

**REASONS FOR LACK OF PARENT INVOLVEMENT  
IN SECONDARY SCHOOLS IN THE NORTH WEST  
PROVINCE**

**John Mfundo Nojaja, B.A. Cur., B.A., B.Ed.**

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**John Mfundo Nojaja, B.A. Cur., B.A., B.Ed.**

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Supervisor: Dr EAS De Waal

Co-supervisor: Prof PJ Mentz

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## DEDICATION

This Dissertation is dedicated to my grandmother Vina, who laid the foundation for me to build my life on the examples she set, served as guiding lights to lead me to this achievements, and to the late daughter Fundiswa who could not see the achievement of her father due to the untimely death.

## SUMMARY

**Reasons for the lack of parent involvement in secondary schools in the North West Province.**

*Key words: parent, parent involvement, learner, child, secondary school, education*

This research suggests that positive parent involvement and partnership with schools is a prerequisite of effective schooling and that co-operation between home and school can raise educational achievement.

The purpose of this study was to determine by means of review of literature and empirical investigation, the nature of parent involvement in education, methods available to involve parents in the education of children, and the reasons for non-involvement of parents in education of children.

The empirical study was aimed at determining the degree of parent involvement and reasons of non-involvement of parents in the education of children in the North West Province in the district of Potchefstroom, as well as the attitudes of educators towards parent involvement in the education system.

Chapter 1 deals with the statement of the problem, aims of the research and the methods employed in achieving the purpose of the study. This includes a discussion of the population and sample used for the empirical research and an outline of the chapters.

Chapter 2 highlights the nature and scope of parent involvement in education, fundamental and educational grounds for parent involvement were discussed, models of parent involvement were identified and discussed, advantages and disadvantages of parent involvement were mentioned, ways in which parents become involved in education of their children and reasons for non-involvement of parents in education were discussed.

In Chapter 3, the focus was on the context of parent involvement in South Africa. Parent involvement in the pre-democratic era and democratic era was discussed.

The empirical research design, administrative procedures, population and the random sampling as well as statistical techniques were discussed in Chapter 4.

The duly completed questionnaires returned by educators and parents of the children of the selected schools as respondents were empirically analysed in Chapter 5.

The last chapter, Chapter 6, throws light on the summary of all the chapters, research findings and recommendations based on the research findings derived from the previous chapters, as well as final remarks. This implies that all relevant issues raised in all chapters are summarised and recommendations are also made.

## TABLE OF CONTENTS

ACKNOWLEDGEMENT .....	i
DEDICATION.....	iii
SUMMARY .....	iv
CHAPTER 1: ORIENTATION .....	1
1.1 INTRODUCTION.....	1
1.2 STATEMENT OF THE PROBLEM.....	2
1.3 AIMS OF THE RESEARCH .....	6
1.4 RESEARCH METHODOLOGY.....	6
1.4.1 Literature Study.....	6
1.4.2 Empirical Research.....	7
1.4.2.1 Introduction .....	7
1.4.2.2 Instrument.....	7
1.4.2.3 Population .....	7
1.4.2.4 Sample.....	7
1.4.2.5 Pilot study .....	8
1.4.2.6 Ethical consideration.....	8
1.4.2.7 Statistical techniques .....	8

1.5	FEASIBILITY OF STUDY.....	8
1.6	DEMARCATION OF THE FIELD OF STUDY .....	9
1.7	DIVISION OF CHAPTERS .....	9
1.8	RELATED RESEARCH.....	10
1.9	DESCRIPTION OF TERMS .....	10
1.9.1	Parent .....	10
1.9.2	Child.....	11
1.9.3	Learner.....	11
1.9.4	Secondary School .....	11
1.9.5	Parent involvement .....	12
1.9.6	Education .....	12
1.10	SUMMARY.....	13
<b>CHAPTER 2: THE NATURE OF PARENT INVOLVEMENT IN EDUCATION .....</b>		<b>15</b>
2.1	INTRODUCTION.....	15
2.2	PARENT INVOLVEMENT: A DEFINITION .....	16
2.3	NATURE AND SCOPE OF PARENT INVOLVEMENT .....	19
2.3.1	Fundamental grounds for parent involvement in education.....	21
2.3.1.1	Parents as primary educators .....	21

