative researchers are interested in life as it is lived in real situations. Situations are deemed to be important because they influence behaviour. People often behave differently in different circumstances.

- **An interest in meanings, perspective and understandings**

The qualitative researcher seeks to discover the meanings that participants attach to their behaviour, how they interpret situations, and what their perspective are on a particular issues.

- **An emphasis on process**

The focus is on how things happen and how they develop. It alludes to the fact that everyday life is an ever changing picture, there is no settled state.

- **Inductive analysis and grounded theory**

Qualitative researchers do not start with a theory which they aim to test, even though there is no reason why they should not do so if they wish, but seek to generate theory from the data. Theory is then said to be “grounded” in the data.

According to Maphutha (2006:40) that in using qualitative research, the researcher suspends or set aside his own beliefs, perspectives and predispositions. The researcher collects the data within the natural setting of information sought. The researcher is further concerned with understanding of people’s experiences in context or uncovers what is known about the phenomenon of interest from the perspective of those studied.

In this study the context is the Foundation Phase grade 1-3 and the informative subjects are grade 1-3 educators, heads of departments, principals and parents.

3.5. SAMPLING

Research defines sampling as the procedure a researcher uses to select people, places, or things to study. Siririka (2007:34) gives a further definition of sampling as decisions about where to conduct the research and whom to involve - an essential part of the research process - and that sampling usually involves people and settings, events and processes. Maphutha (2006:41) is of the view that sampling is a process of selecting individuals who will participate in a research study.

In this study the researcher used a purposeful and convenience sampling. According to McMillan and Schumacher (1997:169) convenience sampling is seen as a group of subjects selected on the basis of being accessible and appropriate. The researcher selected rural primary schools in Rekopantswe district in Mafikeng (North-West Province) because of the prevailing environment and conditions of teaching and learning.

Sherblom & Berkowitz (2006:10) assert that sample size and character in qualitative methods are related to the purpose of the study, the researcher looks at what he or she wants to know, what will be useful, what will be credible and what can be done within the constraints of time and resources. The focus group composed of the following: six out of twelve primary schools were chosen, using the random sampling procedure.

3.6. DATA COLLECTING METHODS

Data was collected using two qualitative methods, namely questionnaires and interviews, as mentioned in Chapter one.

3.6.1. Questionnaires

For the purpose of this study, self-structured questionnaires were delivered to schools by the researcher to be completed by the principal and heads of the departments. The respondents were asked by the researcher to select and answer from a list provided. The researcher first sought permission from the district manager of Rekopantswe Area Project Office of North-West Province in Mafikeng. Appointments were made with Foundation Phase educators, heads of the departments and principals.

Semela (2004:5) states that a questionnaire is a set of questions dealing with some topic or related group of topics, given to a selected group of individuals for the purpose of gathering data on a problem or problems.

According to a Technikon Pretoria study guide (2001:102) a questionnaire is a good way of collecting certain types of data quickly and cheaply, as long as subjects were sufficiently disciplined to abandon questions that were superfluous to the main trends of departments. Structured questionnaires were preferred because of the following reasons:

- The answers are standardized and can be compared from person to person.

- The answers are much easier to encode and analysis can often be encoded directly from the questionnaires, saving time and money.
- The respondent who was not sure about the meaning of the question can often be told from the answer categories what is expected.

Maphutha (2006:44) alludes to the fact that unstructured questionnaires are difficult to interpret, hard to score and respondents sometimes do not like them.

3.6.2. Interview

An interview is a conversation, usually between two people. But it is a conversation where one person- the interviewer- is seeking responses for a particular purpose from the other person: interviewee. Research interviews aim at obtaining information and understanding of issues relevant to the general aims and specific questions of a research project (Gillham, 2000:1). Khumalo (2006:32) defines interview as “a conversation with a purpose”, where the researcher has to discover the meaning people make of their experiences and the way they carry out those experiences.

Cohen, Manion and Morrison (2001:269) further argue that the interviewer focuses on the content specified by the research objectives for a systematic description, prediction or explanation of the phenomenon under study. Cohen et al (2001:268) also highlighted one major advantage of the interview: It provides access to what is “inside the person’s head” and as such it makes it possible to determine what a person knows, likes or dislikes and thinks.

3.6.3. Kinds of qualitative interviews

According to Gillham (2000:35) there are three types of research interviews, namely structured, unstructured, and semi-structured:

(a) Structured interview

A structured interview is a situation where an interviewer asks all participants the same series of pre-established questions with the limited set of response categories. The interviewer records the responses according to a coding scheme that has been already established by the project or research supervisor. The pace of the interview is controlled by the interviewer and there is a very little flexibility in the way questions are asked. The structured interview offers little room for variation in response except where frequent open-ended questions are used (Khumalo 2006:33).

(b) Unstructured Interview

The unstructured interview is an attempt to understand the complex behaviour of members of society without posing any prior categorization that may limit the field of enquiry, though these questions are more difficult to interpret (Baker, 2003:180). For this study the semi-structured interviews has been adopted and will now be discussed.

(c) Semi - structured interview

For this study the researcher planned the semi-structured interview with the parents in such a way that they felt free to express themselves. In a semi-structured interview, the interviewer should create an open environment, asking questions that focus closely on

one topic to encourage discussion and expression of differing opinions and point of views.

The semi-structured interview is a method of research used in social sciences that is flexible and allows new questions to be brought up during the interview as the result of what the interviewee says. Since semi-structured interviews are conducted within a fairly open framework which allows for focused, conversational, two-way communication, they can be used both to give and receive information (Lindlof & Taylor, 2002:195). The researcher has chosen the semi- structured interview technique as a research method of investigation because of the strength that will be discussed in the following section.

3.6.4. Strength of the Semi - structured interview.

According to SRS (2008:1) the strength of semi - structured interview can be outlined as follows:

- **Positive rapport between interviewer and interviewee** - It is a very simple, efficient and practical way of getting data about things that can't be easily observed (e.g. feelings and emotions).
- **High validity** - People are able to talk about something in detail and depth. The meanings behind an action may be revealed as the interviewee is able to speak for him/herself with little direction from interviewer.
- **Complex questions and issues can be discussed / clarified** - The interviewer can probe areas suggested by the respondent's answers, picking up information

that had either not occurred to the interviewer or of which the interviewer had no prior knowledge.

- **Pre-judgement** - Problem of research pre-determining what will or will not be discussed in the interview is resolved. With few “pre-set questions” involved, the interviewer is not “pre-judging” what is and is not important information.
- **Easy to record interview** - Video, audio tapes and mobile phones are used.

3.6.5. Focused group interview

In this study one of the chosen methods used to collect data was the focus group interview. McMillan and Schumacher (2001:455) define a focus group interview as a strategy for obtaining a better understanding of a problem or an assessment of a problem that concerns a new product or programme or idea by interviewing a purposefully sampled group of people rather than interviewing each person individually. Van Zyl (2002:30) recommends that a focus group should consist of 6 to 10 participants, for the sake of getting as many different opinions as possible.

3.6.6. The pilot interview

The pilot interview was done to find out if it would provide responses that could be used to draw guidelines.

According to van Teijlingen and Hundley (2001:2) it is imperative that all interviewing researchers build a pilot venture into their proposals because it tries to identify potential practical problems in following the research procedure. Van Teijlingen and Hundley

(2001:1) further explain that pilot interviews assist researchers in testing their research structure to find out if it is appropriate for the study. The researcher can be alerted by a pilot venture to elements of his\her own interview technique that supports the objectives of the study and to those that detract from those objectives. Pilot interviews can also provide valuable insights for other researchers.

Two questions were asked during the interview:

1. What do you think about parental involvement in teaching and learning of learners in the Foundation Phase?
2. How would you as parents like to be involved in school management and activities?

It became apparent during the pilot interview that the respondents needed more clarity about involvement in the learning and teaching of their children. The researcher had to explain that involvement in teaching and learning of their children means playing an active role in the school activities as parents. The pilot interview was very important to the researcher as he become aware that some concepts can be difficult to understand. This was shown by the way parents began to answer effectively after clarification.

3.7. DATA ANALYSIS

Analysis of data entails the breaking up of information into trends, themes, patterns and relationships. The researcher is able to understand what constitutes the various elements in the data, through the inspection of these patterns and relationship that emerge (Mouton, 2001:108).

Engelbrecht et al (2003:18) state that data analysis is the process of making sense out of the data, which involves consolidating, reducing and interpreting what people have said and what the researcher has seen and read.

The data collected were in the form of questionnaire that was answered, notes that were taken during the interview and transcripts derived from recordings. The researcher listened to the recordings from all the interviews several times to transcribe them. The transcription was read repeatedly to detect relevant and irrelevant responses with regard to the interview question.

The researcher grouped together answers with similar descriptions and meanings, and that helped him in identifying categories. The interview transcriptions were given to an independent decoder to ensure a further reliability check which would guarantee the trustworthiness of the result. To seek similarities the identified categories were compared with that of the independent decoder. Recommendations and conclusions were made.

3.7.1. Validity

Joppe (2000:1) states that validity determines whether the research truly measures that was intended to measure or how truthful the research results are. In other words, does the research instrument allow you to hit “the bull’s eye” of your research object? He further stated that researchers generally determine validity by asking a series of questions, and will often look for the answer in the research of others.

Validity as described by Neuman (2003:184) suggests truthfulness and refers to the match between a construct or the way a researcher conceptualises the idea in a conceptual definition. It refers to how well an idea about reality “fits” with actual reality.

According to Last (2001:34) validity entails the question, “Does your measurement process, assessment, or project actually measure what you intend it to measure?” Furthermore Niemann (2000:285) states that validity means whether or not one has in fact investigated what one wished to investigate. McMillan and Schumacher (2001:167) took it further by defining validity of qualitative design as the degree to which the interpretations and concepts have mutual meaning between the participants and the researcher.

The researcher tried to overcome threats to validity in this study by using the following tactics as suggested by Schumacher and McMillan (1993:391):

- Participants' language: Interview questions were phrased closely to participants' language, and where an explanation was needed the researcher provided them.
- Field Research: Interviews and observations were conducted in natural settings and did reflect the reality of life experience more accurately.
- Disciplined subjectivity: The researcher did self monitoring and provided his statement of subjectivity at the beginning of the study.
- Lengthy data collection strategies: The data collected were read several times to provide opportunities for continual data analysis, comparison and corroboration to refine ideas and to ensure the match between the participants and the research-based categories and participants reality.

3.7.2. Reliability

Reliability is the extent to which results are consistent over time and an accurate representation of the total population under study. If the results of a study can be produced under a similar methodology, then the research instrument is considered to be reliable Joppe (2000:1).

Neuman (2003:185) defines reliability as dependability or consistency. It suggests that if the research is repeated or recurs under the identical or very similar conditions, results will be consistent.

De Vos et al (2005:163) state that reliability refers in general to the extent to which independent administration of the same instrument consistently yields the same or similar result under comparable conditions. It is primarily concerned not with what is being measured, but with how well it is being measured.

