

**Factors influencing Parent Involvement in the education of their children
at Primary School level in Bahananwa Circuit in Blouberg Municipality,
Limpopo Province**

By

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DECLARATION

I **SELOLO RAESETJA EVELYN**, declare that the research on “**Factors that influence Parent Involvement in the education of their children at Primary School level in Bahananwa Circuit in Blouberg Municipality, Limpopo Province**” is my own work and that all sources used have been indicated and acknowledged.

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SELOLO RAESETJA EVELYN

.....

DATE

DEDICATION

I dedicate this paper to my mother and my late father for being generous to upkeep me during this study. I am also dedicating it to my late husband and my three sons who were giving me a hand with the home chores to allow me time to work on my study.

To my brothers and a sister who were helpful to me to complete my study through guidance and technological staff. My in-laws who were cheering me during my scuffle to complete the study. To my true friends whose assistance was unreserved I am saying “You are the world’s valuable heroes”.

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I thank you Lord for enabling these people to participate in my study to make it a success.

God bless you abundantly.

ABSTRACT

Parental involvement is a significant element that can have an impact or enhancement in the child's education. Parental involvement implicates the active and significant involvement of the parent in all aspects, where a parent is interacting with the child for guidance and support. However, research in Okeke (2014:1) shows that poor parental involvement is the biggest challenge facing public schools in South Africa, especially schools situated in rural areas. This study aims at investigating factors that affect parental involvement in education of their children at primary school level, in Bahananwa circuit, Blouberg Municipality, Limpopo Province.

In this study, the researcher employed mixed research approach and used purposive sampling to identify respondents who have adequate of parental involvement at schools. Accordingly, the researcher targeted all 28 School Governing Body (SGB) members which includes 3 principals, 15 parents and 10 educators in selected three primary schools within the circuit of Bahananwa. The researcher personally delivered the semi-structured questionnaires to the SGB members from the sampled schools and collected them after completion. Additionally, the researcher used observation sheet to collect more information on parental involvement.

According to the findings, the primary schools are doing more through consultative meetings, among others, to ensure that parents are involved in the education of their children, both at school and at home. The schools use meetings as a major tool for parental involvement practice, but participation in the meetings was passive. The schools involve parents mostly on governance and administrative matters meaning that there is less parental involvement in curricular and extra-curricular activities.

Another key finding in the study is that schools are performing inadequately with regard to learners' performance. It is also found that the major challenges affecting parental involvement in the schools among others include parents who do not have time due to their working schedules and some due to illiteracy. The findings show that meeting areas are inconvenient for parental consultative meetings.

While majority of parents have supportive attitude towards their children education, the significant proportion of parents still do not have supportive attitude.

It is recommended that parental involvement in the decision making process needs to be enhanced through contact sessions to improve learners' performance. It is also suggested that parental involvement needs to be improved in extracurricular and voluntary activities. It is further recommended that parents' engagement at home needs to be enhanced to enhance learners' performance.

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ACRONYMNS

DoE – Department of Education

LDoE – Limpopo Department of Education

NWDoE – North West Department of Education

DBE – Department of Basic Education

DBE – Department of Basic Education

ANA - Annual National Assessment

PI – Parent Involvement

ECD – Early Childhood Development

SASA – South African Schools Act

NEPA – National Education Policy Act

SGB – School Governing Body

NCLB – No Child Left Behind

WP – White Paper

GP – Green Paper

EWP – Education White Paper

IE – Inclusive Education

SBST – School Based Support Team

NSNP – National Schools Nutrition Project

MEC – Member of Executive Committee

LTSM – Learning Teaching Support Material

FAST – Families And Schools Together

CPC – Child Parent Centre

PTO – Parent Teacher Organisation

RSA – Republic of South Africa

CHAPTER ONE: OVERVIEW OF THE STUDY

1.1 Introduction

Parental involvement in the child education is a call for concern. Nyarko has shown that countless number of studies have documented the importance and centrality of parental involvement in schools (2011:378). Parents therefore need to be committed at all costs to expand and improve the comprehensive early childhood care and education to enhance the child's academic performance at the very early stage. Parent participation and support in the school and home activities is fundamental. Comer (1995) and Epstein (2001) cited in Hill and Tyson (2009: 741) argue that interactions between parents and teachers increases mutual respect and the teacher's perception about how much parents value education. According to Kay (2010: 13), parent involvement is the total amount whereby of parent participation in the schooling and the child's life. Nokali, Bachman and Votruba-Drzal (2011:2) stressed that parent involvement involves parents' behaviour in home and school settings with the intention to support their children's educational progress.

Parental involvement can impact on the educational performance of their children. Parental involvement reverses the disappointing learner performance and creates supportive environment (Watson, Sanders- Lawson & McNeal, 2012: 44). Mbokodi and Singh (2011:41) added that parental involvement in education has positive effects and social behaviour on the learner and it is believed to be an instrument to improve and develop schools through School Governing Body (SGB) commitments. The lack of parental involvement may lead to poor child performance while on the other hand active involvement may enhance the child performance. However, the impact of parent involvement depends on several factors which influence the parent involvement towards the education of their children, making parents to be either poorly or actively involved.

1.2 Background

In South Africa, according to South African Schools Act 84 of 1996, effective education requires close cooperation between parents and teachers. With the 1994 democratic changes in education, parents in the form of School Governing Bodies

(SGBs), have been assigned powers and responsibilities to get involved in educational matters. The South African Schools Act (SASA) (84 of 1996) mandates for the participation and commitment of all stakeholders, parents in particular, to ensure the enhancement of educational transformation. However, there is evidence that shows poor parental involvement in education. Brown and Duku cited in Motala and Lexumo (2014:81) revealed inadequate functions of the SGBs due to tensions with school principals, teachers and government officials who at times, undermine parents, but it still remains their responsibility to get involved in their children's education.

The Limpopo Department of Education (LDOE) Annual National Assessment performance report indicated that learners in Limpopo are performing dismally poor as compared to learners in other provinces (LDOE, 2014). This is an indication that parents are not doing much to encourage their children to learn. Every three years SGBs, after elections, are capacitated by the Member of the Executive Committee (MEC) for LDOE during that term of office, of their roles as parents and how their involvement will enhance learner performance.

According to the researcher's own observation, the primary schools in the study area, Bahananwa circuit were not performing well compared to other circuits. Parent involvement is considered as one of the contributing factors towards poor performance of the primary schools in the study area. Vellymally (2012:42) summarised the six effective characteristics and involvement models for building parent involvement namely: parenting, communication, volunteering, learning at home, decision making and collaboration with the community. These, if adequately adhered to, will improve the parent involvement in schools.

In this context, this study aims at investigating factors that influence parental involvement in the education of their children in primary schools. These factors can enhance but can also impede the learner performance. The parent commitment, participation and support are key from the child's early years. As mandated by SASA 84 of 1996 that parents should have their voice in the education of their children, they should have a close cooperation with educators to be able to track the performance of their children. There are those parents who do not participate in the education of their children also, and such parents' children are not doing well at

school. Given that, the study is going to investigate the factors that influence parent involvement either positively or negatively.

1.3 Problem statement

Learners in the Limpopo Province primary schools are performing dismally poor in comparison to other learners in other provinces (LDOE, 2014), performing between 40% and 60% in Maths and Language respectively. The main challenge is that learners cannot read or study independently and that contributes to their inability to understand questions and instructions in their respective grades (LDOE, 2014). Research has shown in Dookie (2013: 23) that despite the skilled guidance of trained educators with over twenty years of experience in addition to a strong culture of extra lessons supporting what is taught in the classroom, the majority of learners continue to underperform both the School Examination Assessment and National Test Examination. Poor parental involvement is the major obstacle facing primary schools. Learner' work is hardly supervised and monitored by parents when they are given tasks through home works and assignments to do at home, only few parents can do it. The Blouberg News Team has revealed how parents are reluctant in the participation of their children's education and as such parents are called to monitor their children's school work regularly (Editorial Team, 2015:6).

The researcher, as an educator, also observed that in most cases school activities given to children to perform at home were never completed, half done and some learners forced to write in the morning in class. This implies that the work was never supervised by parents or the parents fail to give some guidance to the child. This affects continuity in class and the children are unable to follow the next activities in class as the home works are sometimes the evaluation of the previous and preparation for the next class activities. Okeke (2014:1) also indicated that parental involvement appears to be limited in most of the school. Given this, the study attempts to investigate factors influencing parental involvement in children's' education.

1.4 Motivation for the study

The researcher was motivated to undertake this study due to poor parental involvement in education of their children. Parents always feel discouraged when it comes to school matters, particularly in Bahananwa circuit. Active parent involvement makes learners to perform optimally. As an educator, the researcher observed that parents lack interest to participate in their children's education. The researcher wants to revitalize the parents' knowledge about the importance of participating in their children's education as the fundamental key to their children's future and find out factors that contribute to parental involvement in the education of their children.

1.5 Significant of the study

The study plays a critical role in devising strategies to make parental involvement more effective in school activities in terms of reviewing or amending the existing school parental involvement policies and strategies. It also assist the Department of Education to improve the performance of learners through active involvement of parents in enhancing desirable school attendance, social functioning and interactions. The schools and educators in particular through this study have information on the factors that affect parents to be involved in education. New insights and knowledge are added in relation to factors that affect parental involvement in education.

1.6 Aim of the study

The study aims at investigating the factors that influence parental involvement in education of their children at primary school level in the Bahananwa circuit of the Blouberg Municipality in Limpopo Province.

1.7 Objectives of the study

The objectives of the study are to:

- Investigate the level of parental involvement in the primary schools.
- Examine factors that influence parental involvement towards learner performance.
- Suggest alternative strategies to improve parental involvement toward promoting learner performance.

