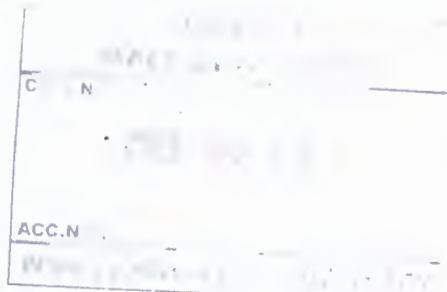


**THE EFFECTS OF PARENTAL NEGLECT ON  
PRIMARY SCHOOL CHILDREN'S  
PERFORMANCE (9-12 YEARS)**

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**A RESEARCH REPORT SUBMITTED TO  
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# ***ABSTRACT***

## **ABSTRACT**

- Parental involvement in the education of the children has attracted a lot of interest amongst researchers. Even though a lot has been said about parental involvement, parents still neglect their children's schoolwork. This research report assess the effect parental neglect has on primary children's performance.
- The argument raised in this research report is that parents lack of interest in the learning programmes of school related matters contribute to a large extend to some different learning difficulties that their children experience in school. To illustrate this contention the report presents and discusses a research study conducted in the area of parental neglect.
- The subjects for this study are Primary School learners of the Mmabatho Circuit in the Mafikeng District in the North West Province. There are fourteen primary schools and half served as the sample.
- Data was collected by means of a questionnaire and analyzed using the computer with the Statistical Package for Social Sciences (SPSS) programme.
- Findings or results generally show that most learners' are neglected. Thus their performance at school is affected. It also shows that when parents are involved the learners' performance generally tends to improve.

# ***DECLARATION***

## DECLARATION

I declare that this study is solely my effort and has not been conducted anywhere else or used for publications. I also declare that it has not been submitted to any other learning institutions for academic purposes.



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# ***DEDICATION***

## **DEDICATION**

I dedicate this project to my mother Mrs. KTM Masigo and my late grandmother in law Mrs. Alinah Letlojane who passed away at the peak of writing this project.

# ***ACKNOWLEDGEMENT***

## ACKNOWLEDGEMENT

I would like to first of all thank **God Almighty** for granting me the strength and wisdom during the period of writing this project.

I also want to thank and appreciate the support and guidance of my supervisor,

**Mr. M. Sebego.**



My sincerest thanks to my husband **Peter Letlojane** for his humble support and patience during my absence from home when he needed me the most.

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# ***ORIENTATION OF THE STUDY***

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## ***CHAPTER ONE***

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# CHAPTER 1

## ORIENTATION OF THE STUDY

### ● INTRODUCTION

A family is viewed as the most highly valued social institution in our society for the care and upbringing of children. It is the environment that contributes to making a child become a functioning adult. The interactions between a parent and a child have an important bearing on the ability of both a parent and a child in developing emotionally and intellectually. To this end Smith et al (1982) are of the view that children learn about themselves and how to relate with others through their experiences within the family. Consistence, warmth and dependability help a child become confident and eventually a productive member of the society.

According to Mott et al, 1990, parents who never experienced parental care are not able to nurture their own children. The problem then becomes cyclic. Thus in some families patterns of neglect can be traced three to four generations back. Most psychosocial viewpoints on abnormal behaviour confirm the general principle that certain deviations in parenting can have profound effects on a child's subsequent ability to cope with the life's challenges (Carson and Butcher, 1992). This view is supported by D.A. Louw (1999) when stating that all parenting styles or processes, whether healthy or unhealthy, always lead to a product. Child neglect is an age-old phenomenon, but it is only in the past twenty five years that research in Britain and United States has shown how the incidence and prevalence within families of negligent behaviour by parents towards their children unexpectedly spread wide (Morgan and Righton, 1993).

### ● THE STATEMENT OF THE PROBLEM

Children who are neglected are likely to perform poorly in their school work. This statement suggests that parents' lack of interest in their children's learning

programmes or school related matters contributes to a large extent, to the different learning difficulties that some children experience at school. According to Carson and Butcher(1992), parental neglect is associated with diminished intellectual functioning such as academic failures, poor language development, low self-esteem, lack of competence, insecurity and high rate of dropouts from school.

According to Louw (1999), parents who were significantly deprived, neglected or abused are more likely to show similar behaviours to their children. This implies that the type of parenting that a parent received as a child directly influences that person's parenting skills and styles.

## ● THE AIM OF THE STUDY

The study aims at determining whether parental neglect is directly proportional to the- below- average performance, low self-esteem and passivity or whether it cause delays in a learner's social and language development. It also determine whether learners' performance in matters related to schoolwork is in congruent with the rate of supervision and support they receive from their parents.

## ● RESEARCH OBJECTIVES

- To determine the impact parental neglect has on learners' performance. This will be done by:
  - determining the impact on learners' performance of lack of parental supervision.
  - drawing a comparison of the academic performance of children getting different kinds of supervision.

## ● RESEARCH HYPOTHESES

- Children who are neglected are likely to develop poor self-esteem and visa versa.
- Children who are neglected at home may have their school performance negatively affected.
- The family's economic and educational status may determine the degree of parental involvement and or neglect on the children's academic progress.

## ● RESEARCH METHOD

### ● Literature study

The literature focuses on identifying types of needs, how families influence children, parental involvement, definition of neglect, causes of neglect, types of neglect and its effects on primary school learners. The study also determines how these neglects affect performance of learners. Both primary and secondary sources were reviewed - where secondary sources helped to define related concepts and delimit the study. Primary sources determined the extend to which this topic has been researched (Borg and Gall,1989). It forms chapter two of the research report.

### ● Research design

#### ● Population

Population for this study consists of learners from fourteen primary schools in the Mmabatho circuit in the Mafikeng District of Education in the North West Province.

- **Sampling**

The researcher made use of a random sampling technique. Random sampling technique as defined by Borg and Gall (1989), refers to process of selecting a given number of subjects from a defined population as representative of the population. According to Anastasi (1986), a random sampling is a method where subjects have an equal opportunity to be chosen. Half the number of existing primary schools which is our sample, was chosen in the Mmabatho circuit. From the seven schools only 130 learners from each grade (i.e grade four, five, and six) were chosen, giving us a total of 390 sample.

- **Data Collection**

Data was collected by means of a questionnaire developed by the researcher and administered to learners. The questionnaire was based on the information gathered from the literature. The A part of the questionnaire required information concerning the learners and the B part required information about the learner's parent(s). This is presented as chapter three.

- **Presentation and Data Analysis**

In our fourth chapter, data is presented in tabula form and analyzed statistically. According to Anastasi (1986), computers can be used to tabulate, analyze and compute the data. The reasons for using computer is that it can calculate with infinitely greater rapidity and accuracy than human mathematicians. As a result, we have analyzed our data by using Statistical Package for Social Sciences (SPSS).

- **Findings and Discussions**

Findings, discussions, recommendations and conclusion will be presented as chapter five.

# ***LITERATURE REVIEW***

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***CHAPTER TWO***

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## CHAPTER 2

### LITERATURE REVIEW

#### 1. INTRODUCTION

According to Lauer et al (1994), little is known about the etiology of neglect. The risk factors that are identified in physical abuse apply to neglect as well. For instance neglectful parents often demonstrate poor parenting skills which can be harmful to the child, - for example, a parent may "forget" to prepare a lunch box for a child or the young child left alone may fall out of a window or even ingest poison. As stated by Wong (1995) the most serious lack of knowledge is failure to recognise emotional nurturing as an essential need of children.

According to Smith (1982) children depend on their parents to meet their needs and they become vulnerable to illness and injury when their parents are unable to accomplish this task. Thus, a family that is unable to provide physical needs and emotional needs for its members is not functioning effectively and therefore is at risk of being labelled as parentally neglectful. Jennie and Lance Lindon (1993) are of the view that all children have physical, emotional and intellectual needs, which they explain as follows:

#### TYPES OF NEEDS

- Physical needs : All children share these physical needs
  - Food and drink – children need regular nutritious food and water that is safe to drink.

- Protection – shelter and clothing that protect them appropriately from the adverse climatic conditions.
  - Care and hygiene – physical care and a standard of hygiene that will keep them as healthy as possible.
  - Activity and rest – a combination of varied games and activities, indoors and outdoors, in a safe yet interesting environment with sufficient sleep and rest.
  - Space – children need sufficient space, in which they can move and play.
- 
- Emotional needs: According to Jennie and Launce Lindon (1993) children's emotional needs have to be met just like their physical needs have to be met. Speaking of emotional care, Jennie Petersen (1991) has this to say " ...it's not enough to come home to a nicely furnished house, TV and have nice holidays if you don't give enough time to your children and do things with them. I think it's the things you do as a family that matter more than anything else..."(Peterson, pg. 74 , 1991)
  - Attention – children have a need to be attended to with warmth and caring.

- Concern – parents need to consider the wants and the interests of their children.
  - Security – children feel secured when accepted and have a sense of belonging.
  - Companionship of children involves the happy company of their parents.
  - Support and affirmation – this is guidance through encouragement and praise, unlike keeping control through punishment.
  - Boundaries – children need clear limits for acceptable behaviour, set by their parents. The parents in their demarcations (Jennie and Lindon, 1993) should apply consistency.
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- Intellectual needs: Children are continually learning new ideas and taking in new information. Together with the needs mentioned above, to grow intellectually, children need the following as well :
  - Freedom to learn – opportunities to learn from different experiences and to discover some things on their own and for themselves.

- Freedom to make mistakes – opportunities to make mistakes without being made to feel stupid or foolish.
- Support – children need parents who support, encourage and teach them.
- Increasing independence – chances to grow in independence through progressively taking on more responsibility and being trusted with tasks.
- Information – children need relevant information and a framework in which to make sense of their growing knowledge.
- Freedom to explore – opportunities to explore ideas through talk with their parents.