To ensure reliability for the study, the researcher conducted a reliability check by taking the transcribed data back to the participants, whereby the participants had to verify their own answers.

Secondly, the researcher gives the interview transcript to an independent decoder to ensure a further reliability check, which would guarantee the trustworthiness of the result.

To summarize, Henning (2003:7) argues that four concepts may help the research community to judge the value of an inquiry. These are based on trio of ideas being, craftsmanship with precision, care and accountability, and open communication. These ideas should serve as guidelines throughout the research process.

3.8. SOME ETHICAL CONSIDERATIONS

In this study necessary steps have been taken so that no individual was forced to take part. The researcher would explain that the study was only for educational purposes.

3.9. THE RIGHT TO PRIVACY

According to Maphuta (2006:49) subjects' confidentiality could not at any time be compromised as their names were not used in the collection of data. No private information was publicized as the right to confidentiality of the respondent had to be respected.

3.10. THE RIGHT TO REMAIN ANONYMOUS

The researcher was responsible at all times and mindful to human dignity. All these were adhered to in this research study. The subjects would be assured that nothing was needed in the questionnaires Maphuta (2006: 49).

3.11. CONCLUSION

In this chapter the researcher discussed about the research methodology used in this study such as research design, population, sampling, data collection and data.

CHAPTER FOUR

DATA COLLECTION AND ANALYSIS

4.1 INTRODUCTION

This chapter presents the analysis and interpretation of collected data. The data was obtained through questionnaires and interviews. Khumalo (2006:43) states that data collection and data analysis are tightly interwoven processes that must occur alternately because the analysis directs the sampling of the data.

4.2 AIM OF THE CHAPTER

The aim of this chapter is to analyze the data collected through interviews and questionnaires. Mambane (1998:36) defines data analysis as the process of bringing data in order for the researcher to discover themes and concepts embedded in the interviews and it (data analysis) as the final stage of listening, to hear the meaning of what was said. The data will be transcribed, described, analyzed and discussed in this chapter. The findings will be interpreted by integrating the information gathered from literature review, interviews and questionnaires. Transcribed data is discussed in relation to the literature review (see Chapter 2) indicating the extent to which it supports or contradicts the theory.

4.3 ARRANGEMENT OF INTERVIEWS

Interviews were conducted with different groups of parents. Parents were divided into groups according to their age. The first group to be interviewed was that of grandparents who live with the children because of different reasons like biological parents working far from home, orphaned due to HIV and Aids and other diseases, poverty that forced the biological parents to abandon their children to go and seek better life in the city.

The second group was of young biological parents of learners whom were mostly mothers. Most of these mothers were single parents who were never married and a few mentioned that their husbands or partners do not live with them because they work faraway.

The researcher decided not to interview the grandparents and the young parents together at the same time, assuming that intimidation from both parties might result, such as elderly people demanding respect from young and they might also feel inferior, as they might think that the young parents know more than them.

Fifteen parents were invited for every interview group and the invitations were sent to participants through the school. The interview process took three days, different times at different venues and lasted for about an hour per interview. The reason for inviting more parents for each group was that it is usually known that not all of them would be present for the interview.

The School Management Team (principal and heads of departments) were given the questionnaires to complete in sealed envelopes and were collected by the researcher from the schools concerned after four days. Due to concerns raised by the parents and grandparents about the language medium chosen for the interview which was English, the researcher had to be accommodative and the interviews were conducted in their home language which is Setswana.

According to ethical consideration, all participants had to agree to take part in the interviews voluntarily, and the researcher undertook to handle the results confidentially.

4.3.1. The target population

The researcher conducted five interviews in the Disaneng and Makgobistad area.

4.3.2. Semi-structured Interviews

Interviews were conducted with volunteering parents separately at separate venues. The main questions asked in all interviews were as follows:

a. With grandparents

1. What role can you play as grannies in teaching and learning your grandchildren?

b. With parents

1. As mothers and fathers what do you think about parental involvement in teaching and learning of your child in rural schools?

2. Can we be specific in parent's involvement especially in the development of a learner in their early childhood?

The conducted interviews were arranged as follows:

The first interview was with the grandparents where fifteen grandparents were invited. Ten out of fifteen grandparents arrived for the interview; eight were females and two males.

The second interview was conducted with the parents. Thirteen out fifteen turned up for the interview, twelve were females and one male.

During interviews the researcher started by introducing himself, welcoming everyone that was present and also thanking them for making time to honour the invitation. Then the researcher explained to the participants that he is doing a Master's degree with the Northwest University, and as part of his studies he has to conduct a research report. The participants were invited by the researcher to express their views and opinions about the topic of parental involvement in learning and teaching of early childhood development in rural school.

The researcher also explained to the interviewees that a mobile phone (cell phone) would be used to record the proceedings, with the purpose of helping the researcher not to forget crucial information as the data had to be transcribed.

The participants were given the opportunity to discuss, answer and pose their own questions related to phenomenon.

4.3.3 Interview with Grandparents

Only ten out of fifteen invited grandparents were there on time, but some were there even earlier than the others. They were seated just as arranged, and then the researcher introduced himself and allowed the participants to introduce themselves too. Again the researcher explained the purpose as well as the aims and objectives of the day.

Thereafter the interview questions were posed in English as it has been written, and then translated to Setswana to accommodate the grandparents because the majority did not understand English. The participants were allowed to express themselves freely in their mother tongue which is Setswana.

The participants paused for a while as if they did not understand the question well, then the researcher was forced to re-phrase the question and elaborate more.

The first grandparent said, "Thuto ya se gompiyeno ga e tshwane le ya rona ya bogologolo. Empa ga ke sa tlhaloganye di homework tse ngwana atlang ka tsone, ke batla batho ba ba itseng gore ba thuse." Translation: *{the education of today is different to what we were used to, however if I don't understand the homework that the learner is supposed to do, I seek help from those people who understand}*. Arias and Campbell (2008:10) support this statement by mentioning that parent's educational level limits their ability to understand and support their children's educational development. Limited schooling is often a source of embarrassment, which fuels parent's intimidation by teachers.

The next grandparent who was fluent in English stated that it depended on the type of homework that they {the learners} bring home. *"If, as a granny, I can help then I do"*. She also mentioned that she tries to find out from the child what was happening at the school so that she can assist. This confirms Russell and Granville (2005:2) statement that the concern to keep track of their own children's educational experience is what motivates parents to participate in school events or formal bodies.

The researcher then translated the response to Setswana, so that all participants can understand what was said. Many of these grandparents felt that much as they are not educated, they still have the responsibility to help their children in school work. And, in order to achieve, they seek help from people around them who are literate.

Another grandparent gave a different response and she said, "Gare thusi fela ka di homework tsa bana, ga sekolo se thoka thuso ya matsogo ke a tla ke bereke, ga ke sa kgone ke leka gore ke bafe tshelete le ge e ka ba R10.00 goba go feta" Translation *{We do not only help with homework, if the school request me to come and help with physical work or activities, I come and if I am not able to, I donate R10.00 or more to compensate.}*

The other grandparent also mentioned that by taking part in the school activities, by doing homework or cleaning the school yard, it shows the learner that the teacher as well as the parents are concerned about his {the learner's} welfare, and that boost the moral of the learner.

Then came a concern from a grandfather who was able to express himself in English, even though he was not fluent. He mentioned that the education system of today is very different from that of yesteryears, *"I am worried about the language that the teacher uses at school. Children are given homework's and when we help them using our language, the teacher marks it wrong simple because of the language difference. For example the teacher is a Pedi speaking {Northern Sotho} and refers to a chicken as "kgogo" and the parent is Tswana speaking who refers to a chicken as "koko". That causes confusion"*. His second concern was that all the effort that the parent or guardian has put in terms of parental involvement is lost. This causes confusion to the learner and demoralizes the parent who wants to help. Furger (2010:1) confirms this statement by mentioning that language differences are another huge impediment for many parents.

The third concern from the same grandfather was that the education system of today reveals everything to the learner. For example, the learner comes home with homework and asks the grandfather where babies come from, and he responds that they fall from the sky. The teacher marks him wrong and tells him about reproduction and pregnancies. To the elders, children are not supposed to be told especially at the Foundation Phase. They feel that the education system prevents them, as the community, to raise their children in accordance with the norms and values of their society.

Almost all the grandparents supported him, stating that it is against their culture and it destroys respect within the community. Those who did not show any sign of support to the above mentioned concern were a bit confused since they did not know what to say.

4.3.4 Interview with young parents

Thirteen out of fifteen of the invited parents were there, and were on time. They were seated according to the arrangement, just like with the grandparents they were greeted and welcomed.

The researcher introduced himself and allowed the parents to introduce themselves. Then the researcher had to explain that it was necessary to introduce them so that everybody could relax. As with the previous interview everything was explained by the researcher, and questions were posed in English, as it was written, then translated in Setswana, to make sure that everyone understood.

Many of the young parents had passed Grade 12 and some were dropouts from tertiary institutions. The majority of the parents were females and only one male. Participants started discussing the question amongst them. The first parent raised her hand and started talking by saying, *"If the parent is not involved, he or she won't be able to notice what the child is lacking and it will be difficult to help the child develop accordingly and to the parent's expectations."* Russell and Granville (2005:2) concur with this statement by saying that there is a need for comprehensive information and support to overcome some existing mindsets, convince parents of the significance of their role and support them in helping their children to succeed.

The researcher then asked a probing question to gather more information: *"How can you be involved in the schooling of your children?"*

The next parent responded by saying, *"I try to help with homework and go out of my way to find out what types of homework are given"*. The parent continued by saying, *"However the type of homework given to the learners is a bit confusing and maybe it is due to the type of education that they are receiving"*.

The researcher asked the parent to elaborate for the sake of understanding. Then the same parent responded by saying that sometimes words and concepts within the homework are not explained, and it ends up creating problems for the learner to understand.

One of the parents mentioned that the grade one homework is confusing because learners are requested to re-write one sentence maybe 10 times. Sometimes they spend the whole week without being given any work. In that case, as a parent, she takes it upon herself to try and formulate some kind of work that the learner can do.

A male parent added by saying, *"I am not always at home, but the problem with parents are that we don't take our children's learning seriously especially after school"*.

One parent started talking by saying, *"My child is in grade 3 and I monitor his schoolwork. I try to teach him, and I do the homework and ask him to copy what I have done. However, sometimes he omits the letters and I want him to be supported"*.

The researcher then asked the question to try and get more clarity: *"How do you want him to be supported and by whom?"* The parent continued: *"Maybe by being corrected and be shown the right answers"*.

Another parent added by saying that as a young parent she is concerned about her child's education, therefore she tries to find out from the child when he comes home about the schoolwork and helps him. The parent said: *"I use to visit the school just to check with teachers if everything is going fine, I don't wait for the teachers to call me"*.

Almost all the parents interviewed shown interest in their children's school work and were willing to participate in assisting with homework; however they were confused because of the old education system that they were used to in comparison with new one. Some parents think that by being involved in their children school activities, it means to take over and do everything for a child.