1.8 Research questions

- What is the level of parental involvement in the primary schools?
- What are the factors that influence parental involvement towards learner performance?
- What are the alternative strategies to improve parental involvement toward promoting learner performance?

1.9 Definition of concepts

1.9.1 Parent

According to Brooks (2011:6) parent is an individual who nourishes, protects and guides the new life until it reaches maturity. This new life is taken care of and shaped through the interactions in the family until it reaches adulthood. The father or mother of a child or any adult who is responsible for the welfare and education of a child as outlined in South African Schools Act (SASA) 1996, is a parent.

1.9.2 Parent Involvement

Nyarko (2011:378) defines the concept parent involvement as how the active and willing participation of parents in school and home based activities that are educational and non-educational with the aim of enhancing children's school performance. According to Ji and Koblinsky (2009:705) parent involvement is described as the promoter of communication between the school and home about the child's behaviour and academic progress. From the above definitions it is clear that parent involvement promotes and supports the physical, social and intellectual development of a child from infancy to adulthood. The emphasis here is that where the child is, there must be an accompaniment of an adult in whichever way.

1.9.3 Education

Van Niekerk (1986), cited in De Witt (2011:41), conceptualised education as a help that a learner receives in becoming an adult on the basis of which he or she is moulded increasingly to reflect the image of adulthood. This is the act or process of imparting or acquiring general knowledge, developing the ability to reason or make judgements.

Based on the above definition, the researcher understands education as the act of becoming by the young child within the educative environment with the help and support of an adult to upbringing that child to adulthood.

1.9.4 Learner

A learner is someone new, to a field or activity, acquiring knowledge and skills in the subject to become a well-informed person. The new knowledge and skills the learner gains shall have been imparted through the instruction of the teacher during teaching and learning environment. This learner according to Jacobs, Vakalisa and Gawe (2015: 99-100), being someone who need to be educated or taught to do something, requires the teachers to also consider his or her social and cultural background to become aware of certain things by information or from observation.

1.9.5 Learner performance

Learner performance, according to Lockheed and Hanushek (1994) cited in Lemmer (1999:84), refers to the achievement of scores from the standardised tasks constructed and reported consistently to provide for the measurement of individual difference. This is evidence of learning, whereby a learner demonstrates knowledge, understanding and proficiency in what he or she has learnt in the classroom as an outcome of instruction given by the educator. The learner will be using tasks given in and outside the classroom to display the level at which it is understood and achieved.

1.10 Outline of the study

Chapter 1 Provides an introduction and states the problem statement that intensified the conduct of the study and the motivation to further the study. The significance,

main aim and objectives of this study is covered in this chapter. The chapter also poses the research questions linked to the study objectives.

Chapter 2 focuses on the review of existing literature related to parental involvement in the education of their children.

Chapter 3 describes the research design and methods including population, sampling, data collection, data analysis and ethical clearance.

Chapter 4 discusses the data analysis and presentation of the findings.

Chapter 5 focuses on the summary of key findings, conclusion and recommendations.

1.11 Conclusion

To conclude this chapter, parent involvement in education in this country has been acknowledged by all stakeholders to contribute towards enhancement of learner performance. It becomes more effective when educators are working together with the parents and the community at large. As stipulated in SASA (84 of 1996), it is clear that if parents in the form of SGBs and community members work in partnership with the provincial education department and local community, the best interest of schools and learners in particular, will be promoted. Schools, with the enabling legislation can develop valuable initiatives that can make parents more active and equal partners (Lemmer and van Wyk, 2008: 270).

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

According to Cresswell (2005:79), literature review is what has been summarized from the journals, articles, books and other reading material whereby the past and current information has been described. The review of literature is very important in the writing of the research project because, among others, it enables the researcher to prepare for taking up the project, it organises literature in topics proposed for the study and the researcher gains an impression of the related topics and become familiar with the style of writing used and create own reading and critique strategies. The previous chapter, focused on the problem statement whereby the researcher was optimistic about parents' contribution towards the education of their children and the motif behind this study. The aims and objectives that were intended to be achieved were outlined against the research questions. This chapter reviews the relevant literature related to the study topic and objectives as stated in chapter one. This chapter is organised into five sections. The first section deals with the concept of parental involvement. The researcher shall be helped by literature review to identify the relationship between the concepts. Secondly, international perspective on parental involvement is discussed. Thirdly, the chapter discusses parental involvement in South Africa. Fourthly, it discusses factors that influence parental involvement. Finally, the chapter describes alternative viable strategies to improve parental involvement in education of their children.

2.2 The concept of Parental Involvement

This section focuses on conceptualising the meaning, importance and typologies of parental involvement. It further emphasises on the relationship between parent involvement and learners' performance as well as how parents should be involved in education of their children.

2.2.1 The meaning of parental involvement

Parental involvement is described in Lemmer, Meier and van Wyk (2012:103) as the dynamic process that brings both parents and educators to work together with the intention to benefit the learners. It enables parents to be free to consult with teachers on the issues relating to their children whereas teachers on the other hand are also free to report to parents on issues that need urgent attention. Similarly, Mncube (2010) cited in Okeke (2014:1) argued that parent involvement as a concept, “entails awareness of and achievement in schoolwork, and necessitates an understanding of the interaction between parenting skills and learner success in schooling, and commitment to consistent communication with educators about learner progress”. From this definition, it is clear that when a parent is mindful of his or her role, such a parent will assist the child to achieve better in the schoolwork.

On the other hand, Reynolds, Crea, Medina, Degnan and McRoy (2015: 751) associate parent involvement with learner achievement, parent’s self-efficacy and intrinsic motivation, decreased child’s negative behaviour, truancy and drop out. The researcher therefore is more interested in the commitment parents are displaying in communicating their child’s progress with the teachers because such parents become able to track how their children are progressing at school. Kay (2010: 13) refers parental involvement as the total amount the parent is participating in the child’s life and schooling. For example, a parent may volunteer in the cleaning of the school, may support National Schools Nutritional Programme (NSNP) to be a food handler, may join the coaching club when his or her learner is taking part in sports, and so forth, to support educational activities. Nokali, Bachman and Votruba-Drzal (2011:2) stressed that parent involvement involves parents’ behaviour in home and school settings with the intention to support their children’s educational progress. This support includes the quality and frequency of comments with the educators as well as participation in school functions and activities by parents.

From the above definitions it is clear that the parent is always by the child’s side from infantile until his or her dependency. The parent takes responsibility to stiffen some bolts and nuts before the child goes to school and supports that child throughout by getting involved in that child’s education. In this study, the concept of parent

involvement implicates the active and significant involvement of the parent in all aspects, where a parent is interacting with the child for guidance and support.

2.2.2 The Significance of Parental Involvement

Parental involvement is a significant element that can have an impact or enhancement in the child's education. The more involved the parent, the more the child performs better at school. Porumbu and Necsoi (2013:707) indicate that parent involvement expedites the child's theoretical achievement because it is the resilient forecaster of school achievement than some of the family socio-demographic characteristics. They view the significance of parent involvement as conveying improved school performance, reducing drop-out rates, expressing a decreasing delinquency and a more positive attitude towards the school. Parental involvement plays a vibrant role in promoting children's school success. Mbokodi and Singh (2011:41) added that parent involvement in education has positive effects and social behaviour on the learner and it is believed to be an instrument to improve and develop schools through School Governing Body (SGB) commitments.

According to Trotman (2001) in Watson, Sanders-Lawson and Mc Neal (2012:41), parent involvement is premeditated to create partnership that allows for greater collaboration between home and school with the aim to improve student learning outcomes. These researchers supplemented that parent involvement adds value to the development of students of all ages and populations. When parents take interest in the education of their children, numerous things ensue and they show their children how important and valued their education was to them.

Parent involvement reverses the disappointing learner performance and create supportive environment (Watson, *et al*, 2012:44). Olatoye and Ogunkola (2008) in Okeke (2014:3-5), asserted that the significance of parent involvement promotes better cooperation between the parents and the school, strengthens the home-school relationship and parents become partners of the school as they are drawn closely to the school. Finally, Ji and Koblinsky (2009: 705) view parent involvement as a promoter of communication between school and home about the child behaviour and academic progress, meaning, connection between school work and events taking place in the child's learning environment will be established.

2.2.3 Types of Parental Involvement

According to Dookie (2013: 26), parent involvement is typically definable as “the activities that parents engage in, both at home and school supporting their children’s educational achievement” Most parents are volunteering to assist their children in school work, they are prepared to communicate the child’s progress with the educators to understand the child’s academic strengths and weaknesses. The following are types of parental involvement:

- **School Based Parental Involvement.** School based parent involvement is significant to improve learner performance, that is, it assists in achieving the vision and mission of the school. Velleymally (2012:54), emphasised that if the school gives support and cooperation to the parent, that parent’s involvement gets stimulated in the education of his or her child and that parent get exposed to various strategies of involvement at school which can extensively be used at home. School based involvement according to Hill and Tyson (2009:741) includes, among others, volunteering at school, where parents may volunteer their time in the school amenities like cleaning, working in the garden, assisting in extracurricular, for example, teaching learners traditional dance and sports activities. Children believe by seeing, therefore when they see their parents at school often, performing certain activities they tend to do better in class.
- **Home Based Parental Involvement.** Home based parental involvement is very crucial as it creates parent–child interaction, the child’s learning barriers are determined and then the parent is able to discuss them with the school. The parents’ interaction with the child at home makes a difference to the child’s life as well. The child gets a second chance of understanding what was taught at school. Nevertheless, families have different home characteristics that impact on the education of their children, and illiteracy is not an isolation. Parents who are literate, unlike those who are not, will fully get involved in the child’s educational matters at home, for example, providing assistance with homework. Higgins and Katsipataki (2015:284) encourage families to have different programmes that will encompass from home book reading programmes to family literacy activities. Such parents would at most

improvise for reading and learning material for the sake of their children to learn at home. Parents who are involved in education can make a huge contribution in assisting their children in reading and giving themselves time to listen when they are reading aloud because they will know the capability of their children. Although some parents are able to help their children with home works, assignments, projects, research, presentations or writing report to enhance their performance, as observed by the researcher, some can hardly do it. Illiterate families, for example, are struggling to get involved in education because they do not know what they should do to support their children. Some find it frustrating to turn their homes into a learning environment, let alone monitoring the child's school work.