## **1.2 How families influence children**

According to Finn (1998) research has demonstrated that differences in children's performance could be explained instead by specific conditions at home and parental behaviours, including parents' roles as language models, parents' press for achievement and provisions for general learning especially from the family. Broadly speaking, there are two main ways in which parents

can affect the chances of their children excelling at the most demanding human skills.

Firstly, parents help children to gain essential knowledge, skills and mental strategies. It is hardly surprising that the ways in which children develop in their early years are affected by the degree in which the parents assume their role or the role of a teacher. For instance a mother who encourages her daughter to read at an early age may thereby be contributing to an explosive growth in the child's capabilities. That is because becoming literate opens up numerous new opportunities for the young person.

Secondly, parents like to transfer or impose their values and attitudes to their children towards different kinds of achievements that depend upon learning and practice. The early experiences of a young person who is exposed to lifestyles in which scholarly activities are enjoyed and respected and has opportunities to witness the successful outcomes of sustained efforts to learn new skills, will bring advantages that are denied to most children (Howe, 1990).

According to Howe (1990) the combined effects of parental expectations and encouragement, can create emotional and intellectual atmosphere in which it seems difficult not to succeed. The presence of scholarly role models and parent's eagerness to ensure that a child not only has the opportunity to learn but also devotes considerable amount of time to study can also affect the child's performance.

Proceeding from the above views, it is clear that children whose parents are involved in their scholarly activities perform extremely well. In support of this statement, investigations were undertaken by a group of researchers at the University of Chicago, headed by Benjamin Bloom (1995). Data was collected in a fairly systematic manner. Information about family life and early childhood experiences was obtained directly from interviewing the creative young people and from talking to their parents and their teachers who were involved in their early upbringing.

To this end, researchers undertook to investigate the influences of parents to individuals who became highly distinguished experts (i.e. in mathematics or concert pianist). The Chicago based investigations include several separate but related studies. Each examined a number of individuals who as young adults, had become or were beginning to be highly distinguished experts in one field of activity. One investigation looked into the early family lives of the distinguished young mathematicians. Other studies investigated tennis champions, Olympic swimmers, sculptors and neurologist.

The researchers found that in most cases the family was intact throughout the person's life (childhood), and that the parents were willing to go to enormous lengths to help the child to do well. The parents often supervised homework and sometimes checked or inspected it. In most cases, especially when the child was young, they would happily allow the child to attend special lessons

outside normal school hours and be present at practice sessions. Passive interests such as watching television were not encouraged by these parents. Family life tended to be firmly structured, with the children required to accept responsibilities and share household chores. The children were expected to learn to use their time effectively and efficiently to fit in a variety of daily activities. The parents were always willing to devote their own time and energy to their children – playing games, reading to them, teaching them in different ways, etc. (Howe, 1990).

It is important to note that children have a right to the love, support, adequate shelter minimal standards of living, not to be mistreated and long term commitment that their families are usually best able to provide, (Morgan and Righton 1993). This statement suggests that parenting is a demanding task under the most ideal circumstances.

### **1.3 Parental involvement**

As stated by Althouse (1981), until approximately fifteen years ago administrators and teachers held the commonly accepted view that the role of parents in public education was to drop their children at the school gate in the morning and pick them up at the end of the day, which is still the case with some South African public education.

However according to Mortimore (1982), around the same time, the belief that children cannot be satisfactorily educated unless teachers enlist the co-

operation of parents, began to spread. Parental involvement is considered to be one way in which more equal educational opportunity might be achieved, by increasing parents' interests in and knowledge of education.

In the mid-90s, in the USA, federally sponsored compensatory education programmes such as Head Start and Follow through caused educators to look at the nature of learning and development in a new light. In most cases they became convinced that the home was an important influence on the child's total development.

Parents' education and parents' involvement became a vital part of early childhood education. Three factors as stated by Lindon and Lindon (1993), brought about a rapid change in attitude from "parents stay out" to "parents get involved." First, the large body of research revealed a positive link between parents-child relations and children's learning styles, attitude towards school, and general cognitive development.

Secondly, researchers found that compensatory programmes with parents' involvement components have a more than temporary desirable effect on children. Thirdly, there was an upsurge in direct political pressure for community involvement in education. These factors, combined with a series of innovative experiments in parents' education, helped educators realise the benefit of parents' involvement (Lindon and Lindon, 1993).

A number of studies have recovered the 70s trend towards increased parental representation and presence in schools, covering aspects such as parental assistance to teachers in hearing children read, helping in other activities, participating in outings and membership of parent-teacher associations (HMI Survey, 1980). During the 70s and the 80s, exploration into the potential and the dimension of home-school relationships continued (Topping and Wolfendale, 1985).

It is important to note that all political parties all over the world have endorsed the provisions within the 1980 Educational Act of South Africa for greater parental representation on school governing bodies. Thus parents will as a corporate force build up collective expertise on relevant matters of school policy, curriculum and organisation and will acquire skills of questioning, negotiating and decision making within the governing body (Topping and Wolfendale, 1985).

From the above discussions, it is clear that parents can impart vital information and make informed observations, can contribute to decision making and can be highly effective teachers of their children. Thus they have the right not privilege to be involved in the education of their children (Peterson, 1991).

Recently advocates of parental involvement in reading and related home-school based learning programmes hold that:

- ◆ Parents and teachers have in common a pedagogic role, which incorporates a protective, nurturing aspect into the training one.
- ◆ Parents and teachers share responsibility for maximising the learning potential of their changes and for creating opportunities for enjoyable and enhancing experiences.
- ◆ Parents and teachers have some shared aspirations for children's progress and successful coping in a variety of life situations (Topping and Wolfendale, 1985).

According to Althouse (1981), forms of parental involvement vary considerably from school to school and are dependent upon the age of the children and the type of the programme used at school. They vary from maximal involvement of parents as decision-makers in determining curriculum in periodic observation and parents conferences.

Althouse (1981) has identified certain strategies, which are useful to ensure that parents are involved in the education of their children. These are the home visits, parents meeting, parents participation and parents conferences.

- **Home visits:** home visits should have as their primary objective to meet with and relate to parents in their home environments. Parents often are most at ease in the home, and teacher can see

how the family lives. During home visits teachers must remember that families may be sensitive to their expressions or none expressions of emotions. Teachers must not show negative reactions to a family's value system, the independence of the family member or the cultural influence upon them. Unfortunately, in a few cases teachers will not be welcomed in a child's home and home visits may not occur.

- **Parent meetings:** the other strategy in which parents can be involved in school related matters are through parents meetings. These parents meetings will help to establish rapport between the school in general and parents. Throughout the year parents meetings should be informal and informative. Topics should focus on parents' concerns about children and actually participating in the meetings. By being part of the meetings parents will develop a sense of belonging and love for the school where their children attends (Althouse, 1981).
- **Parental participation:** parents may visit the school to observe their children or to become involved actively in the school programmes. Special talents and resources are found among parents of all social and economic levels. Teachers may need to seek out parents who play a musical instrument, are skilled in carpentry or who are involved in other interesting activities (Althouse, 1981). In most cases it is difficult for parents to observe

their children in classroom activities, since the activities of the classroom invite participation on the part of the child.

They must occasionally make efforts though to remain in an observation role. They will see their children in a new light as they watch their interaction with other children. Perhaps for the first time they will have the opportunity to compare their children's development with that of others. If problems arise they can talk with teachers about them. Thus they can realise that the problems of their children are not unlike those of many other children (Althouse, 1981).

- **Parent Conferences:** parent conferences represent one of the most effective ways to unite parents and teachers in a desirable partnership. For effective preparation of conferences the teacher must prepare children's files, books and records before the conference.

Teachers must listen attentively to what parents have to say about their children and family problems and be sympathetic and supportive to family problems. Discuss the children on a positive note and ask parents' advice about how to handle a particular problem. As a teacher, it is important to end the conference on a positive note (Lindon and Lindon, 1993).

## 2. NEGLECT

Although much has been said about the importance of parental involvement in the educational matters of their children, some parents, especially in public schools, are still ignorant of their role in relation to the learning activities of their children. As a result most parents do not show interest in the academic progress of their children. Morgan and Righton (1993) have identified this behaviour as neglect and have also identified the various types of neglect, namely, physical, emotional, educational and medical neglect.

Neglect is defined as the chronic failure of a parent or caretaker to provide children under 18 with the basic needs such as food, clothing, shelter, medical care, educational opportunity, protection and supervision (Walker, 1992). According to Walker (1992), in defining neglect, clinicians must pay careful attention to the idea of the community standards of care. Cultural standards that differ from those of the prevailing community are not necessarily neglect.

According to Mortimore et al (1982), there are many causes of neglect. However few have been identified as the main contributors and as area problems that perpetuate negligence. They are, lack of education, social status, poverty and unemployment, family size, divorce and single parenthood, poor housing. They are hereunder discussed.

## CAUSES OF NEGLECT

- **Lack of education:** parents with less education have been less likely to help their children at home. They may be frustrated because they want to help their children but do not have the skills they deem necessary to be involved. As a result they end up neglecting their children. The curriculum offered at schools can also influence parents to be involved or to neglect their children or loose interest in their academic progress. For instance the curriculum offered now in South Africa (i.e. The Outcome Based Education - OBE), is completely different from the education most parents have received. Thus most do not understand the terminology of OBE and find an excuse why they tend to be neglecting their children (Mortimore et al, 1982).
- **Social status:** the parents' occupation and social status and the lifestyle of the family have considerable influence on the ease or difficult which the child can perform well at school. Ukaonu W. Uche conducted a study called 'some sociological background variables affecting school achievement among primary school learners'. He found that socio-economic status was related to the level of achievement of the learner. For example, the study showed that children of middle-class families had more stimulating homes, performed better in class and stayed longer in schools than children of working-class families (Mortimore et al, 1982).