2.3.1.2	Parent discipline.....	24
2.3.1.3	Conclusion .....	25
2.3.2	Educational grounds for parent involvement in school education .....	26
2.3.2.1	Parent obligations in education .....	27
2.3.2.2	Curricular activities .....	28
2.3.2.3	Extra-curricular activities .....	30
2.3.2.4	Acknowledgement of parents' and educators' contribution in education .....	31
2.3.2.5	Conclusion .....	32
2.4	REASONS FOR PARENT INVOLVEMENT .....	33
2.4.1	Parent involvement is a matter of principle .....	33
2.4.2	Parent involvement in formal education is juridically prescribed .....	33
2.4.3	Formal education on its own cannot fully satisfy the demands of the twenty-first century .....	34
2.4.4	Guarantee for maintenance of community values .....	34
2.4.5	The high cost of education requires that funds be utilised in the best possible way .....	34
2.4.6	The intellectual development of the child calls for parent-educator co- operation .....	34
2.5	THE ADVANTAGES OF PARENT INVOLVEMENT .....	35

2.5.1	Advantages for learners .....	35
2.5.2	Advantages for parents .....	36
2.5.3	Advantages for educators and schools .....	38
2.5.4	Advantages for the educators .....	39
2.5.5	Advantages for the learner .....	40
2.6	WAYS IN WHICH PARENTS BECOME INVOLVED IN EDUCATION OF THEIR CHILDREN .....	41
2.7	REASONS FOR LACK OF PARENT INVOLVEMENT IN EDUCATION .....	42
2.7.1	Educator obstacles.....	43
2.7.1.1	Negative expectations about working with parents .....	43
2.7.1.2	Lack of training in working with parents .....	43
2.7.1.3	Feeling threatened by parents .....	43
2.7.1.4	Interpreting parent involvement as parent interference .....	43
2.7.2	Parent obstacles .....	44
2.7.2.1	Feelings of intimidation .....	44
2.7.2.2	Parents who want to help but do not know how .....	44
2.7.2.3	Parents' negative view of educator competence .....	44
2.7.2.4	Difficult work schedules.....	44
2.7.2.5	Cultural barriers.....	45

2.7.2.6	Socio-economic barriers .....	45
2.7.2.7	Single-parent families.....	45
2.8	PARENT INVOLVEMENT IN EDUCATION: A THEORETICAL FRAMEWORK .....	46
2.8.1	The Comer approach to parent involvement.....	46
2.8.1.1	The three mechanisms of the <i>School Development Programme</i> .....	47
2.8.1.2	The three operations of the <i>School Development Programme</i> .....	48
2.8.1.3	The three guiding principles of the <i>school development programme</i> .....	49
2.8.2	The Epstein theory of parent involvement.....	49
2.8.2.1	The three perspectives.....	49
2.8.2.2	The theory of overlapping spheres of influence .....	51
2.8.2.3	Epstein's typology of parent involvement.....	55
2.8.3	Swap's models of parent involvement.....	57
2.8.3.1	The Protective model .....	57
2.8.3.2	The school-to-home transmission model .....	58
2.8.3.3	The Curriculum Enrichment model.....	60
2.8.3.4	The Partnership model.....	61
2.8.4	SUMMARY.....	63