2.2.4 Parental Involvement and the Children's School Performance

Research has shown that there is an established link that is prevalent between parent involvement and child performance at school (See and Gorard, 2015:253), that improves child attainment. It is the constituent that nurtures the child's development and makes learning very easy for the child. Parent involvement closely relates to the child's performance at school. The two variables influence each other because the child's academic performance increases if the parent is fully involved in the child's education and the parent also gets more and more involved if the child is academically doing well. Khanjehpour and Ghazvini (2011:1204) added that the two constructs, as well, are positively related and benefits the parents, the child and the school itself. The teachers are energised by the parents' positive responsive attitude towards school activities.

Parent involvement enhances but can also impact the education of the child. Thus, when parents support education, performance of the child is likely to increase whereas in communities where parents are less or not involved, performance is negatively impacted. As alluded to by Bhekimpilo (2015: 26-27), parent involvement brings greater progress in the child's performance, greater school enjoyment, improved behavioural school and education standards, efficiency and effectiveness on the even running of the school. In his journal Nokali, *et al* (2011:2), asserted that

parent involvement and learner achievement from preschool through to high school remains sincere. This is because parent involvement has a positive association, achievement motivation, task determination and supportive parent involvement from kindergarten.

2.2.5 How parents' should be involved in their children's education

Okeke (2014: 1) indicated that most parents' upkeep about their children and want to get involved in their children's education but the challenge is that they lack knowledge on how to do it. Parents can be involved in both the School Management Activities and Educational Activities respectively.

(a) School Management activities

The SASA No 84 of 1996, allows parents to get involved in the school management and governance activities and have their voice in the education of their children. Among others, partaking in the development of school policies as outlined in SASA No 84 of 1996, for example, policies such as admission policy sometimes need to be reworded to allow equal access to all stakeholders. Some of the parents according to Surujlal and Dhurup (2009:43) do not know how to request funding from other companies to supplement the resources needed by the school. Getting involved in fundraising matters, parents will gain knowledge that would help them in the drafting of school budget, they will understand financial management and financial policy documents such as PFMA (Public Finance Management Act) 1 of 1999. Parents can get involved in school management activities by liaising with the parent community in the form of SGB in governance matters to have their voice in education as outlined by SASA No 84 of 1996, Section 20. Active parents also show up in meetings and form part of the various committees at school. Many schools in rural areas, especially, experience a delinquent of a handful parents attending parent-teacher meetings and school functions.

(b) Educational Activities

It will be beneficial for the learner to do well when parents are fully involved in educational activities. Parents have all the right to know what their children are imparted with at school and must consistently be kept informed on how their children

are rolling at school. Among others, the following are some of the educational activities a parent may be involved in:

*** Curricular Activities**

Parents, as stipulated by SASA (1996) Section 18, need to be engaged in the conversation of curriculum matters. This is of significance because at times the curriculum changes, and its changes come with new pass requirements that parents may not understand if they are not abundantly involved. Also they would not know which subjects (often referred to as killer subjects) to put more prominence on. Therefore, as the curriculum is often reviewed and updated it will require the purchase of new books and other learning material, hence the fully involved parents in education.

Research has shown in Topor et al (2011:2) that parent-child interaction is crucial in manipulating a child's academic development resulting from developmental theory of parenting. The parent who is fully involved in his or her child education is able to monitor and track his or her child's learning progress. Such a parent can swiftly ascertain if there is some form of draw backs and engage with the educator instantaneously. But with parents who believe that all this is the obligation of the teacher, cannot see any difference of the deteriorating progress and that parent is unable to offer support and assistance to that learner. It is profiting for a parent to interrelate timeously with his or her child as it enhances good communication and provides direct parent coaching and influence. Continuous interaction with the child as a parent mends learner performance at school.

According to Al-Mahrooqi, et al (2016: 3), parents need to get involved in the reading programmes and supervision of home works. Parents can assist their kids by developing a reading culture at home where the father while reading the newspaper, the mother reads a novel and the child reads his or her school book. As all will be engaged in the reading, the child will get used to that culture and improves his or her reading skills. Parents will also be encouraged to read and talk about what the child is reading. That will encourage them to provide access to physical resources for reading.

Ji and Koblinsky (2009:692), asserted that parents need to be involved in helping their children to study hard at school and guide them in their career paths. They would encourage them to study Maths, Science and Technical subjects to provide them more opportunities for employment and advancement. According to their expectations, parents would like them to go to colleges and universities and not to do the same job as they are doing. Unlike parents who do not know how to support their children, parents who are involved in education are able to help their children to manage their study and play time respectively. They can help them in the development of study time table and help them to adhere to it to do well at school.

*** Extra-curricular Activities**

Some of the activities are extra-curricular, for example, assisting with these activities enable parents to perceive things differently. Okeke (2014:6) indicates that games and sports are inherently uniting as they promote home-school kindred. Participation of learners would increase and most learners will gain much from this involvement. In his discussion Pule (2014: 1568) pointed out that the support in sports declined with eternities as it is more supported in primary schools but limited in secondary schools, and focus in boys than girls. So it is crucial that parents, through the facilitation of playground duty, develop children's interest in taking part in extra-curricular activities.

2.3 International perspectives on parent involvement

Education reformation has been taking place in different countries for schools to reinforce parents' involvement in their children's education. Shun Wing (2015: 421) indicates that in the historical development of parent involvement in schooling, several countries like Australia, New Zealand, Britain and USA, among others, have been launching reform movements to highlight an increased parent involvement.

See and Gorard (2015:253) highlight that in England parental involvement is legislated in the government policies to keep parents informed, encouraged in partnerships with schools and involving them in partaking in the school decision making. One of the initiatives promoted by policy is Families and Schools Together (FAST), were developed to promote the link between the school and home in order

to establish a two-way communication for the enhancement of the child's performance. This two-way communication becomes helpful hence, the FAST came into existence. Many of the school activities were well conversed during parents' meetings and evenings, to become the prospect for parents to engage with the educators about the child. Electronically contact such as social networks, phone calls and news letters are assistive, as long as parents are kept well-versed about their child's educational progress, the parents get more and more involved (See and Gorard, 2015:255).

In Chicago Child-Parent Centres (CPCs) are established to collectively revitalise parental involvement, home-school support and classroom strategies to enhance education of the country (See and Gorard, 2015:255). The centres provide numerous programmes to promote parenting skills, improve classroom quality and family programme to teach parents on strategies to manage children's behaviour and equip teachers with skills to identify and address learner needs at school. These programmes would also augment energetic parent participation in education to emphasise child's social and cognitive development. Nevertheless, See and Gorard (2015; 256) reported that little or no evidence was reported that parent involvement in this country enhance learner attainment in schools.

In Kenya, as indicated by Mwonga and Wanyama (2012: 624), parents are increasingly fascinated in Early Childhood Development (ECD) Education services. The rationale behind this is that these services are the head start and forms the basis for later formal education. Parent involvement then becomes the most significant activity that affect the child's growth from infancy until the child reaches maturity. To accomplish this, parents need to get involved in their children's education as early as possible to teach them certain skills at their early age. The child would enjoy the company of an involved parent from his or her early years and that will assist the child to perform well (Mwonga and Wanyama, 2012: 624).

In America, as indicated by Watson, et al, (2012:43), the education policy mandates parent involvement for reformation in the development of educational programmes. As cited by Epstein (2005) in Watson, et al (2012:44), discussion of the No Child Left Behind legislation (NCLB) of 2001 of United States, highlighted that parent involvement should be revamped to allow for more equitable and effective

programmes of school, family and community partnerships. In the researcher's view, working in partnerships positively impact on the child as a learner, community member and child in the family.

In Nigeria, Msila (2012:306) indicated that parents are busy with their economic pursuits, leaving their children in the hands of teachers and nannies, leaving it all to be their responsibility. Some of the parents were found to be swinging their responsibilities all to educators and that was exactly what was happening. Their poor involvement in education leads to poor child performance because, among others, parents do not care about their children being late for or absent from school, learners home works being done or not. Msila (2012:303) also emphasised that such parents have a tendency of moving back in their responsibilities, maintaining that teachers have the necessary skills as professionals to lead the school without their support not recognising how the performance of their children is affected.

According to the Hong Kong educational context, as cited by Shun Wing Ng and Hai Hoi Theodore Lee (2015:421) the following levels to involve parents in education have been developed, namely: communication, parenting, learning at home, volunteering, decision making and collaboration. The above mentioned levels, if collectively effected, would enhance parent involvement in the education of their children. If parents in Hong Kong are really providing their children with learning at home, they will be extending what the child shall have learnt at school and the child is likely to do well. It is also found in Shun Wing Ng and Hai Hoi Theodore Lee (2015: 422) that Hong Kong had also initiated measures that would gradually involve the parents through the reform movement of implementation of school based management and this, is believed to be bringing about positive school improvement and effectiveness through parent involvement.

Research has shown China's view of parent involvement in Ji and Koblinsky (2009: 687), and find it as bringing higher grade point average at school, better scores in reading and Maths and lower dropout rate for greater academic benefits. When comparing Chinese American parents with Whites in this country, Chinese American parents were found to have low participation in school matters than Whites. This was enhanced by their higher socio-economic backgrounds and fluency in both English and Chinese. But, it was discovered that they were actively involved in home

learning activities than Whites (Ji and Koblinsky, 2009:692). At home the Chinese American parents would encourage their children for Maths, Science and Technology subjects as they remark them for future careers.