- **Poverty and unemployment:** In South Africa today we are experiencing high rate of redeployments, retrenchments and unemployment. This leaves parents with no choice but to go out and seek for work or jobs elsewhere, even far away from home in order to avoid poverty or hopelessness. Parents then tend to leave their children with caregivers and then come home on weekly, monthly, or even quarterly bases. The caregiver however tend to neglect the children's academic matters or does not care for the child in totality. There is therefore no one to supervise the child's homework or no one there to show interest in the child's school work (Mortimore et al, 1982).

When parents are unemployed it is difficult for them to meet the needs of their children. Due to poverty, school fees will not be paid, lack of school uniform and books will be evident. As a result it may appear as if children are neglected. Hunger also affects concentration, which will lead to poor performance. And poor housing also contributes to these negative effects on the child's performance and ultimately the child's self-esteem (Mortimore et al, 1982).

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- **Family size:** neglect can be dominant in large families especially when parents are of a low socio-economic group. Due to large number of siblings other children tend to end up on streets because of lack of attention from parents, so to find comfort and care out there (Mortimore et al, 1982).

- **Divorce and single parenting:** one of the major effects of divorce is neglect. The parent will have to work hard and sometimes overtime to bridge the gap created by the other parent's absence. In most cases this affects the children because they will be left alone or with the caregiver, who can not manage to give enough attention and care as the parent would. Moreover major problems are experienced when the one who has custody of the children is unemployed or is unable to work. There will be shortage of food, improper clothing and non-conducive home environment for learning. This situation may cause bitterness, anger which may drive children to the street (Mortimore et al, 1982).

According to Baker (1992), there is a relationship between home environment and the school. For instance, different situations of home environment such as poverty, unemployment, family size, etc correlated with the school progress of the child more than they do with intelligence. Again children from literate homes had a higher academic achievement than, children from illiterate homes. This proves that the home is the basic institution for providing the child with primary education.

From the above discussion it is evident that a family has a responsibility to develop and motivate the child so that he or she can derive the maximum benefit from the schooling experience. A child, who has not developed a sense of security and competence through his or her contact with the family, will fail to explore the innate child curiosity that is essential in effective learning.

Carson and Butcher (1992) confirm some of these causes and continue to show how they actually affect the child. They found out that these causes tended to lead the children to portray certain behaviours, which in turn led them to identify different types of neglect. They have identified four types of neglect, namely physical, emotional, educational and medical and are elaborated upon in the next paragraph.

## **2.1 TYPES OF NEGLECT**

### **2.1.1 PHYSICAL NEGLECT**

According to Carson and Butcher (1992) physical neglect can be characterised in different ways, namely it involves failure to provide adequate shelter and clothing (wear ill-fitting clothing or clothing that is inappropriate for the weather), undernourishment or malnourishment, filth and dirt on the child's body or clothing.

Moreover, physical neglect involves failure to provide adequate supervision, e.g. if parents walk out on their children, turn the children out of house or leave them alone for long periods of time. Parents may also be neglectful if they leave their children in the supervision of an adult who is likely to harm them or who is incapable of providing adequate care (Carson, 1992).

Current data suggest that families who physically neglect their children tend to be poor, socially isolated and chaotic. Basic survival needs consume the family's energy and little energy is left to care for the children. According to studies, neglecting families were reported to have financial difficulties, depending on single parenthood and the rate of unemployment was high. Lack of knowledge about child development, inaccurate sense of the children's needs and low self-esteem on the part of the parent were also found to be playing part in the neglectful behaviour of the parent (Walker, 1992).

### 2.1.2 EMOTIONAL NEGLECT

Emotional neglect is where there is denial of love and affection, and a lack of emotional support, e.g. lack of interest in the child's school activities and achievements, failure to spend time with the child, lack of respect for the child's right and feelings and failure to provide appropriate social or cognitive stimulation (Carson and Butcher, 1992).

### 2.1.3 EDUCATIONAL NEGLECT

When there is adequate income but parents are failing to see to it that a child attends school or fail to pay school fees accordingly, buying books and school uniform, that may be referred to or regarded as negligence on the part of the parent (Gross, 1998). Compared to nonabused children, neglected children

appear to display more behaviour problems, apathy and passivity as well as less flexibility and academic problems.

Neglected children show poorer academic performance and have greater developmental delays and cognitive difficulties. In addition they seem to display more social and emotional withdrawal, lower self-esteem and less confidence and assertiveness when given learning tasks. These children are at high risk for academic and psychological problems which will inevitably render them unsuccessful academically (Walker, 1992).

According to Mortimore (1982), results showed that educationally neglected children are disadvantaged because of their parents' lack of interest in their educational progress. For instance children whose parents were interested in their education scored higher on achievement tests than those with uninterested parents (Mortimore, 1982).

#### 2.1.4 MEDICAL NEGLECT

Parents may also fail to provide for a child's medical needs. The effects of medical neglect involve untreated dental caries or dental problems including chipped or absent teeth. Lice, skin rashes and an incomplete immunisation records and haphazard medical attention are other indicators of neglect (Mott et al, 1990).

## **2.2 EFFECTS OF PARENTAL NEGLECT**

According to Peterson (1991) all parenting styles or processes, whether they be healthy or unhealthy, always lead to a product. Roff and Knight (1981) conducted a study and found that childhood parental neglect was significantly associated with relative poor long-term outcomes (Carson and Butcher 1992). These outcomes are demonstrated in various ways. Parental neglect may be partial or complete, passive / active or subtly / overly cruel. Prolonged neglect may have serious long-term effects on children.

According to Louw (1990), the way in which parents bring up their children (i.e. their parenting style) can play an important role in the children's development. Louw (1999), identifies and distinguishes between the authoritarian, the authoritative and the permissive styles. Maccoby and Martin (1983), followers of her work, have also identified a fourth style, the uninvolved style. Of our interest we will talk about the permissive and the uninvolved parent.

According to Gross (1998) these two styles can take place in an emotional climate anywhere on the scale between warmth and coldness. Permissiveness and non-involvement in a cold, rejecting climate would be called neglect. Bandura (1976) has found that children reared in such environments tend to be impulsive and aggressive and have a lack of self-control. They do not easily accept responsibility, tend to do poor at school and

appear to be less mature in their behaviour and attitudes towards their peers at school.

Parents who demonstrate warmth when praising their children but critical, punitive or indifferent in most other situations would be classified as aloof and neglectful. Neglect can be stable or blunt. Neglected children develop feelings of less curiosity and inferiority. They believe that if they are unworthy of parental care and love, they must be of no value. Many develop an avoidant relationship with the neglecting parent(s) (Bayne and Nicolson, 1993).

Others attempt to win parental affection through attention seeking behaviours that frequently serve only to compound the neglecting behaviour of parents. When these tactics fail, the child may become either hostile or aggressive or withdrawn and submissive. Sometimes neglected children find acceptance through identification with peers or gangs they interact with (Bayne and Nicolson, 1993).

### 2.2.1 SOCIAL DEVELOPMENT

Bee et al (1984) states that severely neglected children lack the capacity to form meaningful relationships. They fail to develop social relationships and are most often considered loners. In some cases due to the nature of neglect children will display extreme possessiveness of toys and games, may even be resentful of other children or adults.

Thus they have few friends and tend to be actively disliked by their peers. Their inability to establish relationships increases the risk of emotional problems such as anxiety or depression together with heightened feelings of frustration and alienation (Bude, 1981). The lack of social acceptance that they experience leads to them having loner social status and feelings of inadequate, helpless and loneliness.

### 2.2.2 PERSONALITY DEVELOPMENT

Many neglected children develop personality adjustment problems. This can be manifested by being withdrawn, harbour feelings of being unwanted and abandoned. They exhibit low self-concept, poor self-image, less confidence and assertiveness. According to Erik Erickson (1963) the middle childhood years is the stage of industry versus inferiority. Thus it goes without saying that children who are neglected will automatically develop feelings of inferiority (Carson and Butcher, 1992).

Coopersmith (1967) conducted a study on the self concept and particularly the self esteem of children. He interviewed 85 primary school boys and their mothers. In his investigation, Coopersmith (1967) found that children with low self esteem were more dependant, introverted and lacked creativity than children with high self esteem. The other important finding of Coopersmith (1967) was that, it appeared that the way in which children were treated by their parents played a major role in the development of their self esteem (Carson and Butcher, 1992).

### 2.2.3 EMOTIONAL DEVELOPMENT

Louw (1999) is of the view that emotions during middle childhood are more specific, more diverse and more sophisticated. Greater emotional differentiation also enables children to express a variety of emotions. According to Hoff et al (1994) neglected children have difficulty expressing themselves and their feelings. For instance, they lack the ability to initiate love, appreciation and warmth because they never experienced how it feels to be hugged, accepted, appreciated, praised under normal circumstances. Thus when you praise them they tend to be cold and passive because they seem to expect or are used to disapproval or criticism.

The other emotional effect is that these children seem to be distrustful. They do not trust elderly people and the environment they live in. They look suspicious, sad, depressed, and unhappy from the top of their heads to the bottom of their feet. Usually their eyes mirror the unhappiness that is in their being or lives (Hoff et al, 1994).

According to Carson and Butcher (1990), these children often have a tendency to be overly aggressive and prone to impulsive behaviour. Social learning theorists believe that children learn aggressive behaviour through the reinforcement of such behaviours and the imitation of aggressive models such as parents.

Children whose parents are cold, negative, hostile and neglecting, tend to be more aggressive than children whose parents are warm and positive (Morgans et al, 1993). The reason for this behaviour could be that parents' neglective behaviour causes frustration in the children because their emotional needs are not met, therefore they react with aggressive behaviour. Louw (1999) is of the opinion that neglected children may act aggressively just to get attention because some children would rather get negative attention than no attention at all.