4.3.5 Questionnaires

The questionnaires are designed to be completed by the SMT (School management team)

SECTION A

Data in this section is on personal information, school characteristics and identity.

SECTION B

The data here covers area such as training in the parental involvement issues as well as support by stake holders.

4.3.6 Method of presentation

The presentation in this research is descriptive, and is supported by Frequency Occurrence (FO) and percentages (%). The results are firstly presented, then followed by the researcher's interpretation. Graphs are used to help in analyzing the findings in this study.

4.4 Results

4.4.1. Location of schools and number of learners

The research was carried out at six primary schools located in Rekopantswe Area project office in the North West Province. Five schools have a population of between 200 to 399 learners while school 1 has a population of between 600-1000 learners.

4.4.2. Capacity of respondents

The management structure of each school is graphically illustrated in figure 4.1.

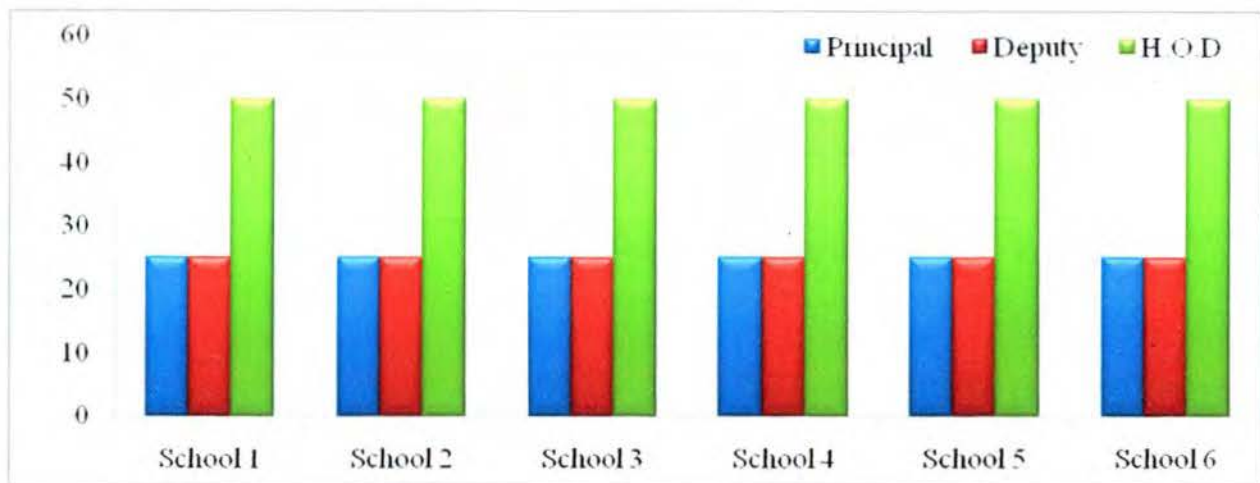


Figure 4.1. Capacity of the respondents

Each school has one principal, one deputy principal, and two heads of departments.

4.4.3 Gender of respondents

The gender of the respondents interviewed is shown in Table 4.1.

Table 4.1. Gender of the respondents

School	Males		Females	
	Frequency	Percentage	Frequency	Percentage
School 1	2	50	2	50
School 2			4	100
School 3	1	25	3	75
School 4	2	50	2	50
School 5	2	50	2	50
School 6	1	25	3	75

There were equal numbers of males and females (50: 50) that were interviewed at schools 1, 4 and 5. On the other hand, school 2 only had males in management positions, while schools 3 and 6 had 75% women and 25% men in management.

4.4.4. Age of respondents

The ages of the respondents ranged from 30 to 60 years as shown in figure 4.2.

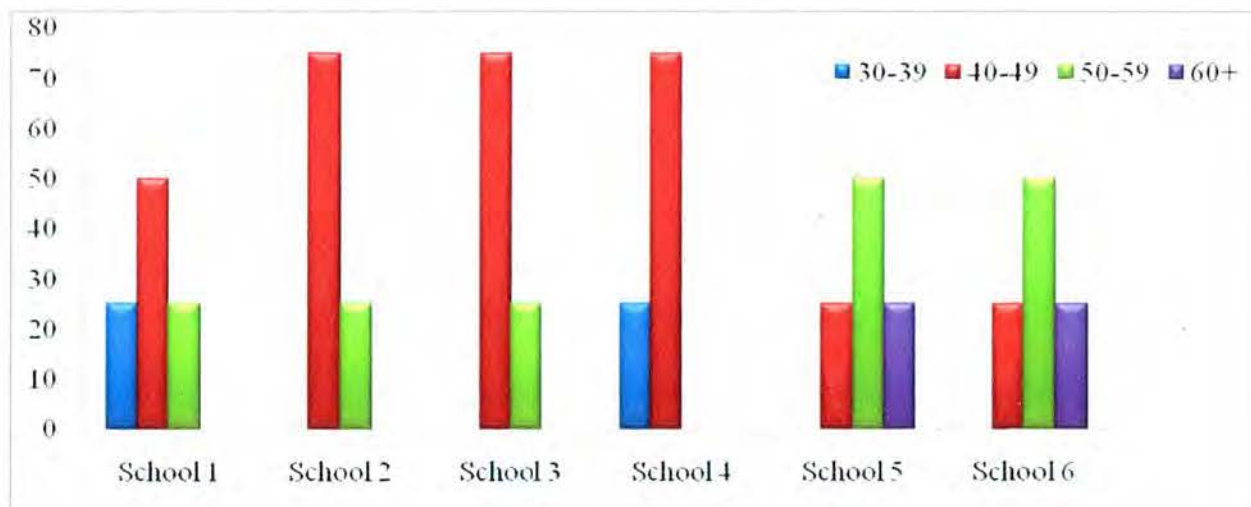


Figure 4.2. Ages of people interviewed

In school 1 about 25% of the respondents were between the ages of 30-39 years, while the majority (50%), were between the ages of 40-49 and 25% between 50-59 years of age. Schools 2, 3 and 4 had (75%) of their respondents between the ages of 40-49, while 25% fell between ages 50-59. Seventy five percent of the respondents in schools 2, 3 and 4 were between the ages of 40-49 years, while 25% were between the ages of 50-59 in schools 2 and 3. In school 4 the remaining 25% were between the ages of 30-39. Schools 5 and 6 had majority of its respondents (50%) being of the age group 50-59. Twenty five percent were between the ages 40-49 and the other 25% being 60 years of age and above.

4.4.5 Medium of instruction in schools

The results also indicate that schools 1, 2, 5 and 6 use both English and the indigenous language (Setswana) as mediums of instruction. The other two schools (3 and 4) however used mostly Setswana as a medium of instruction as shown in figure 4.3.

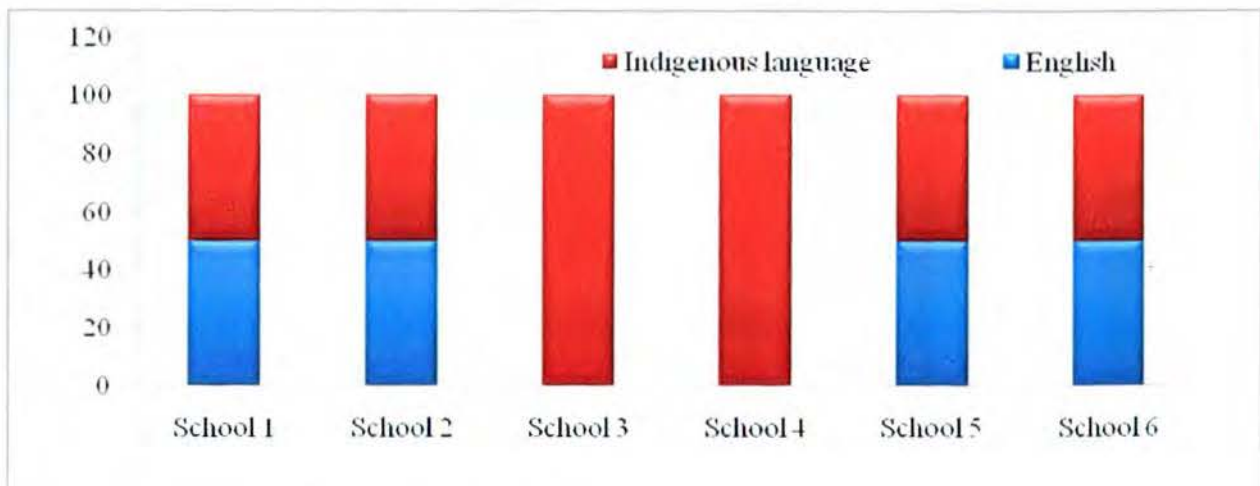


Figure 4.3. Medium of instruction in schools

4.4.6 School governing bodies

All the schools indicated that they have school governing bodies that are actively involved in school matters. All respondents in all schools stated that their school governing bodies held meetings on a regular basis as shown in figure 4.4. From the figure, it is clear that meetings are held on a monthly basis at schools 1, 4 and 6, while schools 2 and 5 held their meetings quarterly and school 3 once per semester.

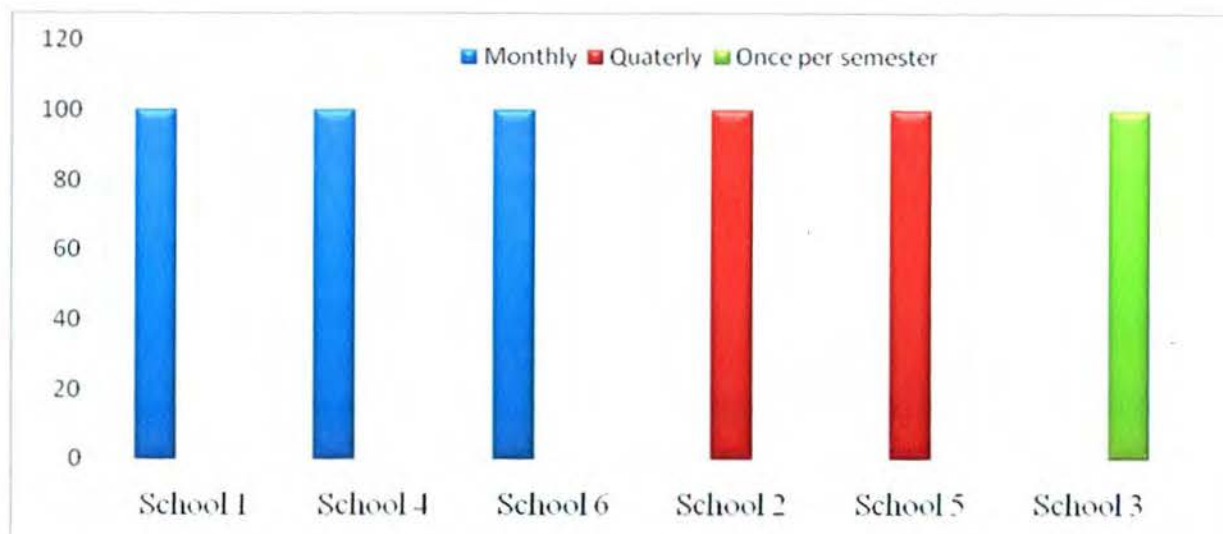


Figure 4.4. Schedule of meeting held by the school governing bodies at the schools

4.4.7 Training received by educators

With the exception of school 3, all other schools received training for their staff. The forms of training received by staff members are shown for each school in figures 4.5, 4.6, 4.7, 4.8, 4.9 and 4.10.