Although many of the countries signify the involvement of parents in education, educators in Israel view it more as interference on teacher proficient territory than involvement in education (Rosenblatt and Peled, 2002:351). In this case, these educators took it all to themselves and do not need any support from the parents. Such educators become too formal that they compel parents to make appointments if they want to see them, failing which they will be returned without being attended to, discourage and demotivate them to be involved in the education of their children. This, as outlined by Okeke (2014: 8) makes parents feel like they are at school to be lectured or disciplined, as such they feel degraded to approach some educators on issues that affect their children. Some of the educators, due to their working or social class, instead of talking to parents in the language that they understand, they will use a foreign language when communicating with the parents even if they know that the parents cannot understand it, with the intention to avoid them. The parents then get disappointed and will never come again and that is what the Israeli educators would want as they perceive parent involvement to be interfering and disturbing them.

2.4 Parental involvement in South Africa

2.4.1 Legislative framework for parental involvement

During the apartheid era, South African parents were not granted opportunity to partake in educational related issues of their children. They had little or nothing to say until their liberation came in 1994 when the reformation to impact on parents or the concept of empowered parents was introduced. The education system was democratised in the Constitution of this country to strengthen the partnership cooperate governance among all the stakeholders in education. Chapter 2 of the Constitution (RSA,1996) expects parents to ensure that children's rights are protected, among others, ensuring the regular school attendance, payment of fees where applicable, ensure conducive and effective teaching and learning

environment, build partnerships among the relevant stakeholders in education and involving themselves in the education of their children in totality. It also gives parents that opportunity to determine school policies, control and maintain physical resources, support curriculum, make meaningful contribution towards the smooth running of the school, to name but a few.

Just like other countries, South Africa has an education system and legislation that governs its education in schools through the South African Schools Act (SASA) of 1996. It is one of South Africa's legislative documents mandating parents to be associates in education and to exercise their rights to be involved in education of their children. It describes the basic roles and responsibilities of parents, sets related requirements for schools for the parents' right to information and provide for parents' and communities' representation in mandatory School Governing Bodies (SGBs). The parents' involvement will assist schools; educators in particular, to know the child in his or her entirety, that is, the barriers, ability or disability the child had, and so forth. The schools, on the other hand have the responsibility to acknowledge and know the family types they are working with to develop home-school links to be familiar with each other.

South African Schools Act (84 of 1996), compels parents of the democratic South Africa to assume greater responsibility of the daily management of the school. Parents are regarded as the most important stakeholders to participate in the management and governance of education. Section 18 of SASA clearly obliges parents as official partners when it comes to governing the schools where their children are attending. But in case they are not fully involved as the SGBs representing parents, they may feel discouraged to be part of management and governance in particular. The school management, on the other hand, is encouraged to work collaboratively with parents to assist them in explaining some of the policies and procedures to get them on-board makes them feel good to be part, make them not to feel lost especially parents who are illiterate.

According to National Executive Policy Act (NEPA) 27 of 1996 section 3.4, it is required of parents to be involved in their children's learning processes, work supervision, homework assistance as well as encouraging and motivating them to do

well at school. It calls for parents to be part and attend Parent Teacher Organisations (PTOs) meetings to empower themselves and set high standards for the schools where their children are schooling. Participation in these organisations is supported by Ji and Koblinsky (2009: 698-705) to learn about strategies, recruitment skills, decision making, child guidance, support systems and help them identify and access community resources. Distant parenting portrays limited involvement on the parent-child relationship that might have negative consequences. Thus, children should be by adult's side to ensure that the relationships with their parents and educators are characterised by support and protection.

2.4.2 Parent's involvement in their children's education

Although South Africa value parents as very important stakeholders in the child's educational world, parents sometimes may feel embarrassed of being involved in educational matters due to the family background and the hardship of life. Mbokodi and Singh (2011:44) affirmed that parents have distress that they will be mocked and humiliated for owing some of the schools' accessories due to unemployment when they come to school. School Management has to come to such parents' level to ease them to feel comfortable to participate in school activities.

The study conducted in Limpopo Province has shown good performance by schools such as Mbilwi High School in Thohoyandou, Vhembe district, is the secret of having a direct relationship with the parents—voluntary or not (Tsanwani, Engelbrecht, Harding and Maree 2013:37-39). These parents have shown commitment that influenced and correlated positively in the performance of their learners. The school has good communication between all the stakeholders involved in good school management and governance by parents. Nokali, et al (2011: 2) asserted that this kind of relationship depends on the understanding of parent involvement. That is, in cases where parents are heedful of teachers' instructional goals, such parents may improvise resources to support the school mission and objectives. But on the contrary, in case where parents lack information and understanding, they leave everything for the school.

Several cases have been reported through the media on schools that were burnt down in Limpopo-Malamulele and Vhuwane municipalities in Vhembe District as a

result of service delivery (Zimela 2016: 2). Looking at the matter itself, this is a case that might be caused by parents who have nothing to do with the involvement in the education of their children. If they were, they would have separated education from politics and prioritised education, but because the value of education is not recognised they sought to destroy their children's future.

The Limpopo Provincial Department at times seem to be not supporting education. For example, late delivery of stationery, workbooks and textbooks in most of the parts of the province, pushes parents far to get involved in education instead of energising them. The unavailability of resources such as text books, not only frustrates teachers and learners, but demotivates parents as well. The resources are imperative for the curriculum change and other novelties for the successful activation of other programmes of which parents are expected to support (Mwonga and Wanyama, 2012:625).

In other provinces, like Mpumalanga Education Department, the MEC Ms Regina Mhaule, when addressing learners in Khaliphani Secondary School in Mpumalanga, she indicated that parent involvement in the children's education is very assistive in the learner achievement. She cheered the 5-year plan that the school had developed for commissioning parent involvement regarding underperformance of their children and having a successful plenary session with both parents and learners. That contributed to the school to improve from 51, 9% in 2011 to 91,3% in 2014. This has shown the contribution that was made by parents who are involved in education. The MEC also made a clarion call to parents and guardians of learners to participate in SGB elections to ensure good governance and SGBs to give parents opportunity to contribute their skills and strengths to education of their children (SA government, 17 January 2014 and 29 Jan 2015).

When Mavhungu (2013:65) was discussing parent involvement in the Gauteng Province, he found that fathers are less involved in education than mothers. Though he indicated that it is the responsibility of both parents to take interest of their children's education, most of the fathers swing the whole responsibility to the mothers. In his study he outlined the father figure as positively affecting the child's life prospects, academic achievement, physical, emotional and cognitive development. And if fathers as parents are not involved, the child would miss the

fatherhood model. Mavhungu discovered a large number of absent fathers in Gauteng Province where the findings have shown that these fathers do not stay with their children. Research has shown in Al-Mahrooqi (2016:2) that fathers on the other hand, use difficult vocabulary to enhance literacy skills whereas mothers use a simple language to describe emotions than fathers. This makes mothers to be considered as the ones who initially taught learners to read. But nevertheless, the equal support and involvement of both parents is critical to open to the child a new world of learning (De Witt, 2011: 172).

Still in Gauteng Province, primary school learners in Tshwane (Pretoria), as highlighted by Pule et al (2014:1564), are perceiving parents as they are more supportive to primary schools than in secondary schools, and more involved with boys than with girls. It is said that parents support declines as they grow up because learners at adolescent stage are left with coaches and peers. In this journal, girls seemed to be assigned a lot of family chores to do, which deny them opportunity to engage in sporting activities. The involvement of parents here, is supported by attending learners' games, providing financial support by investing in sports equipment and assisting them in the setting of the realistic goals to expose them to become the future professional players. Learners are also supported in the decision making to participate and acquiring feedback from coach about skill development.

North West Province, when commenting about parent involvement, its emphasis was that it wants all the SGB members to focus more on the proper governance of their core business, namely, teaching and learning. In this article, the Province stated that it wants to lead in knowing the performance of its schools through the interventions it puts in place at schools. The role played by the SGBs in ensuring accountability was acknowledged and every school was encouraged to have a performance plan which the SGB would play a vital role in its implementation. The Department of Education therefore committed to monitor the performance of schools to see what interventions are put in place at schools and their functionality thereof (NW DoE and Sports Development: 2016)

In the study conducted in Port Elizabeth, Eastern Cape Province, by Mbokodi and Singh (2011: 43), it was found that SGBs are constituted but not functional. Parents are found to be not empowered on how to work with teachers, hence their poor

relationships. Parents do not attend meetings, let alone collection of learners' progress reports, as they fear to be undermined by teachers. On the other hand, teachers view parents as not being supportive to them. There is lack of home-school communication lines opened between them for freely flowing information from school to parents at home and vice versa. As the media reported free education, these parents do not want to meet the schools' financial obligations where applicable, some due to unemployment or living on Support Grants, and some on the reasons best known to them. Some parents got discouraged due to their perception that the school management is not financially accountable. Lack of parent involvement contributes to teachers to decide for the parents and it solely affects the quality of education.