As stated by Peterson (1991) neglected children develop excessive fears and anxieties. For example, they have fantasies of being left alone. When they do not have necessary materials for the school, they are afraid to talk to the teacher. They ultimately drop from school and runaway from home (Louw, 1999). Of all the various causes that have been researched on conduct disorder and juvenile delinquency, parental neglect appears to be the most prominent (Carson and Butcher, 1990).

However according to Watkins (1997), parents' involvement in their children's educational experiences, through home instruction, volunteering in the classroom, or participation in school governance, have been linked to the quality of children's learning and are emotionally motivated in school. He continues to argue that parents' involvement with their children's learning can have and mostly does, important emotional effects on children's achievement (Watkins, 1997).

## 2.2.4 PHYSICAL DEVELOPMENT

Mott, James and Sperhac (1990) stipulate that as neglected children grow, developmental delays become more apparent. Their physical size is often that of a much younger child. Gross motor skills are often delayed because the child is reluctant to interact with the environment. Delays in hand-eye co-ordination may affect development of reading and writing skills and ultimately affect the child's self-confidence and self esteem (Mussen et al, 1984).

For example Baker conducted a study where he focused on how the parents' involvement in the child's schoolwork can affect the learner. The study was to find out how neglected learners and cared for learners performed in their writing, reading and spelling activities at primary level. He compared learners of grades four and six. In his study he used the standardised Hunter-Grundin Literacy tests (Baker, 2000).

He found that learners whose parents are involved performed or scored higher than those whose parents are not involved. He also found out that even if there was a decline in the learner's performance at higher grade, the neglected tended to perform poorer than the cared for learners. The scores' difference was significant in that there was a bigger gap between the two groups of learners in the two grades. He thus confirmed the stipulations of Mott, James and Sperhac (1990) that there are delays in hand-and-eye co-ordination and which ultimately affect the development of reading and writing skills.

One of the other effects of parental neglect is the non-organic failure to thrive (NFTT). It is a definable cause that is unrelated to disease. NFTT is most often the result of psychological factors such as inadequate nutritional information by the parent, deficiency in maternal care or a disturbance in maternal-child attachment or a disturbance in the child's ability to separate from the parents leading to food refusal to maintain attention (Mott et al, 1990).

Language development is also delayed in a neglected child because a child needs to hear language to imitate it and to expand vocabulary. They usually lack language skills and they only speak in phrases rather than in sentences and have limited vocabularies.

The other reported behaviours associated with parental neglect include diminished intellectual functioning such as academic failures, poor concentration because of constant hunger, homework, assignments are regularly forgotten and parents do not participate in school activities. Fatigue is common because the child's sleep habits are not supervised. Again it is relevant to note that physical weakness leads to poor co-ordination or lack of endurance, which is likely to affect a child's learning (Althouse, 1981).

Moreover restlessness and falling asleep in class affect learning and show less confidence and assertiveness when given learning tasks (Hoff et al, 1994). In fact, Hoff and his colleagues write that physically neglected children

present "the least positive and most negative effect" of all types of maltreated children (Hoff et al, 1994, pg. 69).

To support the information based on the literature review Visser (1989) cited in Louw (1999) carried out research with nearly 2000 standard Three/Grade Five pupils in order to obtain some ideas of the mental health of neglected primary school children in South Africa. The children were aged between 10 years and 11 years and attended White, Coloured and Indian schools. The most important findings include the following:

- A degree of depression was found amongst 18% of the children, while 5% showed signs of serious depression.
- Fifteen percent of the children felt that nobody understands them and 17% often wanted to run away from home. Seven percent even indicated that they would rather be dead and that they were thinking of ways in which to kill them.
- Sleep disturbance occurred in 21% of the children, continual headaches and stomach -aches in 32% and 24% respectively, while 32% reported having sweat palms and 11% reported wetting their beds now and again.
- Concerning their self-image, 18% assessed themselves negatively, while 6% showed serious self-image problems.

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- Twenty-two percent showed lack of trust in other people and 13% indicated that they sometimes become so angry that they want to kill someone.
- Twenty-one percent indicated that they have problems with their schoolwork and that they were dissatisfied with their performance. Twenty-five percent of the children indicated that they were not satisfied with their marks, 17% could not talk easily to their teachers, and 19% struggled to concentrate 17% experience test anxiety.
- Coloured and Indian children experience significantly more depression symptoms, self-image problems and schoolwork problems than white children. This is possibly related to their socio-economic circumstance of larger families and broken homes.

In conclusion, it is evident that children reflect in their behaviour what happens to them in the home. Difficulties that children encounter at school stem from some form of anxiety created by a home situation with which a child cannot cope. Thus a teacher must make efforts to know the home background of each child in order to work effectively with the child.

Proceeding from these problems, one has to consider the method of approaching or verifying the researches as to whether they apply or are true in our South African context. The method used to determine the effects of neglect is presented in the preceding chapter.

# **METHODOLOGY**

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## **CHAPTER THREE**

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## **CHAPTER 3**

### **METHODOLOGY**

#### **3.1 INTRODUCTION**

This chapter reports on the method used to gather data. Anastasi (1986) defines methodology as an organised way or method of data collection on a scientific research. Therefore the following were ways in which population was sampled and data collected and analysed.

#### **3.2 RESEARCH DESIGN**

##### **POPULATION**

Population for this study consisted of learners from fourteen (14) primary schools in the Mmabatho circuit in the Mafikeng District of Education in the North West Province. Even though the researcher was interested in investigating the entire population, time and economy influenced the reduction of the population to a manageable sample size. At the time of the study there were four private and ten public schools.

## **SAMPLING**

In this study a random sampling technique has been used. Random sampling technique as defined by Borg and Gall (1989) refers to a process of selecting a given number of subjects from a defined population as representative of the population. Moreover it is a process of selection from a population that provides every sample of a given size an equal opportunity of being selected.

For consistence, seven schools that is, two private and five public schools were randomly chosen. This forms 50% of the population. Only grades four, five and six were the targeted groups. For each grade, 20 learners were randomly selected from the seven schools, giving the total of four hundred and twenty.

From four hundred and twenty subjects, only three hundred and ninety were analysed. This was due to the fact that thirty learners had made mistakes that would affect the interpretation of the results and had to be destroyed.

## **PROCEDURE**

A permission letter from the Department of Foundations of Education in the University of the NorthWest was received. It was used to request permission from the Mmabatho circuit manager to conduct a research on the selected

primary schools in the Mmabatho circuit. Thus, there was a warmly acceptance from the Site Managers of schools and teachers.

As stated earlier, twenty learners from each grade from the seven schools were presented with the questionnaires. In each school a classroom was given for this exclusive use, and learners who were randomly selected from grade four, five and six were sitted and briefed about the researcher's instructions, and confidentiality was emphasised. Teachers also helped to distribute and collected the questionnaires.

## **RESEARCH INSTRUMENT: QUESTIONNAIRE**

Questionnaire is the most important and popular instruments used on researches, as it is the easily distributed and understood method. According to Anastasi (1986), a questionnaire is a written list of relevant or appropriate questions to be answered by a number of a particular chosen sample for data collection. The researcher using information from the literature findings developed questionnaire.

Multidimensional measure of children's perceptions of control (Connell, 1985) was used to construct the questionnaire. The MMCP is a 48 – item, five point Likert-type scale in which answers range from strongly disagree (1) to strongly agree (5) (Robinson, 1991).

In this study questionnaire was divided into three parts. Biographical data, Part A (14 items) requiring information about the learners only and Part B (15 items) where learners provided information about their parents and themselves.

## **DATA COLLECTION**

Data was collected by means of a questionnaire that was developed and piloted by the researcher to clear any ambiguity. It is important to note that ambiguity is sometimes difficult to avoid because some words are themselves vague and ambiguous. There are some terms even though reduced to the level of the respondents may not be known to them and needed the researcher to explain in mother tongue for learners with language problems.

## **DATA ANALYSIS**

Fraenkel (1993) states that data analysis involves synthesising the information the researcher obtained, into a coherent description of what he or she has observed or discovered.

Data was analysed statistically and presented in tabular form. According to Anastasi (1992), computers can be used to tabulate, analyse and compute data. The reason for using computer is that it can calculate with infinitely greater rapidity and accuracy than human mathematicians.

As a result data as analysed and interpreted using Statistical Package for Social Science (SPSS).

In conclusion, as the researcher has collected and analysed the data, the following chapter will focus on the outcome of the study.

# ***RESULTS***

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## ***CHAPTER FOUR***

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**CHAPTER FOUR**

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## CHAPTER 4

In this chapter data is analysed statistically and presented in tabular form.

**TABLE 1**

Table on the frequencies based on the presence or absence of neglect based on the age of the learners.

		Neglect		Total
		Absent	Present	
Age	9 years	73	57	130
	10 years	72	44	116
	11 years	45	12	57
	12 years	39	48	87
Total		229	161	390

Chi-square table on the proportions above

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	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-square	17.438 <sup>a</sup>	3	.001
Likelihood Ratio	18.164	3	.000
Linear-by-Linear Association	.700	1	.403
N of Valid Cases	390		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 23.53

**TABLE 2**

Table on the frequencies based on the presence or absence of neglect based on the gender of the learners.

		Neglect		Total
		Absent	Present	
Gender	Male	135	64	199
	Female	94	97	191
Total		229	161	390

Chi-square table on the proportions above

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-square	13.946 <sup>b</sup>	1	.000		
Continuity Correction <sup>a</sup>	13.189	1	.000		
Likelihood Ratio	14.028	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	13.911	1	.000		
N of Valid Cases	390				

a. Computed only for a 2x2 table.

b. 0 cells (.0%) have expected count less than 5. The minimum expected count is 78.85

**TABLE 3**

Table on the frequencies based on the presence or absence of neglect based on the level of study of the learners.