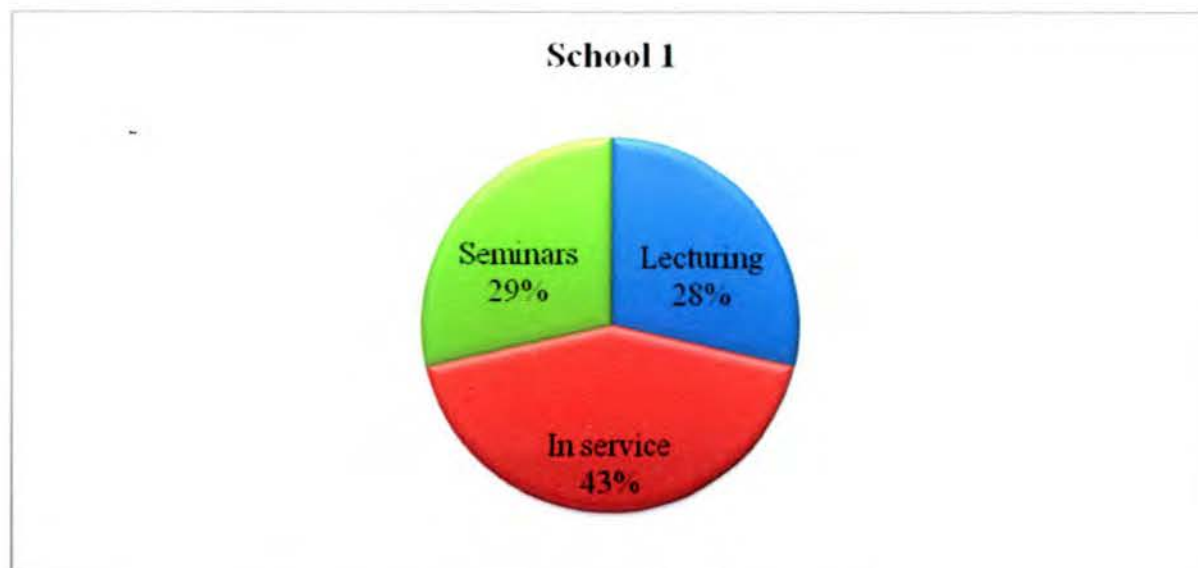


Figure 4.5. Forms of training received by staff members at school 1

The staff members received 29% of training in the form of lectures, another 29% in the form of seminar while the majority of training (42) involved in service training by the department of education. The form of training received by school 2 was entirely in the form of seminars as shown in figure 4.6.

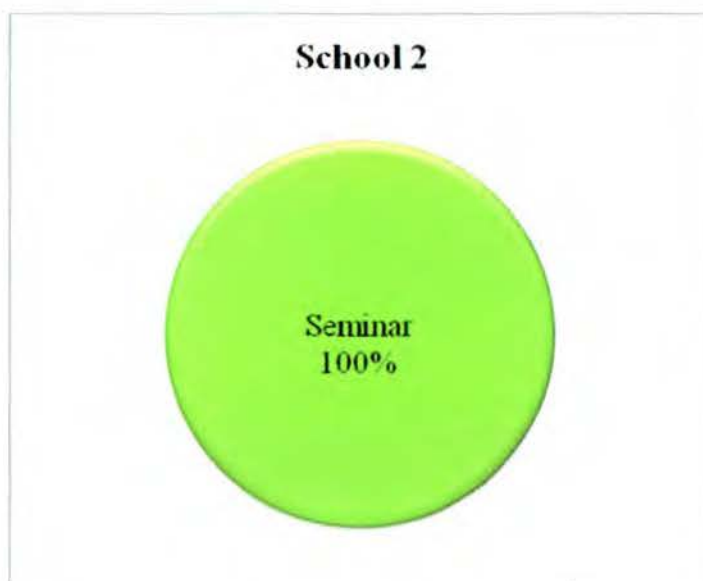


Figure 4.6. Forms of training received by staff members at school 2

Problem solving was the only form of training provided to staff members at school 3 as shown in figure 4.7.

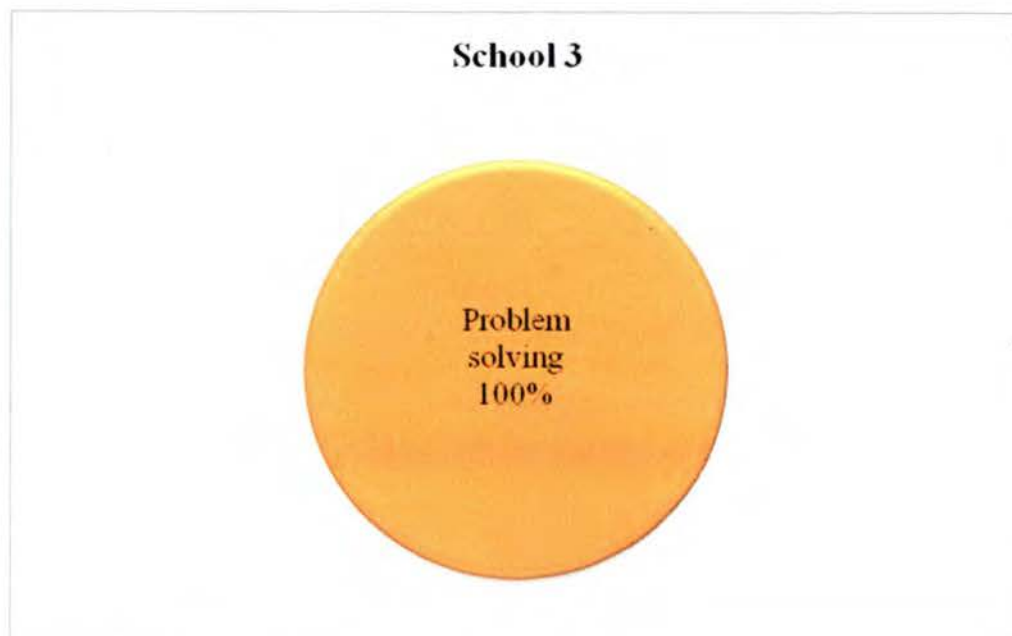


Figure 4.7. Forms of training received by staff members at school 3

On the other hand school 4 received 50% of training in the form of lectures and another 50% in the form of seminars as shown in figure 4.8.

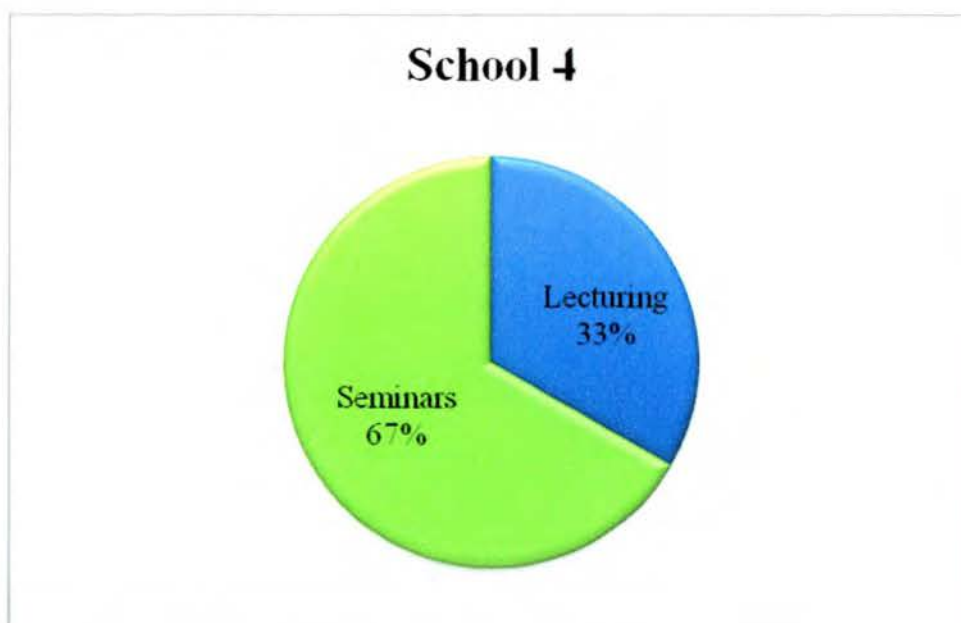


Figure 4.8. Forms of training received by staff members at school 4

Majority of training at school 5 was in the form of in service training (40%) and seminars (40%) while 20% of training was in the form of lectures as graphically illustrated in figure 4.9.

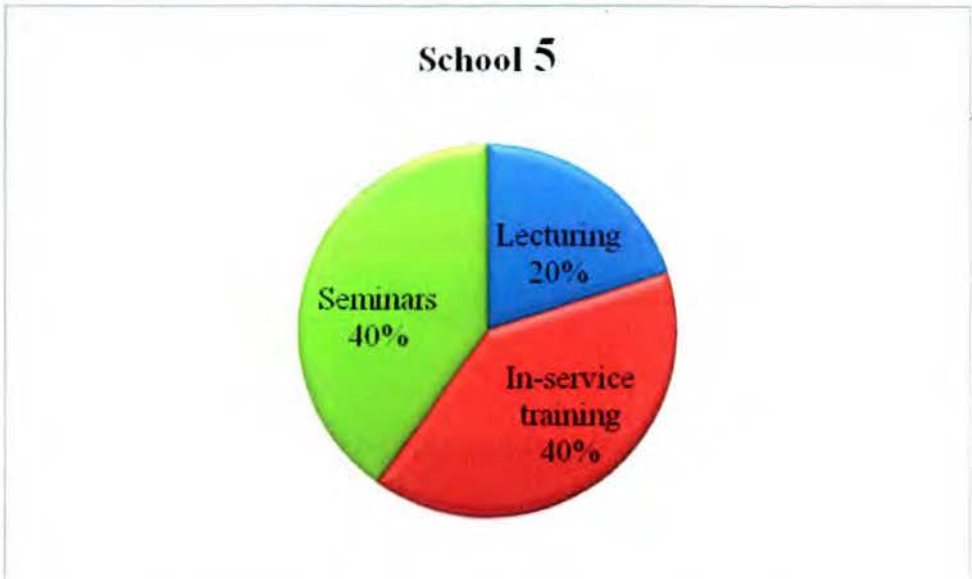


Figure 4.9. Forms of training received by staff members at school 5

Forms of training received at school 6 involved a lot of lectures (50%), in-service training (25%) and seminars (25%) as shown in figure 4.10.