Local municipality as one sphere of government, takes responsibility in caring for the education of its communities, schools in particular. It works with people to support education of the children within its vicinity with the intention to enhance learner performance in schools within its reach. From the Blouberg Quarterly News Letters, the researcher found that the municipality is intended to support parents in the education of their children. According to Blouberg Editorial team (2015:5), research has shown that "children participating in quality Early Childhood Development (ECD) programmes at an early age become more ready when they begin school and are less likely to repeat grades or drop out of school". In his keynote address, the Mayor of Blouberg municipality, Sammy Selamolela, stated in the newsletter as he intended to change the lives of people for the better. The municipality, among others, intends to open sports facilities and place high on the priority list early childhood centres as a way of contributing to the growing minds and bodies of learners at their earliest. This means that all learners will be engaged in different sporting codes and education will be supported from the lowest level through these centres. The centres are resourced with the indoor facilities and outdoor facilities and games for pre-school learners. This would be one area that would enhance parent involvement in education of their children at an early age. Sometimes parents, from their various Municipal communities, based on their mixed beliefs and ethnic behaviour, become less involved in education due to how they perceive the school, teachers and activities rendered at school. According to Reynolds et al, (2015:752), parent involvement is influenced by the political unrests, size of the community, cultural differences and

parents' ethnicity. There may be different ethnic and cultural groups in the communities, but cooperation needs to cut across all of them so that they are all equally engaged in the education of their children. The school may be perceived as such an environment where parents may choose to avoid because of their low sense of efficacy that make them develop negative perception especially in rural schools like those in Bahananwa circuit.

Working in partnership as home, school, communities and municipality forms the basis of cooperation and good relationships, with the intention of supporting each other to view education as a societal issue and give direction on how to improve learner performance (Higgins and Katsipataki, 2015:281). Nokali, *et al*, (2011:1) concluded this matter by encouraging teachers, childcare providers, policy makers, parents and researchers to be inquisitive in the child's educational programmes and progress so as to enhance parent involvement. Parents and communities also are urged to work in cooperation with the Municipality to accomplish the National Action Plan 2030- working towards the realisation of schooling.

2.5 Factors that affect parental involvement

According to research, there are factors that contribute to parent involvement in the education of their children. These factors can enhance but can also impact on parental involvement in education. They are not limited to the following:

2.5.1 Poverty and Unemployment

Many South Africans are stricken by poverty and unemployment. Mavhungu (2013: 72), relates poverty with unemployment, meaning that if there is no employment in the family, the family results in poverty and that poverty will affect the child's performance. Parents from such families find it difficult to support their children in education due to unaffordability and therefore end up in a limited opinion of education.

Parent involvement as alluded to by Motala and Lexumo (2014:80), depends on the family economic background. When the family's economic status is poor, the parent feels inferior to get involved in educational matters, whereas on the other hand, as indicated by Vellmally (2012:42), parents from a higher social class show greater

achievement. The poorer the family, the less ability to furnish home remedies for educational ailments and the richer the family the more ability to provide for its children, the more enhancement the child progress. As viewed by Ngwaru (2012: 28), low income grossing parents appeared not to place a high value on the educational and intellectual achievement of their children. In some instances, wealthier parents are biased to be given advantage than poor parents. Such kind of imbalances discourage parents with low or no income to get involved from their point of strength.

2.5.2 Lack of Knowledge

To some parents, it is not like they are not interested in getting involved in education, but they lack knowledge of what parental involvement is all about, and how to get involvement in their children's education unlike those who are knowledgeable. Such parents are uncertain of their responsibilities as parents and can hardly raise the value of how education at home serves as the basis for education at school. As asserted by Vellymally (2012:54), it will be of significance if the school gives devotion and support to such parents because parents will easily acquire the knowledge and understanding of their responsibilities. The provision of information based on the child's educational development and potential creates a greater awareness on the part of those parents who lack knowledge as they develop that need to be involved in education. According to Surujlal and Dhurup (2009:43) parents who lack knowledge will also get exposed to the challenges faced by educators with their children. So, if they get involved it will become healthier for them to devastate such challenges by consistent contact with the teachers. Bhekimpilo (2015:20) concluded that many of the parents who lack knowledge on parental involvement wish to know and get involved but most of South African schools fail to establish connection with them.

2.5.3 Working Parents

Most parents as outlined by Okeke (2014:3) complain about lack of time and work commitments that incapable them to make any contribution to the school. This is because most of the time they will be at work, sometimes in another provinces, for example, leaving their children with grandparents. These parents do not have time to collaborate with the school or engage in the child's school work. These parents can

only see their children once a month because at most they are busy with their social matters than engaging in their children's school work. Even for those who are working in the proximate places become stressful and find parenting being overwhelming due to work demands, house work and child's school work.

If the school has arranged the parents' evening, whereby parents meet with the teachers to communicate the child's progress, such parents can hardly attend. Meetings that are convened during the day or weekends also fall outside those parents' attendance schedule. Such parents miss lots of opportunities, either to make contributions or discuss his or her child's progress. As stressed by Okeke (2014:7), parents cannot attend meetings because the timing of meetings clashed with their own personal engagements. The type of work and the nearness to the school, time off from work-demands determine both possibilities and restrictions on parent involvement activities. Added by Watson (2012:46), working parents find themselves to have multi responsibilities of work, school and family that lead to a serious dilemma due to the less time they devote to their children and as a result they lose interest to become part of the child's education. They miss the important aspect of interacting with their children or the school. Continuous interaction with the school as a parent mends learner performance at school. When Porumbu and Necsoi (2013:707) demonstrate the importance of child interaction, they emphasised the impact that is brought by homework recheck before it is handed to the educator. This will be demonstrating the supportive and helpful parenting approach the parent has. Research has shown in Topor et al (2011:2) that parent-child interaction is crucial in manipulating a child's academic development resulting from developmental theory of parenting. It is profiting for a parent to interrelate timeously with his or her child as well as the child's teacher to enhance good communication that provide a direct parent coaching and influence. The parent is able to detect areas that need development in his or her child and the child is able to articulate to his or her parent what challenges he or she bumps into that unable the best performance through the good relationship.

According to the researcher, parents who never interact with the school and educators in particular, lack the confident to get involved in education as they are far from the child's education or school activities. But nevertheless, working parents are

also important as they can add value to the progress and learner performance of the school. These parents can make contribution to the school in the form of donations and other resources that enhance learner performance at school.

2.5.4 Institutional (School) Organisation

Most parents want to get involved in education but are discouraged by the operational structures within the school (Okeke, 2014:1). The organisational structure that does not promote student learning, for example, the staff that is not committed to the success of its learners demotivates parents to involve themselves in education. In some of the schools, the line of operation or school organogram that is not clear, confuses the parents. Parents may not know who to approach on certain issues or may be transferred from pillar to post until the parent gets discouraged. Structures that are orderly, make parents not to perceive schools as negative environments and frustrating areas that expose them. As a result, their involvement becomes abundant and learners will perform well.

School Management Teams and educators may contribute towards discouraging or demotivating parents to get involved in the education of their children. This, as outlined by Okeke (2014: 8) parents also feel inferior to approach some educators on issues that affect their children due to the unwelcoming facial expressions. Educators who are harsh and rude, also, discourage parents to get involved at school or volunteer to perform some of the activities that will help their children to perform better. Some parents are discouraged by educators who will tell them how illiterate they are and undermine their social life. Parents then get disappointed and will never come again.

2.5.5 Communication

Communication is a bridge that conveys information to parents at home from school and to educators at school from home. It is one way in which parents are well-versed about the child's progress and the school is informed about the concerns that affect the child development. Stone and Cuper (2006: 54) raised a very crucial proclamation that "Communication is the foundation of a solid partnership. When

parents and educators communicate effectively, positive relationships develop. Problems are more easily elucidated, and students make superior progress.” This is true because many of the school activities are well conversed during parents’ meetings or parent evenings and this becomes the prospect for parents to engage with the educators about the child.

As outlined by Mbokodi and Singh (2011:45), communication in most cases is one way, that is, teachers to parents only. He indicated that teachers are the ones who want to converse with the parents whereas parents are not. Research has shown that verbal communication may be distorted on the way whereas written documents do not reach home or parents cannot read them.

The language factor is also causal and influential in determining parent involvement in schools. The language of correspondence serves both parents and educators to deliberate and understand how important parent involvement is. Thus, parents are able to communicate effectually and are encouraged to get tangled in the education of their children. The language which parents do not apprehend may discourage some parents to engross with the school activities.

Porumbu and Necsoi (2013:707) alluded that the extent to which parents and their children communicate about school activities is one variable of parental involvement in child’s education. According to the researcher, such like communication can be extended to the teacher to communicate with the child about school activities. But if a parent cannot do that, or does not know how to do it, he or she feels deprived and pulls back from education related matters. Technological communications used today, emails, text messages, and so on, also frustrate most of the parents as it is written in English and they cannot understand it (Reynolds, *et al*, 2015:764). Whereas letters and notices are found to be ineffective as most of the parents are illiterate and depend on their children to read for them, on the other side, mouth word communication also, is not reliable and therefore some schools end up without communication (Mbokodi and Singh, 2011: 45).

2.5.6 Education Level

The level of education is also a contributing factor to the parent involvement. Although many of the parents place much significance on the child’s education so

that their children do not experience the hardship of life like them, some use the low level of education as a justification not to get involved in education. Although some of the parents disregard their roles and responsibilities in the education of their children due to their low level of education, research has shown that, some parents, even if they are not highly educated, they are highly ambitious for their children and would want them to prosper in life (Vellymallay, 2012:55). They do not want their children to go their way but would engage in activities that suit their level of education.

Research has shown in Mbokodi and Singh (2011:43) that illiterate parents fear that because they are illiterate they cannot contribute anything to the school and cannot help with the work that they do not understand. Most parents as alluded to by Okeke (2014:3) complain of having nothing to contribute to the school or fear of academic victimisation and language barriers. Sometimes, as Keane (2007:2) indicates, because teachers view themselves as the highly respected people, parents feel that their interference as they attempt to comment may be stated disrespectful. On the other hand, the issue of low income, unemployment and low qualification, to name but a few, also contribute to their inferiority complex. They feel much degraded to work parallel with the educators whom they rate high. Porumbu and Nescoi (2013:709) added that the educational level of parents predicts more of variability in academic achievement than do other family demographic characteristics.