		Neglect		Total
		Absent	Present	
Level of study	Grade 4	62	68	130
	Grade 5	85	45	130
	Grade 6	70	60	130
Total		217	173	390

Chi-square table on the proportions above

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-square	6.536 <sup>a</sup>	2	.038
Likelihood Ratio	6.486	2	.039
Linear-by-Linear Association	6.185	1	.013
N of Valid Cases	390		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 37.98

**TABLE 4**

**Crosstabbing neglect in 'I always like to be called to do something in class' with  
'My parent(s) always ask me how I spent my day at school'**

I always like to be called to do something in class	My parent(s) always ask me how I spent my day at school					Total
	Strongly disagree	Disagree	Not sure	Agree	Strongly agree	
Strongly disagree	2	3	3	8	12	28
Disagree	7	41	5	6	12	71
Not sure	3	6	12	4	21	46
Agree	9	2	18	80	23	132
Strongly agree	2	14	6	11	78	111
Not stated			2			2
Total	23	66	46	109	146	390

### Chi-Square tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	258.764a	20	.000
Likelihood Ratio	234.296	20	.000
Linear-by-Linear Association	.153	1	.696
N of valid cases	390		

a. 10 cells (33.#%) have expected to count less than 5. The minimum expected count is .12

**TABLE 5**

**Crosstabing neglect in 'I am proud of my school work' with 'My parent(s) expect too much from me**

I am proud of my school	My parent(s) expect too much from me					Total
	Strongly disagree	Disagree	Not sure	Agree	Strongly agree	
Strongly disagree	6			10	9	25
Disagree	3	36		9	5	53
Not sure		8	24	8	10	50
Agree		28	11	47	22	108
Strongly agree	7	17	26	28	71	149
Not stated				2	2	4
Total	16	89	61	104	119	389

### Chi-Square tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	192.929 <sup>a</sup>	20	.000
Likelihood Ratio	180.581	20	.000
Linear-by-Linear Association	4.689	1	.030
N of valid cases	389		

a. 10 cells (33.3%) have expected count less than 5. The minimum expected count is .16

**TABLE 6**

Table on the frequencies based on the presence or absence of neglect based on the learner's attitude towards interaction in class.

		Neglect		Total
		Absent	Present	
I find it very hard to talk to my class-mates in class	Strongly disagree	26	43	69
	Disagree	64	49	113
	Not sure	41	22	63
	Agree	65	24	89
	Strongly agree	31	23	54
	Not stated	2	-	2
Total		229	161	390

Chi-square table on the proportions above

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-square	22.820 <sup>a</sup>	5	.000
Likelihood Ratio	23.714	5	.000
Linear-by-Linear Association	3.209	1	.073
N of Valid Cases	390		

a. 2 cells (16.7%) have expected count less than 5. The minimum expected count is .83.

**TABLE 7**

Table on the frequencies based on the presence or absence of neglect based on the learner's attitude towards his or her performance at school.

		Neglect		Total
		Absent	Present	
I am not doing well at school as I like to	Strongly disagree	48	28	76
	Disagree	51	51	102
	Not sure	46	24	70
	Agree	52	30	82
	Strongly agree	26	26	52
	Not stated	5	2	7
Total		228	161	389

Chi-square table on the proportions above

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-square	8.065a	5	.153
Likelihood Ratio	8.065	5	.153
Linear-by-Linear Association	.441	1	.507
N of Valid Cases	389		

a. 2 cells (16.7%) have expected count less than 5. The minimum expected count is 2.90.

**TABLE 8**

**Crosstabbing neglect in 'I often wish I were someone else' with 'My parent(s) give(s) me everything I want'**

I often wish I were someone else	My parent(s) give(s) me everything I want					Total
	Strongly disagree	Disagree	Not sure	Agree	Strongly agree	
Strongly disagree	9	6	21	20	27	83
Disagree		61	17	26	15	119
Not sure	6	4	9	8	21	48
Agree	2		17	30	10	59
Strongly agree	13	2	20	6	27	68
Not stated		4	2	5	2	13
Total	30	77	86	95	102	390

### Chi-Square tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	188.849a	30	.000
Likelihood Ratio	196.782	30	.000
Linear-by-Linear Association	.214	1	
N of valid cases	390		

a. 19 cells (45%) have expected count less than 5. The minimum expected count is

**TABLE 9**

Crosstabbing neglect in 'I always do my school work well' with 'My parent(s) supervise(s) my homework daily'

I always do my school work well	My parent(s) supervise(s) my homework daily					Total
	Strongly disagree	Disagree	Not sure	Agree	Strongly agree	
Strongly disagree	8	2	2	8	12	32
Disagree		37	6	15	9	67
Not sure		4	13	5	9	31
Agree	3	28	14	63	16	124
Strongly agree	12	6	11	21	81	131
Not stated				3	2	5
Total	23	77	46	115	129	390

### Chi-Square tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	215.844a	25	.000
Likelihood Ratio	197.696	25	.000
Linear-by-Linear Association	.118	1	.731
N of valid cases	390		

a. 16 cells (44.4%) have expected count less than 5. The minimum expected count is

**TABLE 10**

**Crosstabbing neglect in 'I do not like to be together with other children' with 'My parent(s) and I have a lot of fun together'**

I do not like to be together with other children	My parent(s) and I have a lot of fun together					Total
	Strongly disagree	Disagree	Not sure	Agree	Strongly agree	
Strongly disagree	9	7	5	18	67	106
Disagree	4	44	12	38	32	130
Not sure	7	2	10	18	25	62
Agree	2	5	4	30	6	47
Strongly agree	6	8	2	8	12	36
Not stated				4	5	9
Total	28	66	33	116	147	390

### Chi-Square tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	144.233	30	.000
Likelihood Ratio	135.188	30	.000
Linear-by-Linear Association	.018	1	.894
N of valid cases	390		

a. 22 cells have expected count less than 5. The minimum expected count is .03.

**TABLE 11**

Table on the frequencies based on the presence or absence of neglect based on the learner's attitude towards reading.

		Neglect		Total
		Absent	Present	
I like reading more than writing	Strongly disagree	17	10	27
	Disagree	36	36	72
	Not sure	41	32	73
	Agree	70	44	114
	Strongly agree	57	39	96
	Not stated	8	-	8
<b>Total</b>		<b>229</b>	<b>161</b>	<b>390</b>

Chi-square table on the proportions above

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-square	8.635 <sup>a</sup>	5	.125
Likelihood Ratio	11.499	5	.042
Linear-by-Linear Association	6.041	1	.014
N of Valid Cases	390		

a. 2 cells (16.7%) have expected count less than 5. The minimum expected count is 3.30.

**TABLE 12**

**Crosstabbing neglect in 'I like reading more than writing' with 'My parent(s) always ask me how I spent my day at school'**

My parent(s) always ask me how I spent my day at school	I like reading more than writing.					Total
	Strongly disagree	Disagree	Not sure	Agree	Strongly agree	
Strongly disagree			5	11	6	22
Disagree	2	46	7	18	11	84
Not sure	9	2	7	15	33	66
Agree	4		14	56	23	97
Strongly agree	8	16	13	5	70	112
Not stated		2		4	3	9
Total	23	66	46	109	146	390

### Chi-Square tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	215.159a	20	.000
Likelihood Ratio	219.820	20	.000
Linear-by-Linear Association	.546	1	.460
N of valid cases	390		

a. 10 cells (33.3%) have expected count less than 5. The minimum expected count is .53.

**TABLE 13**

Crosstabbing neglect in 'I like doing my homeworks' with 'I always get encouragement from my parent(s) on my school work'

I always get encouragement from my parents on my school work	I like doing my homeworks					Total
	Strongly disagree	Disagree	Not sure	Agree	Strongly agree	
Strongly disagree	4		2	4	4	14
Disagree		37	7	2	9	55
Not sure	6	2		2	4	14
Agree		22	23	73	23	141
Strongly agree	4	11	24	16	100	155
Not stated	2	6	2	3	2	15
Total	16	78	60	101	140	390

**Chi-Square tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	328.296a	25	.000
Likelihood Ratio	257.475	25	.000
Linear-by-Linear Association	.470	1	.493
N of valid cases	390		

a. 21 cells (58.3%) have expected count less than 5. The minimum expected count is

.11.

**TABLE 14**

Table on the frequencies based on the presence or absence of neglect based on the learner's attitude towards attention in class.

		Neglect		Total
		Absent	Present	
I always listen in class	Strongly disagree	13	7	20
	Disagree	26	31	57
	Not sure	36	13	49
	Agree	76	55	131
	Strongly agree	77	51	128
	Not stated	1	4	5
<b>Total</b>		229	161	390

Chi-square table on the proportions above

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	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-square	11.990 <sup>a</sup>	5	.035
Likelihood Ratio	12.209	5	.032
Linear-by-Linear Association	2.880	1	.090
N of Valid Cases	390		

a. 2 cells (16.7%) have expected count less than 5. The minimum expected count is 2.06.

**TABLE 15**

Table on the frequencies based on the presence or absence of neglect based on the learner's attitude towards parental supervision.

		Neglect		Total
		Absent	Present	
My parent(s) supervise(s) my homework daily	Strongly disagree	14	11	25
	Disagree	32	27	59
	Not sure	30	24	54
	Agree	97	41	138
	Strongly agree	56	57	113
	Not stated	-	1	1
Total		229	161	390

Chi-square table on the proportions above

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-square	13.745 <sup>a</sup>	5	.017
Likelihood Ratio	14.325	5	.014
Linear-by-Linear Association	1.390	1	.238
N of Valid Cases	390		

a. 2 cells (16.7%) have expected count less than 5. The minimum expected count is .41.

**TABLE 16**

Crosstabbing neglect in 'My parent(s) consider my feelings' with ' I like everyone I know'

My parent(s) do consider my feelings	I like everyone I know					Total
	Strongly disagree	Disagree	Not sure	Agree	Strongly agree	
Strongly disagree	2	8	4	2	7	23
Disagree	8	49	2	15	4	78
Not sure	4		12	25	20	61
Agree	6	2	14	68	20	110
Strongly agree	7	13	13	12	65	110
Not stated			3	2	3	8
Total	27	72	48	124	119	390

### Chi-Square tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	293.593a	25	.000
Likelihood Ratio	275.729	25	.000
Linear-by-Linear Association	.218	1	.641
Number of valid cases	390		

a. 15 cells (41.7%) have expected count less than 5. The minimum expected count is

.12.