<b>CHAPTER 3: PARENT INVOLVEMENT IN EDUCATION IN SOUTH AFRICA.....</b>	<b>65</b>
3.1	INTRODUCTION.....65
3.2	GOVERNMENT INITIATED PARENT INVOLVEMENT IN THE PRE- DEMOCRATIC ERA.....66
3.2.1	The situation in black communities .....66
3.2.1.1	Parent involvement during missionary education.....66
3.2.1.2	Parent involvement during Provincial Administration .....67
3.2.1.3	Parent involvement in education before 1994 .....67
3.2.1.4	Parent involvement and the uprising of 1976 .....69
3.2.1.5	Shifting the focus from parents to learners.....70
3.2.1.6	Type of formal parent involvement.....71
3.2.2	The situation in white communities .....73
3.2.3	The situation in coloured communities .....75
3.2.4	The situation in Indian communities .....75
3.3	GOVERNMENT INITIATIVES IN THE DEMOCRATIC ERA.....76
3.3.1	The White Paper on Education and Training, 1995.....76
3.3.2	The Hunter Report .....77
3.3.3	The White Paper on Education No. 2, 1996 .....78

3.4	LEVELS OF PARENT INVOLVEMENT .....	82
3.4.1	Parent involvement on the micro- educational level.....	82
3.4.2	Parent involvement on the meso- educational level.....	84
3.4.3	Parent involvement on the macro-educational level.....	85
3.5	SUMMARY.....	89
<b>CHAPTER 4: EMPIRICAL RESEARCH.....</b>		<b>91</b>
4.1	INTRODUCTION.....	91
4.2	RESEARCH DESIGN .....	92
4.2.1	The quantitative survey .....	92
4.2.2	Advantages of the quantitative survey .....	92
4.2.3	Disadvantages of the quantitative survey.....	93
4.3	THE QUESTIONNAIRE .....	93
4.3.1	Introduction .....	93
4.3.2	Types of questionnaire.....	94
4.3.2.1	Mailed questionnaire .....	94
4.3.2.2	Telephonic questionnaire .....	95
4.3.2.3	Personal questionnaire .....	95
4.3.2.4	Questionnaire delivered by hand.....	95

4.3.2.5	Group administered questionnaires .....	95
4.3.3	Principles of questionnaire construction.....	96
4.3.3.1	Information needed .....	96
4.3.3.2	The format of the questionnaire .....	96
4.3.3.3	Formulating the questions.....	97
4.3.3.4	Pilot testing the questionnaire .....	97
4.3.4	Steps taken to ensure completion of the questionnaire.....	98
4.3.5	Advantages of selecting the questionnaire.....	98
4.3.6	Disadvantages of the questionnaire .....	99
4.4	PILOT STUDY.....	99
4.5	SELECTION OF STUDY POPULATION.....	100
4.6	SAMPLE .....	100
4.7	PERMISSION.....	101
4.8	ETHICAL CONSIDERATION .....	101
4.9	DATA ANALYSIS .....	101
4.10	RESEARCH RESULTS.....	102
4.11	SUMMARY.....	102

<b>CHAPTER 5: PRESENTATION AND INTERPRETATION OF DATA.....</b>	<b>103</b>
5.1	INTRODUCTION..... 103
5.2	DATA ON THE GENERAL INFORMATION..... 103
5.2.1	Review of respondents..... 103
5.2.2	Statistical techniques ..... 104
5.2.3	Data on biographical information..... 104
5.2.3.1	Age of educators and parents ..... 105
5.2.4	Data on respondents' gender (parents)..... 106
5.2.5	Highest academic qualification of parents..... 106
5.2.6	Experience as an educator ..... 107
5.2.7	Academic qualification of educators from high pass rate schools ..... 108
5.3	DEMOGRAPHIC INFORMATION ..... 109
5.3.1	School population..... 110
5.3.2	Predominant socio-economic status of the area ..... 110
5.3.3	Language medium at school ..... 110
5.3.4	Conclusion ..... 111
5.4	Responses of educators on parent involvement in the education of children ..... 111