2.5.7 Parent – Teacher Relationship

Effective education requires a close cooperation between teachers and parents and therefore it is much worthy that parents and teachers have the healthy relationship because both of them benefit from the relationship. Parent involvement as alluded by Vellymallay (2012:44) is impossible without the direct involvement from the school because good relationships in education provide stimulation to good learning and the same relationship must be matched with the support and the latitude given to children to learn. Parents' and teachers' relationship of mutual trust and understanding make them to be partners in education for the benefit of both the school and the child, hence the enhancement of learner performance and fruitful

parent involvement. But if parents and educators are not in good relationships, it demotivates the parent to visit the school and the educator to visit the child's home.

According to Bhekimpilo (2015: 66), good relationships free parents to consult teachers on issues relating to their children and teachers to report to parents on issues that need urgent attention. The parent acquires more about his child from the teacher whereas the teacher acquires much about the child from the parent as well. It is sometimes difficult for children to explicate to the parent what he did or troubles him or her at school, but easy when the teacher and parent have a direct communication about the child. Parents help teachers to know learners better if there is that relationship and cooperation between them. The relationship of parents and teachers, therefore, is emphasised to be the two-way process, that is, there must be the dependency between the parents and the teachers. Mbokodi and Singh (2011:39-40) declared that the powerful relationship between schools and parents must be well realigned to embrace parents as equal partners in their children's education to lead to a greater achievement irrespective of whatever the challenges they may encounter.

2.5.7 Parents' Perception and Attitude towards the school

Parents have a sensation of being overwhelmed when it comes to working with the school teachers in particular. They feel intimidated and threatened by the school that does not convey a welcoming and inviting impression. Parents are made not to be self-possessed enough to come to school or approach a teacher in regard to his or her child's school performance. Some of the parents whose children are not doing well at school, of course, stemmed from their attitude. Illiteracy and ignorance give rise to parents' down attitude where they care very less about how their children are doing at school. In some instances, they can hardly contact the school, to discuss the child performance due to their negative attitude towards the educators. Bakker and Denessen (2007:194) has shown that two parents can contact with the educator but the results of the contact may differ as a result of those parents' attitude and intension towards the teacher. This in turn adjourn progress to both the school and the child. Parents lack the attitude that will act positively towards the child advancement and community development. However, some of the parents, as asserted by Okeke (2014:3) complain that they are not welcomed by the school

whereas some have an undesirable opinion on the critical issues that are brought by the contemporary educational reforms that they do not understand. Some of the arrogance is instigated by parents who resist change and are inflexible to conform to the existing educational trends.

If parents have positive attitude towards education they are likely to appreciate the teachers' work and positively get highly involved in the education of their children. If the parents' attendance at school is appreciated by the school, as well, the level of parental involvement escalates in the child's education (Vellymally, 2012:53). Thus the appreciation goes both from the teacher at school or parent at home and it conduits the breach that subsists between the school and home and a healthy parent-teacher relationship. In a school where parents do not appreciate what the school is doing it becomes a disappointment.

Sometimes parents with their muddled perception and behaviour become less involved in education due to how they perceive the school, teachers and activities rendered at school and the teacher-parent relationship drops. Keane (2007: 2), described how parents developed negative perception due to teachers who were never trained to understand and network with them. At times parents may choose to avoid the school because of their low sense of efficacy that make them develop this negative perception. Instead of developing sound relationships, parents perceive teachers as people with a high class that will be less considerate to their children's needs. They become so demoralised to leave the engagement in educational matters with teachers whom they regard as the only professionals to run the school.

2.6 Alternative viable strategies to improve parental involvement

Based on the discussion above, it is imperative that some intervention strategies or measures be taken to mitigate the impact or enhancement of parent involvement in education. Such measures need to be context-based for them to be effective.

- As Okeke (2014:5) outlines, schools should invite parents at the commencement of each academic year to discuss school related matters,

including curriculum. This will help parents to be on board with what transpires at school and thereafter quarterly follow ups be made.

- Okeke (2014:7) has made an allusion on the opportunities for orientation and training session to acquaint parents with the effective strategies for ensuring home-school partnerships. Supported by Ji et al (2009:705), when parents are taught these strategies, they will be able to assist their children with home learning activities.
- Khajehpour and Ghazvini (2011:1205) highlighted some of the programmes that schools can employ to build strong skills to enhance parent involvement. Among other programmes, “schools can succour families with parenting skills, schools can interconnect with families about school programmes, student’s progress and essentials, schools can work to improve families as volunteers in school activities, schools can embolden families to be involved in learning activities at home, schools can include parents as contenders in important schools decisions, schools can synchronise with business people and agencies to provide resources and services for families, students and the communities”.
- Keane (2007:3) on the other hand, encouraged teachers to make good use of families and make time to reach them with the intention to support them. Though many parents are complaining about emails written in English (Reynolds, et al 2015: 763), Watson, et al, (2012:47) calls for deliberate outreach strategies to include hard to reach and disconnected parents, such may include social webs and automated communications.
- The Department of Education invested powers and responsibilities in parents in the SASA (84 of 1996), Section 6, to support schools, take an active interest of their children’s school work and ensure that these learners complete the home works assigned to them every time. This act also encourages parents to attend meetings conveyed by the SGB to discuss education related matters, child’s performance in particular.
- The Department of Basic Education (DBE) has also called for literacy programmes in the implementation plan for Tirisano-document (2014), which will enhance learners’ reading and vocabulary building. This has to be done at home as well by parents to extent what learners shall have learnt at school.

- Tirisano-document (2014), calls for parents to acquaint themselves with EWP (Education White Paper) 6 to encourage them to bring their disabled children at mainstream schools, no longer in special schools. The Education White Paper (2001) includes the implementation of IE (Inclusive Education), that is, education for all, to dwell much on the child's ability than disability. Parents need to be much involved so that they understand this and expose their disabled children to mainstream schools and support them. Legislating parent involvement in this Paper, as alluded to by Lai and Vadeboncoeur (2012: 871), was to protect the rights of children with special needs. Schools need to be dwellings where parents feel comfortable and accepted as part of the school community. Though some parents may feel uncomfortable to give input about their children's condition due to lack of knowledge, they are used as potential teaching resources for the parent involvement problem and are targeted for parent training programmes. Therefore, schools that show unwelcoming environments discourage parents to participate in school activities for the sake of their children.
- "The home and school contexts are characterised as autonomous micro systems", meaning that parents have to support their children's educational progress both at school and home settings (Nokali, et al, 2011:2). Asserted by Al-Mahrooqi (2016: 1), high intensities of parent involvement are allied with the favourable aftermaths such as high rates of school attendance, more support for home learning, greater communication with school, high levels of social adjustment and theoretical achievement.
- Parents are encouraged to have eminence time with their children to become good motivators. Academic socialisation has positive stimulus on children where parents cultivate learners' abilities, establish their goals and take responsibilities for their actions and to learn both from their accomplishments and disappointments over time (Al-Mahrooqi et al, 2016:2).
- Teachers and parents are advised to work conjointly in the planning, decision making to improve relationships and have time to deliberate on educational concerns, with parents been recruited for participating in Parent Teacher Organisations (PTO), as highlighted by Ji and Koblinsky (2009:705).The Family-School and Community Partnerships Bureau (2011) and Australian

Department of Education (2001) cited in Al-Mahrooqi (2016:2) that a three year plan for parent involvement be developed, schools identify staff responsible for fostering parent involvement and organise training workshops to instil parents on how to get involved in education. Parents need to be made aware of their role towards education by the relevant structures to encourage parent involvement in schools.

- Parents need not be involved in curricular activities only, but also in extra-curricular activities. In light of that Pule (2014:1569) advised that parents should be educated to support sports for all children through encouragement, praise and modelling.
- Ngwaru (2012: 37) submitted that policy makers must invest in programmes that support development of the whole child, that is, academic, social and emotional skills. By breaking the poverty cycle associated with poor academic outcomes, policymakers should align school curriculum material with the child's family funds for parents' affordability. Further, early childhood literacy material need to be contextually prioritised for both home and school for learners with three years and above. By doing that, literacy development practices will be advocated at the learner's early age in preparation for preschool entry.

2.8 Conclusion

It is clear from the above discussion that many approaches can be successful with the parent support. As most of the writers have shown, parent involvement means engaging in activities taking place both at home and at school, educational or non-educational. Though research has shown that most parents have less impact on the education of their children based on various reasons, the DoE in (SASA No 84 of 1996) has at least mandated parents to fully get involvement in the education of their children by supporting schools. In a situation where parents and schools are supportive of each other over the learners, performance improves.

Much can be done by schools, communities and DoE to reach parents who lack knowledge on how to get involved in education of their children and the significance thereof. On the other hand, parents need to overcome factors that struggle them to

compromise the education of their children where possible unless those factors are beyond their control. Mbokodi and Singh (2011:40), for example, maintained that parents in partnership with the school brings a greater achievement notwithstanding of any family odds. The time is now when South African parents should learn from parents from other countries to take responsibility about the education of their children from early childhood without compromise.

The following chapter discusses the research approaches and methods the researcher is applying in this research study. The researcher outlines the research design and methodologies that comprises the population and sample size of the study undertaken. The data collection methods, data capturing and analysis forms part of this chapter.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

The previous chapter discussed relevant literature in relation to parental involvement at international and local levels. It presented and evaluated what other researchers have written in relation to the topic under study. It helped the researcher to identify methods used in previous research to align with those that will be included in this chapter.