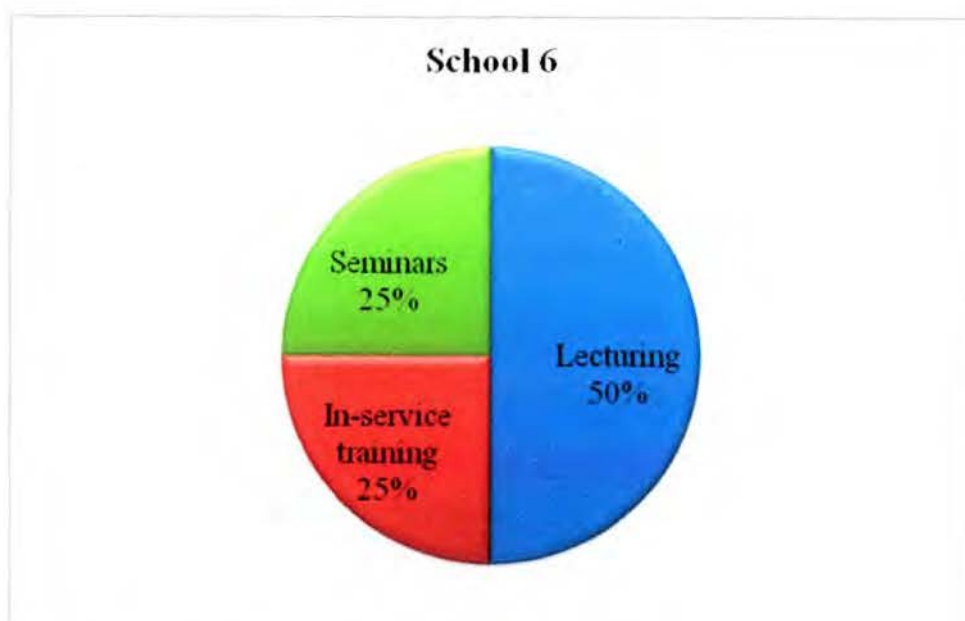


Figure 4.10. Forms of training received by staff members at school 6

4.4.8 Parental involvement in the education of their children

The respondents indicated that all educators in their schools were aware of the importance of parental involvement in their work. In schools 1, 2, 5 and 6, all respondents indicated that parents in the school community were aware of their importance to their children's education by being involved. In school 3 all respondents were uncertain of the parental involvement in their children's education. In school 4 90% of the respondents indicated that parents were not aware of their importance to their children's education by being involved while only 10% indicated that parents were aware. In all schools, parents supported teachers by covering school books for children. Only 10% of the parents in school 1 were also involved in repairing and maintenance job at the school and also in monitoring the progress of their children.

4.4.9. Professionals invited to give guidance

In all schools, parents who are invited to give guidance to learners are professionals: mostly policemen\women, nurses, care givers and pastors. In all schools, except school 3 and 4, all parents are involved in extra mural activities in schools. In school 3 about 50% of the respondents were not sure of the parental involvement, while in school 5 all the respondents were not sure of the parental involvement in extra mural activities.

4.4.10. Activities parents are involved in at schools

Most of the activities parents were involved in were in trips and tours by learners and acting as assistant coaches in sports. Activities that parents are given opportunity to participate in are shown in Table 4.2.

Table 4.2. Activities that parents are given opportunity to participate in at schools.

Activity	School 1	School 2	School 3	School 4	School 5	School 6
	%	%	%	%	%	%
Teachers helping with homework	50	90	100	100	100	100
Resources (story telling)	50				75	50
Decision makers	50				100	100
In parent-teacher association	100					50

Fifty and 90% of the respondents in school 1 and 2 respectively indicated that parents were given the opportunity to be involved as teachers to help learners with their homework in their schools. On the other hand 100% of the respondents in schools 3, 4, 5 and 6 indicated that parents were given the opportunity to be involved as teachers to help learners with their homework in their schools. The respondents in schools 1 and 6 indicated that parents were involved in story telling for the learners, while 75% of the respondents in school 5 indicated that parents were involved.

Majority of respondents (100%) in schools 5 and 6 were involved in decision making in the school, while only 50% of the respondents in school 1 indicated that parents were given an opportunity to be involved in decision making in the school. It was however apparent that parents were not given the opportunity to act as librarians at these schools. In all schools 100% of the respondents indicated that lack of communication, distance from school, poverty and illiteracy were barriers to parental involvement at school.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1. INTRODUCTION

In this chapter the findings of the research are presented and discussed, and then conclusions are made from the analysed data. Some recommendations are suggested for school management teams, parents and grandparents on how to encourage parental involvement, especially during early childhood teaching and learning in rural schools. Hopefully these conclusions and recommendations can be of assistance to the education system and officials of the Department of Education, when encouraging parental involvement in rural schools.

5.2. CONCLUSIONS

The following conclusions have been drawn from the findings of this research which is looking at the significance of parental involvement in early childhood learner development in Mafikeng rural schools, especially at Rekopantswe clusters.

5.2.1. General conclusions

In the light of the research undertaken parents and teachers in general are not well informed about parental involvement in the schools. The literature review shows that meaningful parental involvement, especially at an early age of the learner, benefits all the people at school and community. The literature review also highlights the fact that parental involvement does not happen automatically. It requires that all concerned should have

thoughtful and coordinated planning, so that it can be meaningful and have positive effect on learners, school and the community at large.

5.2.2. Senior Management Team (SMT)

The principal and his team (deputy, HoDs) should show concern towards parental involvement and encourage other member of staff (teachers) to be fully involved. Teachers need more information about parental involvement and be advised on how to interact with families and communities in general. This is supported by Van Wyk (2000:121) who states that the absence of a school policy on partnerships with families and communities creates a lack of understanding of ways in which families may be involved.

5.2.3. Grandparents

In order for the grandparents to be more involved, they need the teachers to direct them. The researcher has concluded that grandparents have many fears, because they are illiterate, they are the product of “Bantu Education” system, and they are of the view that the new education system, in some ways brings conflict with their culture. Different languages create problems as they have different meanings, and that leads to confusion amongst learners, grandparents and teachers. Teachers must not look down on grandparents. However, they should be assured of their important role at school and be encouraged to be fully involved despite their level of education and age.

5.2.4. Parents

This study has shown that parents in this particular rural area are committed in taking part, and are involved in the teaching and learning of their children at school. However, their problem is that they don't know exactly what to do. Most parents recognise that they are required to offer some fundamental support and input into their children's learning, for example to help them be punctual, behave well and respect others. These are regarded as basic expectations that the school can reasonably expect of any parent. The majority of parents have low levels of involvement because they perceive that what they already do is all that is needed. Mostly these parents are involved in informal activities that require a lesser amount of commitment and time. When they participate in active, formal and school based activities, is when they help their children with homework. Parents end up doing the homework for their children, instead of assisting the children in doing the homework. They think that by doing the homework for their children they are helping, meanwhile they are depriving the child the opportunity to learn and accumulate knowledge.

Parents should be made aware of their role in teaching and learning of their children, which will help in the development of their children, especially in their early childhood. Corter & Pelletier (2004:2) are of the view that parents should be guided in reading with their children, supporting their homework assignments, or tutoring them using materials and instructions provided by teachers.

Russell & Granville (2005:2) are also of the view that there is a need for comprehensive information and support to overcome some existing mindsets, convince parents of the significance of their role and support them in helping their children to succeed.

Orientation or training activities should be provided for parents, as this enhances the effectiveness of parental involvement. Corter & Pelletier (2004:3) also made mention of the fact that when it comes to the extent of the training, a little is better than a lot.

Parents also benefit as their involvement result in improved attitudes towards the school, and improved self concept. Parents often begin their involvement, doubting they will make much difference. They are generally gratified to discover the important contribution they make (Cotton & Wikelund, 2001:3).

Some parents are not assisting their children enough at home. They think that the child only learns at school under the supervision of the teacher, and when they come home they must be free to play and do house chores. They will worry about learning when they go to school. Parents should be encouraged to listen to their children, observe their progress, and be interested in their children's learning. Concerned parents should prepare their children to arrive at school in time, have all the necessary requirements for school, and send their children to school wearing the correct uniform. Parents should ensure that all homework are effectively completed (Khumalo, 2006:68).

5.3. RECOMMENDATIONS

The researcher made various recommendations for all different participants, namely senior management team, grandparents and parents. One recommendation is also made for the Department of Education in particular the North West Department of Education, that they should make schools have compulsory parental involvement programmes. Effective workshops on parental involvement should be conducted to teachers and parent community in general. This will ensure that everybody concerned in education is in a better position to

understand and comply with the challenges brought by the new education system in South Africa.

5.3.1. Recommendations for Senior Management Team

The senior management team must strive to ensure that there is a good effective school policy on the issue of parental involvement. The policy must be inclusive, since by including parents in education, and assuring them of their vital role as primary educators, makes them to feel wanted and important, therefore the more powerful the significant will be.

Teachers in rural areas should get involved in the community and to get used to the environment and feel a sense of shared wealth. Reach out to parents and form a team working “for” the child. Families and communities are crucial to the educational progress of rural youth (Brown, 2003:3). Teachers must get to know the strengths of parents, so that they can be able to give advice on how the parent can best help their children at home and at school. Parental involvement and training should be requested for all school staff from the department.

The Senior Management Team should design effective two-way communication about school programmes and children’s progress. Parents must not only be communicated with when there are problems, as this is the case at the moment. Feedback from parents will help the development of a good relationship between parents and the school, leading to a commitment to establish successful, effective implementation of parental programmes. The school should provide a friendly atmosphere where all learners and staff ensures a warm climate that makes parents feel welcome. Lastly, schools should recognize that they are a public service provider and need to have flexible hours.

5.3.2. Recommendations for grandparents

Much as their education differs from that of today and therefore grandparents should not feel intimidated nor dominated by the teachers and young people. Their knowledge, skills and life experiences are essential towards becoming involved in the teaching and learning of their grandchildren, and that will lead to the educational development that is required. As grandparents mentioned in the interview about the confusion caused by different languages used by different teachers, and the curriculum that brings conflicts with the norms and values of the community, the school could try and address these issues and assure grandparents that everything is under control.

5.3.3. Recommendations for parents

Parents should be assisted by teachers in playing the roles that they are given, for example by assisting with homework. If the parents are guided, then there won't be any confusion in helping their children with homework. Most of these parents are not working, and therefore they can actively participate in the education of their children if they are given the opportunity.

Parents should always be responsible for their children's education; they should know that their role is of primary importance as compared to that of teachers which is secondary. The researcher recommends that parents and teachers should exchange vital information such as telephone numbers and the best time to call. A parent should ask the teacher to give updates on the child's progress with particular reference to behaviour and schoolwork. Parents too should update teachers on any major changes in the child's life, like death in the family and illness of family members, as this may affect the child's school work.