5.4.1	Determination of school policy .....	116
5.4.2	Parents receive feedback on their inputs .....	116
5.4.3	Parents feel that the schools are too prescriptive .....	117
5.4.4	Parents view schools as a place for children .....	117
5.4.5	Parents' concern about personal obligations and education obligations on their children.....	118
5.4.6	Parents leave education in the hands of qualified educators .....	118
5.4.7	Parents are sensitive to information they receive from school .....	119
5.4.8	Parents want to discuss their children's problems with the school.....	119
5.4.9	Parents' critical statements about the school may promote their children's performance .....	120
5.4.10	Parents are adequately trained to make valid contributions in the education of their children .....	120
5.4.11	Negative school climate encourages parent involvement .....	121
5.4.12	Parents are a component of the education system .....	121
5.4.13	Educators have been trained in parent involvement .....	122
5.4.14	Parents accept the responsibility of their children's education .....	122
5.4.15	Parents want to intrude in educational matters .....	122
5.4.16	Messages sent to parents by schools are being distorted.....	123

5.4.17	Parents regard school as an autonomous institution.....	123
5.4.18	Parents are aware of ever-changing nature of education.....	124
5.4.19	Parents want to be invited in school activities .....	124
5.4.20	Parents' and school programmes usually clash .....	124
5.4.21	Parents who live far from school are involved in school activities.....	125
5.4.22	The concept of " free education " encourages absence of parents .....	125
5.4.23	Parents stay away from school activities because the state is shouldering education alone .....	126
5.4.24	Parental rights and obligations have been clearly spelled out by the statutes .....	126
5.4.25	Unhealthy socio-economic issues drive parents towards the schools.....	127
5.4.26	Parents fully understand their role in schools.....	127
5.4.27	Parents have something to contribute towards educational development .....	128
5.4.28	Two working parents do find time to get involved in school activities.....	128
5.4.29	Poor parents want to be seen with educated educators.....	129
5.4.30	Poor parents who failed to provide their children with school requirements, do come to school .....	129

5.4.31	Poor parents feel that schools may require them to contribute financially if needed.....	130
5.4.32	Schools do have adequate time to involve parents in activities .....	130
5.4.33	Parents determine the school curriculum with educators.....	131
5.4.34	Parents correctly interpret messages that schools send through children .....	131
5.4.35	Parents should only feature on representative nature in school activities .....	132
5.4.36	Lack of amenities such as telephones, or post boxes makes it possible for schools to involve parents.....	132
5.5	RESPONSES OF PARENTS TO VIEWS ON THE NATURE OF PARENT INVOLVEMENT .....	133
5.5.1	Parent involvement with child's school .....	133
5.5.1.1	Availability of phone numbers and addresses to parents.....	135
5.5.1.2	Parents attend back to school nights .....	135
5.5.1.3	Attending a support group meetings .....	136
5.5.1.4	Availability of parents for conferences requested by children's educators .....	136
5.5.1.5	Parents know the children's English educator.....	137
5.5.1.6	Parents are invited to plan and discuss school's issues.....	137

5.5.1.7	Parent- educator conference.....	137
5.5.1.8	Parents volunteer to chaperon a field trip.....	138
5.5.1.9	Parents volunteered to help in the classroom .....	138
5.5.1.10	Parents volunteered to work on a school committee.....	139
5.5.1.11	Parents volunteered to help with school project.....	139
5.5.1.12	Parents volunteered to prepare refreshments for school events.....	139
5.5.2	Responses on familiarity of parents with school information.....	140
5.5.2.2	Parents regular read the school newsletter or learners' newspaper.....	142
5.5.2.3	Parents are familiar with extra services provided at the school.....	143
5.5.2.4	Awareness of current trends in education .....	143
5.5.2.5	Knowledge about outcomes based education.....	144
5.5.2.6	Familiar with the grading scale used in the schools .....	144
5.5.3	Parents' support of their children.....	145
5.5.3.1	Responses obtained from parents on parents' support on their children's education .....	146
5.6	Responses of parents in the education of their children.....	155
5.6.1	Determination of school policy .....	158
5.6.2	Parents receive feedback on their inputs .....	158