This chapter is constituted by the research area that described the locality where the research study was undertaken and expanded briefly the area where data was collected. It also covered the research approaches and methods followed by the researcher in this study, research design that escorted the research study, research methodologies, which comprised, the population and sample size of the research that was undertaken. The chapter also embraced methods of data collection, where instruments were exposed and the field work completed by the researcher. The data capturing and analysis that indicated the type of analysis applied after the data was collected to sum up, generalise, and make recommendations and conclusions. The validity and reliability ensured that the information collected was valid and reliable, research ethics focussing on the ethical considerations that the researcher was taking into account, limitations of the study indicating the challenges and barriers that might impact on the research results. All the discussions indicated above were summed up in the conclusion.

3.2 Research Approach

Research approach can be explained as the plans and procedures for research that describes the steps from broad and underlying assumptions to detailed methods of data collection, analysis and interpretation (Cresswell, 2014:1). It focused on the research development and the kind of tools and processes to be employed during the research study.

There are three types of research approach such as quantitative, qualitative and mixed method approach. The quantitative, according to Karee (2012:263) is the approach where the researcher relies on the numerical data to test the relationship between the variables. On the other hand, qualitative method is explained by Alston and Bowles (2009:203) as the method that provided tolerable information, generated qualitative data on detailed views and opinions. Mixed methods approach is the combination of both quantitative and qualitative approaches. For the purpose of this study, the researcher employed mixed methods research approach because the researcher intended to collect both quantitative and qualitative data to describe the level of parent involvement and factors that affect parental involvement in children's education in selected primary schools. The first and second questions applied both the mixed research approach because they needed the respondents to answer qualitatively and quantitatively, meaning somewhere they were answering yes or no question while on the other hand they were reasoning. The third question needed the application of the qualitative approach only, that is, the respondents had to give their views and opinions.

3.3 Research Design

Bless and Higson-Smith (1995) cited, in Ivankova, Cresswell and Clark (2012:299) defined research design as the plan of study on how the researcher proceeded in determining the relationship between the variables. Flick, Von Kardorff and Steinke (2004: 146) on the other hand, defined research design as a set of guidelines and instructions to be followed in the collecting and analysing evidence that enabled the researcher to answer the questions posed. The research design employed was descriptive research intended to describe the phenomenon, in this case parental involvement. This type of research according to Bless, Higson-Smith and Kagee (2009:47), helped the researcher to gain a far-reaching understanding of a situation, phenomenon, community or a person. The researcher used a semi-structured questionnaire and observation techniques to investigate the level of parental involvement and factors affecting parent involvement in the sampled schools. The researcher described how the particular factors investigated affects parental involvement.

3.4 Study area

The study was conducted within the boundaries of Bahananwa Circuit, which is one of the six circuits in the Senwabarwana cluster in Limpopo Province. A circuit is an educational landscape made up of schools (pre-primaries, primaries and secondaries) and cluster is a collection of a number of circuits. Bahananwa circuit is located in the West of Blouberg Municipality, Ward 16, 180 km from the city of Polokwane, in the Eldorado village, between Maleboho Police Station and Ratshaatshaa Health Centre. It is the prime circuit in the district made up of 46 schools (18 secondary schools and 28 primary schools). Out of 28 schools, this study was carried out of 4 schools. The researcher is the principal in one of the 28 schools and chose these 4 schools because they are in the vicinity of the researcher's working area and is familiar with them. The cluster is situated in rural setup characterised by mostly illiterate and unemployed parents.

3.5 Population

According to Bless, Higson-Smith and Kagee (2009:98), population is a group of people or inhabitants the researcher focused on to determine some common characteristics, the research other words, population consists of the entire set of objects, group of people or any other set of phenomena to acquire new knowledge and information. For the purpose of this study, the researcher's population targeted 28 members of School Governing Body (SGB) (which includes 4 principals, 16 parents and 8 educators) in the four selected primary schools, namely, Maimela, Modulathoko, Maloloane, and Morongwa, within the circuit of Bahananwa.

3.6 Sampling method

Sample size is conceptualised by Alston and Bowles (2009: 81) as the size of the sample chosen from the total population under study. The sample size described how big or small the sample. For the purpose of this study, the researcher used purposive sampling which is a non-probability type of sampling to select the sample

size of respondents. According to Johnson and Christenson (2008:239), purposive sampling enabled the researcher to implore the people having specific characteristics to participate in the study. Purposive sampling was used because the researcher was looking for the key respondents who had an adequate knowledge of parental involvement at schools. The SGB members shared more information about how parents involve themselves at their respective schools. In this study, the researcher targeted all 28 School Governing Body (SGB) members which includes 4 principals, 16 parents and 8 educators in selected three schools within the circuit of Bahananwa.

3.7 Data collection methods

The data collection method refers to the construction of appropriate, accurate instrument or tool for measuring and collecting data and the way this was recorded (Bless, 2009: 111). The researcher used the following instruments to collect data:

3.7.1 Semi-structured questionnaire

The researcher used the semi-structured questionnaire as data collection instrument. The questionnaire was categorised into 4 sections (A to D). Section A was the demographic profile of the respondents', section B the level of parental involvement, section C factors that impede or enhance parental involvement, and Section D, strategies to improve parental involvement. The researcher personally delivered the semi-structured questionnaires to the SGB members from the sampled schools and collected them after completion. The expected number of participants was 28 but the study ended with the actual number of 26, one educator representative withdrawn and one parent representative was sick.

3.7.2 Observation

Observation is a method whereby a researcher observes a situation or activity without participating in it (Cresswell 2014:191). In this regard, the researcher notices unusual aspects through observation and record the information of events or behaviour as they appear. In his book Brynard (1997: 39) advanced it by saying it is a way of determining how individuals or groups react in a particular situation. In

essence, the researcher watches what people are doing or how they do their things and take notes thereof.

In this study, researcher also used the observation sheet to collect data on parental involvement in the selected schools. The researcher observed among others, the parent turn-up for meetings and their participation level in the meetings, parent participation in other school activities and their contribution towards the school. Actions made by non-verbal cues were also recorded during observation. Through observation, the researcher was able to discern ongoing behaviour as it occurs and was able to appropriate notes about its features.

3.8 Data analysis

Data analysis is elucidated by Mayan (2001), cited in Ivankova, Cresswell and Clark (2012:303) as the process of observing and questioning patterns in the data, asking additional questions based on the collected data from specifically selected individuals on targeted topics. The researcher interpreted information, found meaning and understanding, and made sense of the collected data and noted patterns (Cohen and Morrison, 2002:147). Data interpretation according to de Vos, et al (2002: 218), is when the researcher explained and found meaning of the results in the data collected. In this study, descriptive statistics such as frequencies and percentages used to analyse the quantitative data collected using semi-structured questionnaire. The content analysis method was used to analyse qualitative data collected using observation sheet. The findings were presented in the form of tables, text and direct words from participants. The analysis and interpretation of the quantitative data was done immediately after data was collected and checked whereas the analysis of the quantitative data was done thereafter with the assistance of notes and recorded information.

3.9 Validity and reliability

According to Pieterse and Maree (2012:216) the validity of an instrument refers to the extent to which it measures what it is supposed to measure to give an accurate presentation of a particular context or event. Validity can be ensured using pilot testing of questionnaire. The researcher piloted the questionnaire to one principal

and two educators to test for its validity before it was administered to the other participants. Based on the feedback the researcher made some amendments on the questionnaire.

Reliability is defined by Pieterse and Maree (2012:215) as the extent to which a measuring instrument is repeatable and consistent. One of the strategies to ensure the reliability is making use of a variety of data collection techniques. In this study the researcher used different data collection techniques such as semi-structured questionnaire, observation sheet and the review of the secondary sources. Another method of ensuring reliability is making views of different sources of information. In this study the researcher collected data from variety of sources including principals, educators, parents and observation of events.

3.10 Ethical consideration

The researcher bore in mind the ethical considerations before and during the conduct of the study to earn the participants' attention. Ethics according to Johnson and Christensen (2008: 101) refers to the principles as well as the guidelines that assist in the upholding of the things people value whereas research ethics refers to the moral principles that govern a person's behaviour and are guiding and assistive to researchers to conduct ethical studies. Therefore, the researcher ensured that the accepted standards of conduct are conformed to and no participant was coerced to participate but participation was done voluntarily.

Consent Forms

For the purpose of this research, the researcher ensured that the participants gave their informed consent to participate in the study to understand the nature of research and its purpose, what the risks of the participation were and what would be expected of them (Bless, 2009:142). The researcher allocated the participants adequate opportunity to ask some questions before the proceedings.

The right to privacy

The participants' right of privacy was respected and they were informed of their right to withdraw from the process or refuse to answer some of the questions if they felt

uncomfortable. In this study, personal and sensitive questions were guarded against to respect the participants' privacy (Leedy, 2014: 109).

Confidentiality

The participants' confidentiality and identity were treated with seriousness, meaning that, the researcher informed her participants that the information they provided would be treated with confidentiality and would never be divulged to any other person unless it was agreed to do so. They were informed that the research report would not reveal their identity or the identities of schools in either way but would remain confidential (Bless, 2009: 143 & Wagner, 2012: 70).

The right to safety

It had been the responsibility of the researcher to protect her participants. The researcher ensured that the place she met her participants was free from any danger and was well ventilated so that they did not get harm or inhale polluted air in any way (Leeds, 2014:107).

Equal treatment

The researcher treated her participants with equal dignity to avoid biasness, to ensure that no one was emotionally harmed. Victimisation of participants and sensitive questions were avoided at all costs.

Honesty

Further the researcher ensured that the collected data was not falsified or distorted in either way but was reported with great honesty as it was. Dishonesty might cause the participants to behave strangely in their participation and as such the researcher was advised to safeguard against such (Leeds, 2014:110).