Irrespective of being educated or not, parents' rights should be taken into account, therefore they should be given a chance to offer their input concerning the school. This view is strongly endorsed in Education White Paper 6 (Department of Education, 2001:14). However parents should show respect for the teachers by supporting and thanking them, for the marvellous job they are doing of teaching their children.

5.4. DELIMITATION OF STUDY

Senior Management Teams and teachers in rural schools are not always aware of the significant role that parental involvement plays in education of the child. Parents, on the other hand, comply with rules and regulations of the schools, and want to involve themselves in the teaching and learning of their children, but they don't know how. This study provided the researcher an opportunity to sensitise parents, teachers as well as senior management of schools about the important role of parental involvement especially in teaching and learning during early childhood.

Parents and teachers were of the view that parental involvement is not just another issue that should be done for the sake of keeping records for the department officials to see. They felt that in order for their children to progress well in school, all stake holders need to be fully involved and learning barriers will be eradicated. All parties felt that there was a need for the schools to have a policy that could help teachers and parents in rural areas to work hand in hand in educating their children. The Department of Education should also develop some strategies to help schools.

5.5 LIMITATIONS OF THE STUDY

The research was conducted in Rekopantswe Area Project Office. Due to time constraints and distance between schools the researcher was unable to reach many schools. Only six primary schools were selected for the study.

The fact that the researcher is in a full time job as an education specialist and a field worker, it denied him the opportunity to be in the research field from morning until late during the day. The researcher was restricted to spending few hours in the research field as it was conducted during working hours.

The small size of the sample which is typical of qualitative research is an obvious limitation of the study. It cannot support a general theory on the role of parental involvement in early childhood development.

The sites and participants were chosen on the basis of their willingness to take part in the research. It means that different participants and sites could have yielded different results.

During interviews the researcher felt that parents were not being honest as they did not want to betray their schools and teachers. The Senior Management Teams also did not want their schools to be seen as not doing the right thing.

5.6. CONCLUSION

Teachers cannot do everything alone, therefore it is also the responsibility of the parents to be involved in the education of their children. This view is supported by Education White Paper 6 (Department of Education, 2001:14-16). There are values that parents need to instil especially during early childhood when the child is still developing physically and cognitively. This means parents should not be seen as a threat by teachers but as equal

partners in educating their children. Parents, on the other hand, should allow teachers to be at the forefront in providing guidance when coming to school activities. The Senior Management Teams should make sure that parents are actively involved in school activities, as that will bring smooth running of the school's daily activities.

REFERENCES

- Angell, C. & Levy, J. (2001). *Fostering Parental Involvement That Positively Impacts Student Achievement*. George Mason University. Available at: http://www.gse.gmu.edu/assets/docs/lmtip/vol3/C.Angell_J.Levy.doc. Accessed: 9 April 2010.
- Aremu, O. A., Tella, A., & Tella, A. (2006). *Relationship among Emotional Intelligence, Parental Involvement and Academic Achievement of Secondary School Students in Ibadan; Nigeria. Essays in Education, 18, 1-14*. University of Ibadan. Available at: <http://www.hfrp.org/evaluation/the-evaluation-exchange/issue-archive/>. Accessed: 14 Feb 2010.
- Arias, M.B., & Campbell, M.M. (2008). *Promoting Ell Parental Involvement: Challenges In Contested Times*. Great lakes centre for education research and practise. Arizona State University. Available at: <http://www.greatlakescenter.org>. Accessed: 13 April 2010.
- Baker, M.J. (2003). *The marketing book 5th Edition*. Butterworth-Heinemann.
- Baloyi, P.G. (2003). *The need for parent involvement in developing a learning culture in Hlaganani South*. Unpublished masters' thesis. University of South Africa.
- Bandura, A. (1997). *Self- efficacy: The exercise of control*. New York: Freeman.
- Beck, J., & Earl, M. (Eds). (2000). *Key issues in secondary education*. London: Cassell.
- Bridgemohan, R.R. (2001). *Parent Involvement in early childhood development in Kwazulu Natal*. DEd thesis. University of South Africa: Pretoria.
- Brown, D. L. (2003). *Challenges for Rural America in the 21st Century*. University Park, PA: Pennsylvania State University Press.
- Burnett, P.C. (2003). The Influences of Conceptions of Learner Self-Concept on High School Students' Approaches to Learning. *School Psychology International, 24*.



Caspe, M., Lopez, E.M., Wolos, C. (2006-2007). *Family Involvement In Elementary School Children's Education*. Available at: <http://www.gse.harvard.edu/hfrp/profile>.

Accessed: 20 Aug 2008.

Castro, D.C., Bryant, D.M., Peisner-Feinberg, E.S., & Skinner, M.L. (2004). *Parent Involvement in Head Start Programs: The role of the parent, teacher, and classroom characteristics*. *Early Childhood Research Quarterly*, 19,413-430.

CCSSO. (2006). *Parent Involvement at Selected Ready School*. Available at: <http://www.ccsso.org/projects/School>. Accessed: 19 Aug 2008.

Chen, G. (2008). *Parental Involvement is Key to Student Success*. Available at: <http://www.publicschoolreview.com/articles/12>. Accessed: 16 May 2010.

Cohen, L., & Manion, L. (1994). *Research methods in Education* (4th ed.). London: Routledge

Cohen, L., Manion, L. & Morrison, K. (2001). *Research Methods in Education*. London. Routledge

Collins, J.W. and O'Brien, N. P. (2003). *The Greenwood Dictionary of Education*. Greenwood Press. Westport, C T. Accessed at: <http://www.questia.com/googleScholar.qst>. Accessed: 29 May 2008.

Corter, C., & Pelletier, J. (2004). *The Rise and Fall of Parent and Community Involvement in Schools, Orbit Vol.34*.

Cotton, K. & Wikelund, K.R. (2001). *Parent Involvement in Education: School Improvement Research Series (SIRS)*. Available at: <http://www.nwrel.org/scpd/sirs/3/cu6.html>. Accessed: 24 June 2008.

Creswell, J.W. (2003). *Research Design Qualitative and Mixed Methods Approaches*. 2nd Edition, University of Nebraska, Lincoln: Sage Publications.

- Darling, S. & Westberg, L. (2004). Parent Involvement in Children's Acquisition of Reading. *Journal Article: The Reading Teacher*, Vol. 57. Available at: <http://www.questia.com/googleScholar.qst?docId=5005902731>. Accessed: 8 June 2008.
- Davis, C. & Yang, A. (2005:7). *Parents and teacher working together*; Turners Falls, MA: Northeast Foundation for Children.
- Debbie, O. (2000). *What is a literature review?* Available at: <http://www.library.cqu.edu.au/tutorials/litreviewpages/what.htm>. Accessed: 27 May 2008.
- Dekker, E.I. & Lemmer, E.M. (1994). *Critical issues in modern education*. Durban: Butterworth Publishers.
- Denzin, N.K & Lincoln, Y.S (eds).(2000). *Handbook of Qualitative Research*. London: Sage Publications.
- Denzin, N. K. & Lincoln, Y. S. (2005). "Introduction: The discipline and practice of qualitative research". *The Sage Handbook of Qualitative Research* (3rd ed.)Thousand Oaks, CA: Sage Publications. Available at: http://en.wikipedia.org/wiki/Qualitative_methods. Accessed .12 May 2008.
- Department of Education. (2000). *Alternatives to corporal punishment: the learning experience*. Pretoria.
- Department of Education. (2001). *Inclusive Education: A guide for educators and parents. Education White Paper 6*. Pretoria.
- Department of Education. (2003). *Education Labour Relations Council: policy handbook for educators*. Pretoria: Universal Print Group.
- Desforges, C., & Abouchaar, A. (2003). *The impact of parental involvement, parental support and family education on pupil achievement and adjustment: A literature review*. London: Department for Education and skills.

De Vos, A.S., Strydom, H., Fouche, C .B. & Delport C.S.L. (2005). *Research at grass roots. For the social sciences and human service professions (3rd ed)*. Pretoria: Van Schaik.

De Wet, C. (2003). School safety and combating crime: The views of a group of Free State learners and educators. *South African Journal of Education*, Vol 23, no.2, pp. 91

Engelbrecht, P., Eloff, I., Lomofsky, L., Masipa, S., Oswald, M. and Swart, E. (2003). *External evaluation of SCOPE component 3: introducing inclusive education*. Stellenbosch: University of Stellenbosch.

Feinstein, L. & Sabates, R. (2006). *Does Education have an impact on mothers' educational attitudes and behaviours?* DfES Research Brief RCB01-06.

Foot, H. Howe, C. Cheyne, B. Terras, M. & Rattray, C. (2002). Parental Participation and Partnership in Pre-school Provision. *International Journal of Early Years Education*, Vol. 10, no. 1, 2002, pp.1-19.

Funkhouser, J., & Gonzales, M. (1997). *Family involvement in children's education-successful local approaches: An Idea Book*. Washington, D C: Office of Educational Research and Improvement, U.S. Department of Education.

Furger, R. (2010). *Parent Are a Secret Weapon Just Waiting to Be discovered*. Available at: www.edutopia.org/secret-weapon-discovered. Accessed: 14 April 2010.

Gibson, S. & Blandford, S. 2005. *Managing special education needs: a practical guide for primary and secondary schools*. London: Paul Chapman.

Gillham, B. (2000). *The Research interview*. Accessed at: <http://books.google.co.za/books>. Accessed: 28 Aug 2008.

Harris, A. & Chrispeels, J.H. (2006). *Improving Schools and Educational System: International Perspective*. Routledge: London.

Harris, A. & Goodall, J. (2006). *Parental involvement in Education: An Overview of the literature*. University of Warwick. Available at: <http://www.questia.com/googleScholar.qst>
Accessed: 27 July 2008.

Henderson, A.T. & Mapp, K.L. (2002). *A new wave of evidence: The impact of school; family; and community connections on student achievement*; Ausatin; TX: Southwest Education Development Laboratory

Henning, E. (2003). *Finding Your Way in Qualitative Research*. Pretoria: Van Schaik.

Heymann, S.J. (2000). *The Widening Gap: Why America's Working Families are in Jeopardy- and What Can Be Done About it*. New York: Basic Books.

Hill, N. E. & Taylor, C. L. (2004). *Parental School Involvement and Children's Academic Achievement: Pragmatics and Issues*. Vol.13 no. 4, (pp 161-164) American Psychological Society.

Hill, N.E. & Tyson, D.F. (2009). Parental Involvement in Middle School: A Meta- Analytic Assessment of the Strategies That Promote Achievement. *Journal of Developmental Psychology*, Vol.45, no.3, (pp 740-763) American Psychological Association.

Huang, G. Mason, Kimberly, L. (2008). Motivations of Parental Involvement in Children's Learning: Voices from Urban African American Families of Preschoolers. *Journal Articles; Reports- Research .Multicultural Education*, Vol.15 no.3, p 20-27, Spr 2008. ERIC #: EJ793899.