**TABLE 17**

Table on the frequencies based on the presence or absence of neglect based on whether or not the learner carries a lunch-box to school everyday.

		Neglect		Total
		Absent	Present	
I carry a lunch-box to school daily	Strongly disagree	15	17	32
	Disagree	40	21	61
	Not sure	21	6	27
	Agree	81	58	139
	Strongly agree	69	53	122
	6		2	2
	Not stated	3	4	7
Total		229	161	390

Chi-square table on the proportions above

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-square	10.898 <sup>a</sup>	6	.092
Likelihood Ratio	11.895	6	.064
Linear-by-Linear Association	.827	1	.363
N of Valid Cases	390		

a. 4 cells (28.6%) have expected count less than 5. The minimum expected count is .83.

**TABLE 18**

**Table on the frequencies based on the presence or absence of neglect based on the parents' responsibility to pay school fees.**

		Neglect		Total
		Absent	Present	
My parent(s) always pay school fees	Strongly disagree	18	8	26
	Disagree	22	17	39
	Not sure	25	24	49
	Agree	95	57	152
	Strongly agree	67	53	120
	6	-	2	2
	Not stated	2	-	2
Total		229	161	390

**Chi-square table on the proportions above**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-square	8.029 <sup>a</sup>	6	.236
Likelihood Ratio	9.477	6	.148
Linear-by-Linear Association	1.085	1	.298
N of Valid Cases	390		

a. 4 cells (28.6%) have expected count less than 5. The minimum expected count is .83

**TABLE 19**

Table on the frequencies based on the presence or absence of neglect based on parental care.

		Neglect		Total
		Absent	Present	
My parent(s) usually leave me alone at home	Strongly disagree	-	59	59
	Disagree	-	102	102
	Not sure	82	-	82
	Agree	73	-	73
	Strongly agree	74	-	74
<b>Total</b>		229	161	390

Chi-square table on the proportions above

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-square	390.000 <sup>a</sup>	4	.000
Likelihood Ratio	528.738	4	.000
Linear-by-Linear Association	282.754	1	.000
N of Valid Cases	390		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 24.36.

**TABLE 20**

Table on the frequencies based on the presence or absence of neglect based on the attention the learner receives at home.

		Neglect		Total
		Absent	Present	
No one pays attention to me at home	Strongly disagree	47	30	77
	Disagree	58	58	116
	Not sure	52	18	70
	Agree	49	34	83
	Strongly agree	23	21	44
<b>Total</b>		<b>229</b>	<b>161</b>	<b>390</b>

Chi-square table on the proportions above

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-square	11.564 <sup>a</sup>	4	.021
Likelihood Ratio	11.918	4	.018
Linear-by-Linear Association	.008	1	.929
N of Valid Cases	390		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 18.16.

**TABLE 21**

Crosstabbing neglect in 'I am not doing well at school as I would like to' with  
'My parent(s) usually leave me alone at home'

I am not doing well at school as I like to	My parent(s) usually leave me alone at home					Total
	Strongly disagree	Disagree	Not sure	Agree	Strongly agree	
Strongly disagree	22	8	14	17	16	77
Disagree	4	63	14	18	12	111
Not sure	14	12	25	2	14	67
Agree	16	17	10	16	18	77
Strongly agree	7	15	5	11	11	49
Not stated	3		3	3		9
Total	65	115	71	67	71	390

**Chi-Square tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	103.117a	20	.000
Likelihood Ratio	110.120	20	.000
Linear-by-Linear Association	.001	1	.972
of valid cases	390		

a. 5 cells (16.7%) have expected count less than 5. The minimum expected count is

**TABLE 22**

**Crosstabbing neglect in 'I always listen in class' with 'I carry a lunch-box to school daily'**

I always listen in class	I carry a lunch-box to school daily					Total
	Strongly disagree	Disagree	Not sure	Agree	Strongly agree	
Strongly disagree	2	2		8	2	14
Disagree		44	5	14	6	69
Not sure	3	5	10	12	12	42
Agree	10	23		58	20	111
Strongly agree	14	4	8	15	99	140
Not stated			6	3	5	14
Total	29	78	29	110	144	390

### Chi-Square tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	263.702a	30	.000
Likelihood Ratio	265.905	30	.000
Linear-by-Linear Association	.098	1	
N of valid cases	390		

a. 24 cells (57.1%) have expected count less than 5. The minimum expected count is

.04.

**TABLE 23**

Crosstabbing neglect in 'Other children like to be with me' with 'I sometimes feel like leaving home'

Other children like to be with me	I sometimes feel like leaving home					Total
	Strongly disagree	Disagree	Not sure	Agree	Strongly agree	
Strongly disagree		2	12	2	2	18
Disagree	10	34	7	17	10	78
Not sure	28	4	7	12	11	62
Agree	17	21	11	50	5	104
Strongly agree	54	17	18	13	23	125
Not stated				3		3
Total	109	78	55	97	51	390

**Chi-Square tests**


	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	190.093a	25	.000
Likelihood Ratio	173.425	25	.000
Linear-by-Linear Association	.297	1	.586
N of valid cases	390		

a. 16 cells (44.4%) have expected count less than 5. The minimum expected count is .05.

**TABLE 24**

Table on the frequencies based on the presence or absence of neglect based on the learner's attitude towards staying at home or leaving with his or her family.

		Neglect		Total
		<i>Absent</i>	Present	
I sometimes feel like leaving home	Strongly disagree	46	50	96
	Disagree	16	33	49
	Not sure	56	13	69
	Agree	75	40	115
	Strongly agree	36	17	53
	Not stated	-	8	8
<u>Total</u>		229	161	390

Chi-square table on the proportions above

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-square	47.926 <sup>a</sup>	5	.000
Likelihood Ratio	52.026	5	.000
Linear-by-Linear Association	9.022	1	.003
N of Valid Cases	390		

a. 2 cells (16.7%) have expected count less than 5. The minimum expected count is 3.30.

**TABLE 25**

**Table on the frequencies based on the presence or absence of neglect based on the child's tolerance and patience at home.**

		Neglect		Total
		Absent	Present	
I get easily upset at home	Strongly disagree	32	33	65
	Disagree	37	64	101
	Not sure	50	6	56
	Agree	68	23	91
	Strongly agree	42	31	73
	Not stated		4	4
<u>Total</u>		229	161	390

**Chi-square table on the proportions above**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-square	59.673 <sup>a</sup>	5	.000
Likelihood Ratio	65.372	5	.000
Linear-by-Linear Association	3.503	1	.061
N of Valid Cases	390		

a. 2 cells (16.7%) expected count less than 5. The minimum expected count is 1.65.

**TABLE 26**

**Table on the frequencies based on the presence or absence of neglect based on the learner's attitude towards homework.**

		Neglect		Total
		Absent	Present	
I like doing my homeworks	Strongly disagree	8	8	16
	Disagree	15	21	36
	Not sure	9	8	17
	Agree	99	60	159
	Strongly agree	98	55	153
	Not stated	-	9	9
Total		229	161	390

**Chi-square table on the proportions above**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-square	13.745 <sup>a</sup>	5	.017
Likelihood Ratio	14.325	5	.014
Linear-by-Linear Association	1.390	1	.238
N of Valid Cases	390		

a. 2 cells (16.7%) have expected count less than 5. The minimum expected count is .41.

## RESULTS

Population affects the results of any study and sampling. And the method of data collection and procedures used to analyse them. In this chapter the researcher will focus on the results obtained from the data collected.

According to table one, the results show that learners who are nine years old scored higher in the absence of neglect than learners who are ten years up to twelve years. Again learners who are twelve years scored higher on the presence of neglect as compared to their peers in the absence of neglect. The reason for these results might be that when children grow older, parents tend to pay less attention. Chi-Square proportions  $\Rightarrow (\chi^2 = 17.438, df = 3, \alpha = .001)$ .

Table two shows that female learners seem to be neglected more than the male learners do. Nevertheless caution should be taken before conclusion is reached, in that there were more male learners than female learners. the difference was not significant with the difference of eight in favour of the males. Chi-Square proportions  $\Rightarrow (\chi^2 = 13.946, df = 1, \alpha = .000)$

Table three on the frequencies based on the presence or absence of neglect based on the level of study of the learners show that grade four learners are more neglected than grade five and six. The reason might be that the grade four do not clearly tell their parents of the teacher's instructions as to what to be done. The parent(s) therefore tend to neglect the child's work due to lack

of understanding of what is expected of him or her on helping the child with the school work. Chi-Square proportions  $\Rightarrow (\chi^2 = 6.536, df = 2, \alpha = .038)$ .

Learners whose parents always ask them how they spent their day at school always like to participate in class. The reason might be that the child wants to have something to tell the parent about their day activities and how they participated in those activities. See table four. Chi-Square proportions  $\Rightarrow (\chi^2 = 258.764, df = 20, \alpha = .000)$ .

The results show that learners become proud of their schoolwork because of their parents' attention or expectations from them. They are able to put more effort in their work because they know that their parents are interested in their performance and outcome. See table five. Chi-Square proportions  $\Rightarrow (\chi^2 = 192.929, df = 20, \alpha = .000)$ .

On table six learners who strongly disagreed with the statement, 'I find it very hard to talk to my class-mates in class' scored higher on the presence of neglect. The reason might be that even though they are neglected at home, they find comfort and attention at school. Chi-Square proportions  $\Rightarrow (\chi^2 = 22.820, df = 5, \alpha = .000)$ .