5.6.3	Parents feel that the schools are too prescriptive .....	159
5.6.4	Parents view schools as a place for children .....	159
5.6.5	Parents' concern about personal obligations and education obligations on their children.....	160
5.6.6	Parents leave education in the hands of qualified educators .....	160
5.6.7	Parents are sensitive to information they receive from school .....	161
5.6.8	Parents want to discuss their children's problems with the school .....	161
5.6.9	Parents' critical statements about the school may promote their children's performance .....	162
5.6.10	Parents are adequately trained to make valid contributions in the education of their children .....	162
5.6.11	Negative school climate encourages parent involvement .....	163
5.6.12	Parents are a component of the education system .....	163
5.6.13	Educators have been trained in parent involvement .....	164
5.6.14	Parents accept the responsibility of their children's education .....	164
5.6.15	Parents want to intrude in educational matters .....	165
5.6.16	Messages sent to parents by schools are being distorted.....	165
5.6.17	Parents regard school as an autonomous institution.....	165
5.6.18	Parents are aware of ever-changing nature of education.....	166

5.6.19	Parents want to be invited in school activities .....	166
5.6.20	Parents' and schools' programmes usually clash.....	166
5.6.21	Conclusion .....	167
5.7	INTERPRETATION OF THE DIFFERENCES BETWEEN THE EDUCATORS AND PARENTS RESPONSES IN PARENT INVOLVEMENT IN EDUCATION.....	167
5.7.1	The comparison between educators and parents perception towards the extent of parent involvement in the education of children .....	171
5.7.1.1	Parents view schools as a place for children .....	172
5.7.1.2	Parents are concerned with their personal obligations and the education obligations of their children.....	172
5.7.1.3	Parents are sensitive to information they receive from school .....	172
5.7.1.4	Parents want to discuss their children's problems with the school.....	173
5.7.1.5	Parents are adequately trained to make valid contribution in the education of their children .....	173
5.7.1.6	Parents accept the responsibility of their children's education .....	173
5.7.1.7	Parents want to intrude in educational matters .....	173
5.7.1.8	Parents are aware of ever-changing nature of education.....	174
5.7.1.9	Parents want to be invited to school activities.....	174

5.8	Conclusion .....	175
<b>CHAPTER 6: SUMMARY, FINDINGS AND RECOMMENDATIONS .....</b>		<b>178</b>
6.1	INTRODUCTION.....	178
6.2	SUMMARY.....	178
6.3	FINDINGS.....	180
6.3.1	Findings resulting from literature study .....	181
6.3.2	Findings resulting from the empirical survey .....	182
6.4	RECOMMENDATIONS.....	184
6.4.1	Recommendation 1 .....	184
6.4.2	Recommendation 2 .....	184
6.4.3	Recommendation 3 .....	185
6.4.4	Recommendation 4 .....	185
6.5	FINAL REMARKS .....	186
<b>BIBLIOGRAPHY.....</b>		<b>187</b>
<b>LIST OF TABLES</b>		
Table 5.1	Response rate from educators and parents.....	104
Table 5.2	Age of educators and parents .....	105
Table 5.3	Respondents' gender.....	106

Table 5.4 Highest academic qualification of parents.....	107
Table 5.5 Experience as an educator.....	108
Table 5.6 Highest academic qualification of educators from high pass rate and low pass rate schools.....	108
Table 5.7 Demographical information.....	109
Table 5.8 Responses of educators on parent involvement in the education of children .....	112
Table 5.9 Responses of parent involvement with child's school .....	133
Table 5.10: How familiar parents are with school information.....	140
Table 5.11 Responses from parents on parent's support on their children's education.....	146
Table 5.12 Responses of parents in the education of their children.....	156
Table 5.13 The t-test results between educators and parents responses on parent involvement in education of children .....	168