Hunt, C.A. 2008. *Qualitative and Quantitative Concepts in Proposal Writing: Similarities, Differences, and Controversy*. University of North Dakota. Available at: <http://www.und.nodak.edu/instruct/wstevens/PROPOSALCLASS/huntpaper.htm>. Accessed: 27 June 2008.

Jennings, G.2001. *Tourism Research*. Brisbane: John Wiley & Sons.

Khumalo, W.S. (2006). *Parental involvement in classroom life in rural schools*. Unpublished master's thesis, University of Johannesburg, South Africa.

Labaree, D.F. (2003). *The peculiar problems of preparing educational researchers*. *Educational Researcher*, 32(4), 13-22. Available at:
http://oms.educ.msu.edu/vidiawiki/index.php?title=Research_questions

Lemmer, E.M. (2002). *Fostering language development in multicultural schools in South Africa*. *Educare*, 31(1 & 2): 38-62.

Lemmer, E. & Van Wyk, N. (2004). *Schools reaching out: comprehensive parent involvement in South African primary schools*. *African Education Review*, 1(2):259-278.

Locke, L.F., Spirduso, W.W. & Silverman, S.J. (2000). *Proposals that work: A guide for planning dissertations and grant proposals (4th ed.)*. Thousand Oaks, CA: Sage Publications.

Louw, J. M. (2006). *Lack of parental involvement in previously disadvantaged schools*. Available at: <http://www.questia.com/googleScholar.qst>. Accessed: 21 August 2008.

Jackson, A. & Davis, G. (2000) *Turning Points: Educating Adolescents in the 21st Century*, Teacher College Press: New York. Available at:
http://www.nmsa.org/portals/O/pdf/research/Research_Summaries/Parental_Involvement.pdf. Accessed: 25 Oct 2009.

John, A. & Hardon, S.J. (2008). *Parents as Primary Educators-Parents For Eternal Life: Real Presence Eucharist Education and Adoration Association*. Available at:
http://www.therealpresence.org/archives/Family/Family_028.htm. Accessed: 27 Nov 2009.

Joppe, M. 2000. The research Process. *The Qualitative Report*, 8(4), 598-599. Available at:
<http://www.nova.edu/ssss/QR/QR8-4/golafshani.pdf>. Accessed: 23 December 2008.

Last, J. (Ed) 2001. *International epidemiological association: A dictionary of epidemiology* 4th Edition. New York. Oxford University Press.

Lindlof & Taylor. (2002). *Qualitative Communication Research Method (2nd Ed)*. Available at: <http://en.wikipedia.org/wiki/Qualitative-methods>. Accessed: 04 Dec 2009.

Mache, S.M., Wilson, J.D., & Notar, C.E. (2005). Parental Involvement in the Classroom. *Journal of Instructional Psychology*, Vol.32. Available at: <http://www.questia.com/Journals>. Accessed: 9 April 2010.

Mambane, M.S.(1998). Parental involvement as an aspect of school management: Implication for whole school development. Unpublished master's thesis, University of Johannesburg, South Africa.

Maphutha, M.W. (2006). *Problems experiences by educators in the implementation of OBE in the senior phase*. Unpublished master's thesis, University of Limpopo, South Africa.

McMillan, J.H & Schumacher, S. (1993). *Comparative Education: Strategy and Application in Education Overview*. New York: Longman Inc.

McMillan, J.H & Schumacher, S. (1997). *Research in Education: A conceptual introduction*. New York: Longman Inc.

McMillan, J.H & Schumacher, S. (2001). *Research in Education: A conceptual introduction*. 5th Edition. New York: Longman Inc.

Mouton, J. (2001). *How to succeed in your master's and doctoral studies*. Pretoria: Van Schaik.

Mpya, G. N. (2007). *Managing Inclusive Education in the classroom with reference to the Nkangala Region in Mpumalanga*. Unpublished masters' thesis, University of South Africa.

Mubita, C. (1998). *Learner-centred education for societal transformation: An overview*. *Reform Forum*, 18.

Mullis, R.L., Mullis, A.K., Cornille, T.A., Ritchson, A.D. & Sullender, M.S. (2004). *Early literacy outcomes and parent involvement*. Tallahassee, FL: Florida State University. Available at: <http://www.bgsu.ed/downloads/cas/file>. Accessed: 4 Sept 2009.

Myeko, M.S. (2000). *Parental involvement in education at senior secondary schools in the Herschel district of the Eastern Cape Province*. Unpublished masters' thesis. University of the Free State: Bloemfontein.

Myers, M.D. & Avison, D. (eds) (2002). *Qualitative research in information system*. Available at:
<http://www.und.nodak.edu/instruct/wstevens/PROPOSALCLASS/Huntpaper.htm>
Accessed: 29 July 2008.

National PTA. (2000). *Building successful partnerships: A guide for developing parent and family involvement programs*. Bloomfield, IN: National Education Service.

Neuman, L. W. (2003). *Social Research Methods: Qualitative and Quantitative Approach*. Allyn & Bacon: Boston.

Ngcobo, B W. (1988). *Discipline in black schools: A pedagogical didactic perspective*. Paidonamia 16(1): 18-25

Niemann, R. (2000). *Objectivity, Reliability and Validity in Qualitative Research*. S A Journal of Education, No Vol.20, (4)283-286.

Parental Involvement in Education Plays An Important Role to Student Success, (2008). Available at: <http://www.learnersdairy.com/2008/07/parent-involvement-in-education-plays.html>. Accessed: 27 July 2008.

Patton, M.Q.(2001). *Qualitative evaluation and research methods (3rd ed.)*. Thousand Oaks, CA: Sage Publications, Inc.

Personalized Learning, 2008. Available at:
<http://www.thefreelibrary.com/Personalized+learning>. Accessed: 15 December 2008.

Pienaar, G. (2003) A different approach to classroom discipline problems, *Online Journal Abstract Information*, vol.32, no. 1&2, pp. 261-274. Available at:
http://www.sabinet.co.za/abstracts/educare1/educare1_v32_n1_2_a14.xml.

Accessed: 23 Oct 2009.

Pollard, E. (2000). *The Oxford paperback dictionary*: Oxford University Press Inc, New York.

Ramphela, M.M. (2000). *Cooperative School Governance in respect to Professional Staff in the Goblersdal School District*. Med dissertation: Rand Afrikaans University.

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

Research for Teachers, 2005. Available at:

http://www.gtce.org.uk/teacher/rft/pre_pro0705study. Accessed: 05 August 2010.

Rural Geography, 2008. Available at: <http://en.wikipedia.org/wiki/Rural>.

Accessed: 9 February 2008.

Russell, K. & Granville, S. (2005) *Parents' views on improving parental involvement in children's education*: Executive Summary and Conclusions. Scottish Executive. Available at:
<http://www.scotland.gov.uk/Publications/2005/03/20760/53623>. Accessed: 14 April 2010.

Ryan, T. (2005). *Using Information in Education*. Available at:

<http://www.parental/involvement/htm>. Accessed: 20 May 2008.

Schulze, S. & Dzivhani, M.D. (2002). The role of discipline in school and classroom management: A case study in South Africa. *Journal of Psychology in Africa*, vol.12, no 2, pp. 119-130.

Scott, S., O'Connor, T. & Futh, A. (2006). *What makes parenting programmes work in disadvantaged areas?* Joseph Rowntree Foundation: London.

Semela, M.S. (2004). *Parental involvement in schools in the Motheo district of the Free State Education Department*. Unpublished M.Ed. theses. Bloemfontein: University of the Free State.

Sherblom, S.A & Berkowitz, M.W. (2006). *Journal of Research in Character Education*, vol 4-5, no 1&2. IAP. Accessed at: <http://www.questia.com/Journals>. Accessed: 07 Dec 2009.

Singh, P. (2006). *The Involvement of Parents in children's Sport (online)*. Available at: <http://www.srsa.gov.za/Client>. Accessed: 10 January 2009.

Signh, P. & Mbokodi, S.M. (2004). Black parent involvement in education. *South African Journal of Education*, vol.24, no 4, pp.301-307.

Siririka, G. (2007). *An investigation of parental involvement in the development of their children's literacy in a rural Namibian school*. Unpublished masters' thesis, Rhodes University, South Africa.

Smith, S.E. (2010). *What is Data Analysis?* Available at: <http://www.wisegeek.com/what-is-data-analysis.htm>. Accessed: 6 April 2010.

SRS 2008, *Research Method*. Available at: <http://www.Sociology>. Accessed: 20 Aug 2008.

Stuessy, C.L. (2007). *Literature Review as an Invitation to Inquiry: Beginning Research on Teacher Professional Continuum*. Journal article: School Science and Mathematics, Vol.107.

Taylor, D. & Procter, M. (2008). *The literature review: A few tips on conducting it*. University of Toronto. Available at: <http://www.utoronto.ca>. Accessed: 10 July 2008.

Technikon Pretoria, (2001). *Research methods and Techniques*. Pretoria: Technikon Printers.

Thorne, S. (2000). *Data analysis in qualitative research*. Evid Based Nurs 2000; 3:68-70 doi:10.1136/ebn.33.68. Available at: www.ebn.bmj.com/content/3/3/68.extract. Accessed: 6 April 2010.

- Tinkler, B. (2002). *A Review of literature on Hispanic/Latino Parent Involvement in K-12 Education*. University of Denver., Available at:
<http://www.buildasests.org/products/latinoparentreport/latinoparentrept.htm>
 Accessed: 8 June 2008.
- Trochim, W.M. (2006). *Research Methods Knowledge Base*. Available at:
<http://www.socialresearchmethods.net/kb/desintro.php>. Accessed: 15 July 2008.
- UNESCO. (2009). World Conference on Early Childhood Care and Education: *Records of the General Conference, 35th session, Volume, 1. Paris: UNESCO*. Available at:
<http://www.unesco.org/en/early-childhood>. Accessed: 7 April 2010.
- Van Teijling, E.R. & Hundley, V. (2001). *The importance of pilot studies*. Available at:
<http://sru.soc.surrey.ac.uk/SRU35.html>. Accessed: 02 Nov 2009.
- Van Wyk, E.R. (2000). *Positive Discipline: New Approach to Discipline*. DEd thesis, University of Pretoria.
- Van Zyl, H. (2002). *Management strategies for the implementation of an inclusive education system for learners with special educational needs*. Unpublished D Ed thesis. Johannesburg: Rand Afrikaans University.
- Vassallo, P. (2000). *More than grades: How choice boosts parental involvement and benefit children*. *Policy Analysis*, 383:1-16.
- Weiss, H.B., Caspe, M., & Lopez, M.E. (2006). *Family Involvement in Early Childhood Education*. Available at: <http://www.hfrp.org/family-involvement/publications-resources>.
 Accessed: 15 Jan 2010.
- Welman, J.C. & Kruger, S.J. (2001). *Research methodology*. Cape Town: Oxford Southern Africa.
- Woods, P. (2006). *Qualitative Research*. Faculty of Education. University of Plymouth. Available at: [http://www.edu.plymouth.ac.uk/resined/Qualitative methods 2/qualrshm.htm](http://www.edu.plymouth.ac.uk/resined/Qualitative%20methods%20qualrshm.htm).
 Accessed: 15 Feb 2010.