The results show that even though learners are not neglected they are likely to perform well at school. That it is highly unlikely that neglect can affect their school performance. See table seven. Chi-Square proportions  $\Rightarrow (\chi^2 = 8.065, df = 5, \alpha = .153)$ .

Learners whose parents meet their needs accept themselves more than those who are neglected. The child feels that if his or her own parents do not care for him or her, then it means they too should not care or accept themselves. See table eight. Chi-Square proportions  $\Rightarrow (\chi^2 = 188.849, df = 30, \alpha = .000)$ .

The results also show that learners whose homework are supervised do well at school. The child is motivated to do better because parents are involved. See table nine. Chi-Square proportions  $\Rightarrow (\chi^2 = 215.844, df = 25, \alpha = .000)$ .

Table ten shows that learners who have a lot of fun with their parents enjoy being with other learners. Their interaction with their parents has taught them social skills and appreciating others beside themselves. Chi-Square proportions  $\Rightarrow (\chi^2 = 144.233, df = 30, \alpha = .000)$ .

Learners who are neglected prefer writing than reading. The reason might be that they spent most of the time alone and keep them occupied by writing and drawing. Reading is seen as a form of expression of which they are not used to or are not comfortable with. See table eleven. Chi-Square proportions  $\Rightarrow (\chi^2 = 8.635, df = 5, \alpha = .125)$ .

Table twelve shows that parents who communicate with their children about their schoolwork enjoy reading. The child is encouraged to get involved with his or her schoolwork. Chi-Square proportions  $\Rightarrow (\chi^2 = 215.159, df = 20, \alpha = .000)$ .

Learners who get encouragement from parents like doing their homeworks. The involvement of the parent gives a sense of achievement and the need to achieve further and better. See table thirteen. Chi-Square proportions  $\Rightarrow (\chi^2 = 328.296, df = 25, \alpha = .000)$ .

Table fourteen shows that learners who are not neglected always listen in class, as they do not have anything distracting their attention or concentration. This shows that neglected children are easily distracted and have short concentration span. Chi-Square proportions  $\Rightarrow (\chi^2 = 11.990, df = 5, \alpha = .035)$ .

Learners whose homeworks are supervised scored higher on the absence of neglect. Neglect discourages children and they tend to perform lower than they are capable to perform. See table fifteen. Chi-Square proportions  $\Rightarrow (\chi^2 = 13.745, df = 5, \alpha = .017)$ .

The results show that learners whose feelings are considered at home accept other learners and are able to accommodate others. Cared for children learn social skills that in turn help in good performance at school due to good relations with others. See table sixteen. Chi-Square proportions  $\Rightarrow (\chi^2 = 293.593, df = 25, \alpha = .000)$ .

Table seventeen shows that there are some learners who do not carry lunch boxes to schools. This might be a sign that neglect is present and thus affects the child's performance at school. Chi-Square proportions  $\Rightarrow (\chi^2 = 10.898, df = 6, \alpha = .092)$

Even though there is higher score on the absence of neglect versus presence of neglect, some parents do not pay school fees for their learners. This negligence might prove negatively influential on the part of the child's performance later on in life. See table eighteen. Chi-Square proportions  $\Rightarrow (\chi^2 = 8.029, df = 6, \alpha = .236)$

Table nineteen shows higher scores on the presence of neglect on the learners who are left alone at home by their parents. Leaving children unattended to, shows neglect and can drive the child to be fearful and reserved in fear of being hurt and endangered. Chi-Square proportions  $\Rightarrow (\chi^2 = 390.00, df = 4, \alpha = .000)$ .

There is a significant difference on the presence or absence of neglect on learners who do not get attention at home. See table twenty. Chi-Square proportions  $\Rightarrow (\chi^2 = 11.564, df = 4, \alpha = .021)$ .

Table twenty one shows that even though children are left alone at home they do well at school. This correlates with table, nineteen and twenty which show that neglected children do well at school even though conditions at home are conducive. Chi-Square proportions  $\Rightarrow (\chi^2 = 103.117, df = 20, \alpha = .000)$

Learners who carry lunch boxes concentrate and listen in class. Children need continued refuelling of energy and have to have lunch boxes to be sustained during the day at school. Children who do not carry lunch boxes tend to grow weary as the day goes by and end up with weak concentration

and listening behaviours. See table twenty-two. Chi-Square proportions  $\Rightarrow (\chi^2 = 263.702, df = 30, \alpha = .000)$

The results show that children who want to leave home like to spend most time with their peers. This is due to the fact that, peers have been the ones providing support and attention for the child. The child does not have a relationship with the parents and finds it better to leave without them. See table twenty-three. Chi-Square proportions  $\Rightarrow (\chi^2 = 190.093, df = 25, \alpha = .000)$ .

Table twenty-four's results show that even if there is absence of neglect children sometimes feel like leaving their homes. This might be due to the fact that emotional support and physical attention is not adequate. Though parents are providing for the needs of the children, they are distant and too busy for the children. Chi-Square proportions  $\Rightarrow (\chi^2 = 47.926, df = 5, \alpha = .000)$ .

From the results children get easily upset at home even if they are not neglected. Many factors might be contributing to this behaviour. However parental authority and the child's inward need for self-control might be the major reasons. See table twenty-five. Chi-Square proportions  $\Rightarrow (\chi^2 = 59.673, df = 5, \alpha = .000)$ .

Table twenty-six indicates that learners who are not neglected like doing their homeworks. Chi-Square proportions  $\Rightarrow (\chi^2 = 13.745, df = 5, \alpha = .017)$ .

It is evident from the results that neglect thus affects the performance of the learners at school. It is not proper to generalise the results of this study that is based on limited data. This leads us to the next chapter whereby these results are thoroughly discussed.

# **DISCUSSIONS**

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**CHAPTER FIVE**

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## CHAPTER 5

### 5.1 DISCUSSION

In the previous chapter we noticed that neglect could affect the performance of the learner. We noticed some link among various variables and neglect. We are now going to discuss these results stated in chapter four.

The results of the study shows that learners who are nine years scored higher on the absence of neglect as compared to learners who are ten years up to twelve years. This suggests that parents pay less attention to the children, as they grow older. The other reason may be that nine-year-old learners receive extra care from caregivers, as a result, the gap the parents open is filled by these caregivers.

From the results female learners are neglected more than male learners are. However caution should be taken before conclusion is reached in that there are more female learners than male learners are. Still we can suggest that girls are neglected because we know that they mature earlier than boys thus they take up responsibilities at an early age than the boys (Louw, 1999).

This study shows that parents who always ask their children about how they spent their day at school like to participate in class. This suggests that when parents communicate with their children about their schoolwork, that boost s the confidence and communication skills of the children. In class they are

active and take part in discussions because at home there is that sense of open communication and the expectancy to report back (Finn, 1998).

Again when parents pay attention to or state their expectations to their children, that boosts children's self esteem and they become proud of their schoolwork. But it is important that these expectations are not extremely higher than what the child can achieve. The expectation should be based on what the child can handle or according to their potential (Carson and Butcher, 1992).

According to the results especially on table 6 sometimes when children are neglected at home they are not afraid to talk about this neglect in front of their classmates. This suggests that neglected children sometimes find attention at school, which in turn makes them to open up and take part in discussions.

Again there is no link or significant relationship between neglect and good performance. Learners, whether neglected or not, they are likely not to perform well at school. This suggests that learners who have difficulties at school (who perform poorly) it does not mean they are neglected. There might be other reasons like the method of teaching, classroom organisation and class management, attitude of the teacher towards the learner's IQ level, and so on.

Findings show that learners whose homeworks are supervised do well at school. The reason might be that in most cases educators treat learners who

do their homeworks differently from those who do not do homeworks. Those who do homeworks are praised, motivated as a result, their self esteem is boosted and perform to the level that a teacher set for them. Those who do not do their homeworks sometimes are scorned and chased out of the classroom.

This at the end affects their performance because when other things are taught they are not there. There is a saying that goes: repetition breeds permanence. Children who do homeworks under the supervision of their parents do revision, which helps them to understand better than the ones who do not do homeworks when they are not in the classroom.

Moreover, from the results it does not mean when children enjoy being or spending time with other learners they are neglected or they have problems at home. This suggest that even if at home there is care, love and attention, children would still want to spent time with their friends. Thus children, who play a lot with other children, do not necessarily imply that they are neglected.

Findings of the study also indicate that learners who are neglected prefer writing to reading and those who spend time to communicate with their parents about their schoolwork enjoy reading. The reason might be that when parents are not there to talking with their children, that would affect the children's language development and reading skills. As a result the child resorts to writing.

The results show that learners who are not neglected and who get encouragement from home listen, pay attention and like doing their homework. This shows that there is proportionally direct relationship between home and school environment. This means that the type of home environment that such a child comes from will largely determine whether the child can listen, concentrate and do home works.

The results also show that children who are treated with love and understanding at home, portray the same attributes at school. They love and accept other learners. This may imply that when children are neglected, abused or aggressively treated will reflect that at school. They will be aggressive and fight other children at school.

From the findings, there is no relationship between neglect, paying of school fees and the carrying of lunch boxes to school. This suggest that when parents are unable to pay school fees or provide lunch boxes, are neglecting their children.

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According to the results children who are left alone at home do well at school. This suggests that these children find comfort and satisfaction on their books and schoolwork. When left alone they spend more time doing their schoolwork. Thus even though they are neglected, they do well at school.

Again the results show that children who wants to leave their homes like to spend more time with their peers. Wong (1995) supports this finding, when he

states that neglected children sometimes find acceptance through identification with peers or gangs they interact with. In most cases these children enjoy to be with their peers than with their parents.

## **5.2 CONCLUSIONS**

Most of the research findings are supported by the reviewed literature. Parental neglect thus affects the performance of the primary school learners. When children are neglected they develop feelings of inferiority, aggressive behaviour and have lack of self-control. In class they tend to portray poor concentration span and inability to pay attention and lack of interest in school activities. When parents are involved children develop self-confidence, positive self-esteem, effective communication skills, social skills and interest in their school activities.

From the reviewed literature, a lot has been researched about parental involvement. It is evident from the findings that parents are not involved in the education of their children. However this does not constitute poor performance on the part of the children. The findings also showed that there is no direct link between neglect and poor performance. There might be other reasons for poor performance, i. e. method of teaching, class organisation and management, attitude of the teacher towards learners' IQ levels, and so on.

### 5.3 RECOMMENDATIONS

1. Firstly in order to reduce a high rate of neglect, parents need to understand that every child needs to know and grow up knowing that he or she is the most important person in the world to someone. Giving your child the feeling that he or she is the most important person in your life is the best gift you can afford to give.

In chapter two we noted some adverse conditions that causes neglect such as poverty, unemployment, illiteracy, single parenting. Thus educators must consider these social and economic conditions before encouraging collaboration between parents and children on homework and other school activities.

Again parents need or must be reminded and even taught how to meet their children's needs. Given sufficient knowledge, parents will be able to apply informed actions in attending to their children's needs and problems. It will also be from this level of knowledge that they will consult widely for any type of assistance.

2. Secondly, it is recommended that schools create opportunities for parents and teachers to have regular contact and to develop rapport early in the school year. By that, if a problem does arise, trust will have

been established between parents and teachers that will facilitate a discussion of the problem in an open and productive atmosphere.

This suggests that teachers must not wait until it is too late before informing the parents that their child is having an academic or behavioural problem. Again communication between home and school must not be a one-way system in which schools sent letters, materials, information and regulations home to the parents with parents having few avenues for sharing their thoughts and needs with the school.

3. Thirdly parents can show that they care for the needs of their learners by incorporating the following in their daily routines:

- On a consistent basis, attend their athletic events, school plays or games.
- Play games, swim, play ball together, get to know their friends, make your home an inviting place for your children and their friends.
- Set aside time that is just for your children.
- Rather than assigning chores to your children, do jobs together.
- Encourage them in their schoolwork by supervising their home works.

- Hang their artwork, on the refrigerator and in conspicuous place around the house.
- Frequently tell your children how much you love them.

By attending to these basic elements, particularly through the early years of our children, we will be investing in their development, their sense of self and to know they will look at life as adults.

4. Fourthly, parents need to be involved in the development of the national curriculum. Schools should give an account to the parents by informing them about policy matters, development and child's progress. The involvement of parents in their children's lives is generally considered to be one of the most important ingredients in the recipe for successful educational programmes.
5. Lastly, more research is needed to find ways of teaching parents on the awareness of neglect and its effects on the children's learning development.

## **5.4 LIMITATIONS**

1. The findings of the present study can not be generalised to the total primary school children in Mmabatho circuit, even though the sample was representative of the entire population of primary school children.

2. Most learners in public schools had problems with the language used and educators were explaining some words or phrases that might have influenced the results.

## **5.5 ETHICAL CONSIDERATIONS**

### **a. Informed consent.**

Permission was asked through a letter from the Department of Foundations of Educational to use learners from Mafikeng/Mmabatho Circuit as participants in the study. Participants were informed about the aim and consequences of the study.

### **b. Confidentiality.**

Participants were informed that every information they provide in this study will be treated with the highest confidentiality.

### **c. Freedom to terminate participation.**

The participants were informed that they have the freedom to terminate participation in the study if they so wish.

## **5.6 THE SIGNIFICANCE OF THE STUDY (Benefits)**

The study provided with more insight as to whether children in primary school are neglected, and how this neglect affects their school performance. It also provided some insight on how parents can improve their involvement in their children's schoolwork.

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# ***APPENDICES***

## APPENDICES

**Appendix A** COVERING LETTER

**Appendix B** LIST OF SCHOOLS PARTICIPATED IN THE  
MMABATHO CIRCUIT (MAFIKENG DISTRICT)

**Appendix C** QUESTIONNAIRE

***COVERING  
LETTER***

University   
of North-West

Department of Foundations of Education

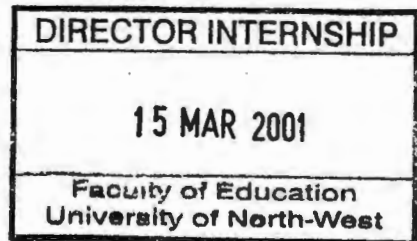
Private Bag X2046 MMABATHO 2735  
Republic of South Africa  
Telephone : (0140) 892111  
Fax No : (0140) 25775/892038

Date : 15 March 2001

Your reference :

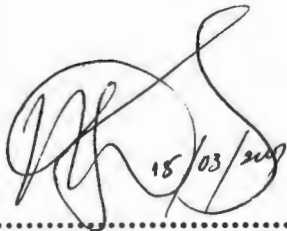
Our reference :

THE CIRCUIT MANAGER  
MMABATHO CIRCUIT  
PRIVATE BAG X  
MMABATHO



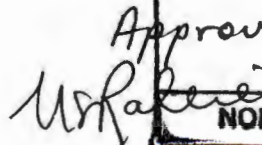
Dear Sir/Madam:

This serves to confirm that Mrs Didimalang Letlojane is a student in the Faculty of Education, of University of North West. She is currently conducting a research on "The Effect of Parental Neglect on Primary School Children Performance". We therefore kindly request you to allow her access to schools in your circuit.

  
15/03/2001

.....  
Mr G M Sebege  
Supervisor



Approved  
  
Circuit Manager.

***LIST***  
***OF***  
***SCHOOLS***

**LIST OF SCHOOLS PARTICIPATED IN THE MMABATHO CIRCUIT**  
**(MAFIKENG DISTRICT)**

<b>NO.</b>	<b>NAME OF SCHOOL</b>	<b>ADDRESSES</b>	<b>CONTACT NUMBERS</b>
<b>1</b>	BODIRI PRIMARY SCHOOL	P O BOX 3140 MMABATHO 2735	(018) 392 – 1575
<b>2</b>	D. P. KGOTLENG PRIMARY SCHOOL	P O BOX 3473 MMABATHO 2735	(018) 384 – 5311
<b>3</b>	E. P. LEKHELA PRIMARY SCHOOL	P O BOX 6388 MMABATHO 2735	(018) 384 – 2236
<b>4</b>	IPELENG PRIMARY SCHOOL	P O BOX 3033 MMABATHO 2735	(018) 392 – 2615
<b>5</b>	LIVING FAITH INT. SCHOOL & EARLY LEARNING CENTRE	P O BOX 6776 MMABATHO 2735	(018) 392 – 9388
<b>6</b>	MODIREDI PRIMARY SCHOOL	P O BOX 4627 MMABATHO 2735	(018) 392 – 4372
<b>7</b>	THE CONNIE MINCHIN PRIMARY SCHOOL	PRIVATE BAG X 2030 MMABATHO 2735	(018) 392 – 2423

# **QUESTIONNAIRE**

**NWU  
LIBRARY**

## QUESTIONNAIRE

### INSTRUCTION

Please indicate the correct response with an X :

#### Biographical Data

##### 1. Age

(a) Nine(9) years	
(b) Ten(10) years	
(c) Eleven(11) years	
(d) Twelve(12) years	

##### 2. Gender

Male	
Female	

##### 3. Level of Study

(a) Grade 4	
(b) Grade 5	
(c) Grade 6	

**QUESTIONNAIRE****PART A**

**KEYS : STRONGLY DISAGREE = SD; DISAGREE = D; NOT SURE = NS;  
AGREE=A; STRONGLY AGREE = SA.**

**NOTE : THERE ARE NO RIGHT OR WRONG ANSWERS**

**PUT A TICK IN THE COLUMN OF YOUR CHOICE**

1. I am proud of my school work.

SD		D		NS		A		SA	
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2. I am not doing well at school as I like to.

SD		D		NS		A		SA	
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3.. I always like to be called to do something in class.

SD		D		NS		A		SA	
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4. I find it very hard to talk in front of my class-mates in class.

SD		D		NS		A		SA	
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5. I always contribute in class discussions.

SD		D		NS		A		SA	
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6. I often wish I were someone else.

SD		D		NS		A		SA	
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7. I always do my school work well.

SD		D		NS		A		SA	
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8. I do not like to be together with other children.

SD		D		NS		A		SA	
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9. I like doing my homeworks.

SD		D		NS		A		SA	
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10. I like reading more than writing.

SD		D		NS		A		SA	
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11. I like writing more than speaking.

SD		D		NS		A		SA	
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12. I like every one I know.

SD		D		NS		A		SA	
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13. Other children like to be with me.

SD		D		NS		A		SA	
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14. I always listen in class.

SD		D		NS		A		SA	
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**PART B**

1. My parent(s) and I have a lot of fun together.

SD		D		NS		A		SA	
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2. My parent(s) supervise(s) my homework daily.

SD		D		NS		A		SA	
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3. My parent(s) give(s) me everything I want.

SD		D		NS		A		SA	
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4. I carry a lunch-box to school daily.

SD		D		NS		A		SA	
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5. My parent(s) always pay school fees on time.

SD		D		NS		A		SA	
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6. I play with my parents very often.

SD		D		NS		A		SA	
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7. My parent(s) usually leave me alone at home.

SD		D		NS		A		SA	
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8. My parent(s) always ask me how I spent my day at school.

SD		D		NS		A		SA	
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9. I always get encouragement from my parent(s) on my school work.

SD		D		NS		A		SA	
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10. My parent(s) expect too much from me.

SD		D		NS		A		SA	
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11. My parent(s) understand me very well.

SD		D		NS		A		SA	
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12. No one pays much attention to me at home.

SD		D		NS		A		SA	
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13. My parent(s) do consider my feelings.

SD		D		NS		A		SA	
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14. I sometimes feel like leaving home.

SD		D		NS		A		SA	
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15. I get easily upset at home.

SD		D		NS		A		SA	
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