APPENDIX A

In order not to disclose names of participants, the following key was used:

I: Interviewer

I opinion: Interviewer's opinion

R: Respondent (one, two, three....)

Interview conducted with grand parents

I: Tell me, what is your role as grandparents in teaching and learning of your children?

R one: Thuto ya se gompiyeno ga e tshwane le ya bogologolo. Empa ke kopa thuso ge ke sa tlhaloganye di homework tsa ngwana mo bathong.

R two: It depends on the type of homework that the learner brings home. If as granny I can help, I do. Gape ke leka go batlisisa mo go ngwana ge a tswa sekolong gore ne ba dirang

I: Translate in Setswana first part of the response.

R three: Gari thusi fela kadi homework tsa bana, ge sekolo se tlhoka thuso ya matsogo ke ya bereke, ge ke sa kgone ke leka gore ka bafe tshelete le ge eka ba R10,00 go ba go feta.

R four: Go thusa mo sekolong, mo di long tse dingwe le ge e se homework, ja ka go kolomaka jarata ja sekolo go tiisa ngwana moko, ka ge a bona gore barutabana le batsadi ba mo kgatalela.

I opinion: The grandparents seem to be concerned about the relationship between them and the school.

R five: (a) I am worried about the language that the teacher uses at school. Children are given homework's and when we help them using our language, the teacher marks it wrong because of the language difference. For example chicken in Northern Sotho is "kgogo" and in Setswana is "Koko", and that causes confusion.

(b) Teachers nowadays tell learners everything. Learners are told about pregnancy and birth, whereas in our society that is not supposed to be like that especially at foundation phase. The education system prevents us to raise our children in accordance with the norms and values of our society.

I: Ke a leboga bagolo baka ge le tseri matsapa a go tla fana gore re tlo bontsana ka kgang ena e I amang bana barona. Kea leboga.

APPENDIX B

Interview with young parents

The interviewee were free to use both languages, English and Setswana, however English become dominant.

I: As young parents what do you think about parental involvement in teaching and learning of early childhood development in rural schools?

R one: If the parent is not involved, he or she won't be able to notice what the child is lacking, and it will be difficult to help the child develop accordingly and to the parent's expectations.

I: How can you be involved in schooling of your children?

R two: I try to help in homework and go all out to find out what type of homework is given to learners. However the type of homework given to the learners is a bit confusing, and maybe is the type of education that they are receiving.

I: Can you please explain?

R two: Sometimes words and concepts within the homework are not explained, and that create problems for learners to understand.

R three: Grade one homework are sometimes confusing, learners are requested to write one sentence maybe 10 times. Sometimes for the whole week they are not given any work. If that is the case I try to come up with some kind of homework for the learner.

R four: I am not always at home, but the problem with us parents is that we don't take our children's learning serious especially after school.

R five: My child is in grd 3 and I monitor his schoolwork. I try to teach him, and I do the homework and ask him to copy what I have done, but sometimes he omits the letters and I want him to be supported.

I: How do you want him to be supported and by whom?

R five: Maybe by being corrected and be shown the right answers.

R six: I use to visit the school just to check with teachers if everything is going fine. I don't wait for the teacher to call me.

I opinion: It seems almost all parents were interested in their children school work, and were willing to be involved.

I: I like to thank you for participating in the discussions that concerns the education of our children. Thank you.

70 MOLOPO ROAD
MAFIKENG
2745

THE PRINCIPAL

Dear Sir\Madam

**APPLICATION FOR PERMISSION TO CONDUCT A
RESEARCH PROJECT AT YOUR SCHOOL.**

1. The above subject bears reference.
2. As a MEd student I am supposed to collect data for my research project from various schools. As a result I have purposefully selected your school as a rich source of information for my research.
3. To accomplish this objective, I hereby apply for permission to conduct my research project at your school on the -----
--. The target group for this research is the parents, Educator, and the school Principal.
4. Permission has also been granted by the APO to conduct the said research project.
5. It will be greatly appreciated if this application can be positively considered.

Yours truly,
LEBOPA M.N

APPENDIX D

70 MOLOPO ROAD
MAFIKENG
2745

TO: THE ISC (REKOPANTSWE)

Dear Sir

**SUBJECT: PERMISSION TO CARRY OUT RESEARCH AT
SCHOOLS**

I am an Education official at Ngaka Modiri Molema district in the division Inclusive Education responsible for helping learners who experience learning barriers. I am currently enrolled as a student at North West University for the degree of Masters of Education (MEd) in the faculty of education.

I am doing research in the involvement of parents in their children's development in learning and teaching and how teachers are supporting parents in that regard.

Therefore I ask permission to visit those schools that have been chosen. If permission is granted, arrangements will be made with selected parents, educators and principals from March 2009.

Thanking you in anticipation.

Yours truly

Lebopa M.N

APPENDIX E

DEPARTMENT OF EDUCATION, NORTH WEST UNIVERSITY.

**QUESTIONNAIRE TO BE COMPLETED BY PRINCIPALS AND MEMBERS IN
MANAGEMENT TEAM FOR PRIMARY SCHOOLS.**

Dear Sir/Madam

I will appreciate your assistance by filling the enclosed questionnaire and returning it at your earliest convenience.

Your response will be used for research purposes and your information will be treated strictly confidentially.

Please fill free to make any additional comments or remark that may help in establishing ways to improve Parental involvement in schools.

I truly appreciate your time and contributions in this matter.

Yours sincerely

LEBOPA M.N





education

Lefapha la Thuto
Onderwys Departement
Department of Education
NORTH WEST PROVINCE

Mr. Thelesho Tawana & Modiri
Molema
Private Bag x 10
Mmabatho 2735
Tel: 018 3841426, 392 6204
Fax: 018 3843234
E-mail: srakeie@nwpg.gov.za

NAGAKA MODIRI MOLEMA DISTRICT

REKOPANTSWE AREA PROJECT OFFICE

Enquiries: K.E. Monaisa

TO : Lebopa Nicholas
70 Molopo Road
MAFIKENG
2745

From : K.E. Monaisa (ISC)
Makgobistadt Cluster

Date : 16 March 2008

Sir/Madam

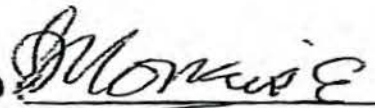
SUBJECT : REQUEST FOR PERMISSION TO CARRY RESEARCH AT SCHOOLS

Following the above statement, you are hereby informed that permission is granted for the envisaged programme you are engaged with.

Arrangement will be negotiated by yourself with those you would be involved.

Wishing you the best in your endeavor.

SIGNED


K.E. MONAISA
ISC MAKGOBISTADT CLUSTER

DEPARTMENT OF EDUCATION
REKOPANTSWE OFFICE
2009 -03- 16
PRIVATE BAG X10 • MMABATHO 2735

APPENDIX G

To be completed by the principal or senior member in the management team of primary schools in Rekopantswe Area Office of North West Province.

Please respond with a cross (x) in the space provided or otherwise write down the information as requested.

1. GENERAL INFORMATION

1.1 Gender

1.1.1	Male	
1.1.2	Female	

1.2 Age

1.1.2	20-29	
1.2.2	30-39	
1.2.3	40-49	
1.2.4	50-59	
1.2.5	60+	

1.3 Your capacity

1.3.1	Principal	
1.3.2	Deputy	
1.3.3	H.O.D	

1.3.4 Other, specify

1.4 School location

1.4.1	Township	
1.4.2	Town/city	
1.4.3	Rural	

1.4.4 Other (specify)

1.5 Number of learners in the school

1.5.1	0-99	
1.5.2	100-199	
1.5.3	200-399	
1.5.4	400-599	
1.5.5	600-1000	

1.6 Type of school

1.6.5	Public school	
1.6.6	Independent school	
1.6.7	Public school on private property	

1.6.8 Other (specify)

1.7 Medium of instruction

1.7.5	English	
1.7.6	Afrikaans	
1.7.7	Indigenous language e.g. Tswana	

1.7.8 Other languages (specify)

2.PARENTAL INVOLVEMENT

2.1 Is there any school governing body in your school?

Yes

No

--	--

2.2 If the answer is yes in 2.1 is yes, answer question 2.2.1-2.2.3

2.2.1 Is the governing body actively involved in school matters?

Agree

Disagree

--	--

2.2.2 Do the governing body of your school hold meetings?

Yes

No

--	--

2.2.3 How often do the governing body hold meetings?

2.2.3.1	Monthly	
2.2.3.2	Quarterly	
2.2.3.3	Once per semester	
2.2.4	Once a year	

2.2.3.5 Other (specify)

2.3 Did the staff as well as the management team receive any form of training on how to work with parents?

Yes

No

--	--

2.4 Which form(s) of training that involved parents took place at your school, to improve parental involvement in the education of their children? (Mark more than one , if applicable)

2.4.1	Lecturing	
2.4.2	Demonstrations	
2.4.3	Problem solving sessions	
2.4.4	In-service course by the department	
2.4.5	Seminars	

2.4.6 Other (specify)

2.5 Are educators in your school aware of the importance of parental involvement in their work?

Yes

Uncertain

No

--	--	--

2.6 Are parents in the school community aware of their importance to their children's education by being involved?

Yes

Uncertain

No

--	--	--

2.7 Do parents support teachers in your school in the following areas?

2.7.1	Covering books	
2.7.2	Preserving of text and library books	
2.7.3	Repairing and maintaining jobs	
2.7.4	Keeping laboratory tidy and ready for action	

2.7.5 Other (specify)

2.8 Are parents who are professionals in other fields, than those mentioned in 2.7 invited to give guidance to learners?

Yes

No

Not sure

--	--	--

2.9 If yes, choose all the special fields of profession applicable.

2.9.1	Doctors	
2.9.2	Attorney	
2.9.3	Engineers	
2.9.4	Policemen/women	

2.9.5 Other (specify)

2.10 Are parents involved in extra mural activities in your school?

Yes

No

Not sure

--	--	--

2.11 If yes, in which activities are they involved?

2.11.1	In trips and tours	
2.11.2	As assistant coaches	
2.11.3	As organizers	
2.11.4	As referees and umpires	

2.11.5 Other, (specify).....

2.12 Are parents given the opportunities in your school to be involved as...?

(If applicable mark more than one choice)

2.12.1	Librarian	
2.12.2	Teachers of the children helping with homework	
2.12.3	Resources	
2.12.4	Decision makers	
2.12.5	In parent-teacher association	

2.12.6 Other, (specify).....

2.13 To what extend can the following be seen as barriers to parental involvement in your school?

2.13.1	Lack of communication	Very important	Important	Not important	Unsure
2.13.2	Distance from school				
2.13.3	Poverty				
2.13.4	Illiteracy				

2.13.5 Other, (specify).....