3.11 Conclusion

The chapter focused on the research methodology whereby the researcher used the mixed method approach to collect data in this study. The research approach was aligned with the research questions to ensure applicability. The interview was conducted with the participants as the data collection instrument. Closed and open ended questions were asked to the sampled respondents using the semi-structured questionnaire and observation. A letter of request for permission to conduct interview was handed to the respondents before the interview was conducted and its contents were clarified thereof. The researcher ensured that the ethical considerations are well taken care of in the interview session not to harm the respondents. The validity and reliability of information was ensured. Challenges that the researcher encountered were insignificant and some were addressed at the earliest. Findings would be presented and interpreted in the following chapter. The conclusions and recommendations would be made based on the data collected.

CHAPTER 4: DATA ANALYSIS AND PRESENTATION OF THE FINDINGS

4.1 Introduction

The previous chapter focused on choice and rationale of the study, the area where the study was conducted, the researcher's population, sampling and data collection methods, how data was going to be analyzed, validity and reliability of the study, and ethical consideration of the participants. The current chapter presents findings of the study, focusing on the study objectives such as: to investigate the level of parental involvement; to investigate factors that affect parental involvement in education of their children; and to explore strategies for improving parental involvement in learners' education.

The researcher personally delivered the semi-structured questionnaire to the SGB members from the sampled schools and collected them after completion. The expected number of participants to be participated was 28 but the study ended with the actual number of 26, one educator representative withdrew and one parent representative got sick. In addition, the researcher used observation sheet to collect data on how they are involving parents at their respective schools during the meetings.

Descriptive statistics such as frequencies and percentages used to analyse the quantitate data collected using semi-structured questionnaire. The content analysis method was used to analyse qualitative data collected using observation sheet. The findings were presented in the form of tables, text and direct words from participants. The following sections are covered in this chapter: presentation of the findings from one on one interview, presentation of the findings from observations, summary of key findings, and conclusion.

The study aims at investigating the factors that influence parental involvement in education of their children at primary school level in Bahananwa circuit. These factors can enhance but can also impede learner performance. The study answers the questions such as to investigate at what level parents are involved in education of their children, what activities do they take part in and so forth, the factors that influence parental involvement towards promoting learner performance are also

examined to find out whether their influence is negative or positive. Finally, the study seek to suggest the alternative strategies that will promote parental involvement toward learner performance. The study employs mixed methods approach, that is, qualitative and quantitative methods to describe the level of parental involvement. The approach will collect numerical data as well as data on detailed views and opinions of participants.

4.2 Presentation of findings from one on one interview

This section is organised as follows: presentation of the findings from one on one interview, presentation of the findings from observations, summary of key findings, and conclusion.

Section A: Demographic information of participants

4.2.1 Age of respondents

Table 4.1 Age of participants

Age group	Frequency	Percentage
31-40	5	19.2
41-50	11	42.3
51-60	8	30.8
60 and above	2	7.7
Total	26	100.0

Table 4.1 depicts that the majority of participants 11 (42.3%) were in the age group 41-50 years, followed by 8 (30.8%) participants of age group 51-60. This shows that the majority of participants are between 41 and 50 years, covering all the age groups. The findings are that the majority of the participants are relevant to answering interview questions.

4.2.2 Gender of respondents

Table 4.2. Gender of respondents

Gender	Frequency	Percentage
Male	11	42.3
Female	15	57.7
Total	26	100.0

Table 4.2 shows that female participants are in the majority at 15 (57.7%) than male participants at 11 (42.3%). This shows that majority of males left for work far from home while on the other hand females are the appropriate participants than males when it comes to children.

4.2.3 Level of education

Table 4.3. The participants' level of education

Level of education	Frequency	Percentage
some primary	2	7.7
some secondary	10	38.5
Tertiary	14	53.8
Total	26	100.0

Table 4.3 illustrated that the majority of the participants at 14 (53.8%) have tertiary education followed by 10 (38.5%) of the participants with secondary education. This implies that most of the participants have schooled and can successfully govern the school. These participants are literate and can read and understand the school policies and can also assist in the formulation of such.

4.2.4 Role in the school

Table 4.4. Role in the school

Level of education	Frequency	Percentage
Principal	4	15.3

Teacher	7	26.9
parent representative	15	57.6
Total	26	100.0

Table 4.4 illustrated that parent participants are in the majority at 15 (57.6%) and teachers at 7 (26.9%) participation. This shows that parents are at the fore front and play the most significant role in the education of their children by participating in both the educational and governance activities. Teachers also play a vigorous role in the managing and directing educational activities at the school.

4.2.5 *Number of years of participating in School Governing Body*

Table 4.5. Years of participation in school governance

Number of years	Frequency	Percentage
2-3	14	53.8
4- 5 years	1	3.8
More than 5 years	11	42.3
Total	26	100.0

Table 4.5 signifies the majority of participants at 14 (53.8%) having 2-3 years' experience serving in the SGB, followed by participants at 11 (42.3%) having more than 5 years serving in the SGB. This implies that the majority of participants are serving their first term in the SGB and still learning on governance activities, followed by the more experienced participants serving in their second term.

Section B: The level of parental involvement

4.2.6 *Understanding of the term 'parental involvement'*

Out of 26 respondents, 13 (50%) of them, indicated that parental involvement is associated with parents' participation in all the school educational and management activities, 10 (38%) of the participants said that parental involvement refers to involvement in children's education whereas 3 (12%) of respondents refers it as attending parents' meetings. The majority of respondents agreed that parental involvement includes participation in educational and management activities.

4.2.7 The benefit of parental involvement activities for parents

All participants 26 (100%) agreed that parental involvement activities benefit both the parent and child education. All the participants remarked that parents get to know the progress of their child through participation in school activities.

4.2.8 Parental involvement practices at school

From the 26 participants, 18 (69%) said that schools use meetings as a major practice to involve parents at schools whereas 6 (23%) participants indicated that schools use curricular and extracurricular activities to involve parents. 2 (8%) of participants who are in the minority, are saying schools use school functions as a practice of involving parents in the education of their children. Therefore, the majority of participants said that schools use meetings as a key practice of involving parents in the education of their children. A participant representing teachers stated that:

“Parents are encouraged to attend meetings as it is the platform where parents are reported on matters affecting the school, updating them on the current status of the school on quarterly basis.”

4.2.9 Adequacy of parental involvement practices at school

Most participants 16 (61.5%) agreed that parent involvement practices at their schools are adequate, 10 (38.5%) are saying it is inadequate. The participants at majority are satisfied about the practices employed by their schools whereas parents at minority fingered that the practices can be pleated for schools to do more.

4.2.10 Most prevalent activities to engage parents at school

Table 4.6. Major activities parents are involved

Level of education	Frequency	Percentage
Governance	22	84.6
Curriculum	3	11.5
extra curricula	1	3.8

Total	26	100.0
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Table 4.6 gave a picture of participants in majority at 22(84.6%) who are saying that parents are engaged in school governance matters only. This means that the curricular and extracurricular activities are limited for most parents due to, among others, lack of knowledge as a result of illiteracy hence the minority participation of 4(15.3%).

4.2.11 Promotion of parental involvement at school

The findings indicated that 16 (62%) of the participants are saying schools use different kinds of meetings (Annual, Quarterly, Special, Grade and Individual) to promote parental involvement, 7 (27%) of participants are saying schools engage parents in extended school activities and 3 (12%) are maintaining that schools' good relationships at school to promote parental involvement. It is therefore found that the majority of participants confirmed that schools use regular meetings as a means to promote parental involvement. A participant representing the principals' commented that:

“We call parents whose children have same IQ (Intelligent Quotient) to give report of learner performance and engage in special meetings for grades”.

4.2.12 School communication mechanisms with parents

Almost 13 participants at 50% are saying schools use letters and meetings as a communication mechanism to involve parents, 10(39%) are saying schools communicate with parents through letters and phones whereas 3(12%) of participants are saying schools communicates with parents through letters and verbally through learners. The findings indicated that the majority of participants use letters and meetings to communicate with the parents. A participant representing parents said that:

“We engage in meetings and letters written to the parents”.

4.2.13 Availability of Parent involvement policy at school

The majority of participants at 22 (84.6%) saying their schools have the formal written parent involvement policy. They maintain that the SGBs got the policy at the

governance training workshops on roles and responsibilities of the parents. Participants who are in the minority, 4(15.4%) stated that schools do not have the parent involvement policy in place in their respective schools. The findings show that the majority of schools do have the formal written policy that guides the SGB on parent involvement practices.

4.2.14 Perception on learners' academic performance

Table 4.7. Learner's academic performance rating

Level of education	Frequency	Percentage
Good	5	19.2
Average	20	76.9
Poor	1	3.8
Total	26	100.0

In the table 4.7 above, the majority of participants 20(76.9%) indicated that their children are performing at an average level, followed by only 5(19.2%) participants rating their children to be doing well. According to the respondents the reasons behind inadequate performance includes: Poor parental involvement; Shortage of educators; Multi-grade teaching; Overcrowded classes; and Failure rate of the core subjects.

Section C: Factors that affect parental involvement

4.2.15 Challenges and constraints affecting parental involvement

Majority of respondents indicated that 13(50%) one of the major challenge in parental involvement is lack of commitment from the working parents, while 7(27%) participants said parents' illiteracy as a contributing factor. Only 6(23%) of respondents said that parents lack confidence and have low self-esteem. Hence the majority of participants are saying that parents are working far from home leaving children with guardians and grandparents. Apart from parents who are working far from home, a participant representing parents added that:

“Majority of parents are working in the nearby farms and some do not stay with their children”.

4.2.16 Opportunities that exist for parental involvement

From 26 participants, 11 (42%) of them, also the majority, are saying school meetings where parents’, fun and other special days are celebrated, for example, offer parents opportunities to participate in the school activities, followed by 10 (38%) of the participants saying school projects such as National Schools Nutritional Project (NSNP) and school greenery project create opportunities for most parents. Only 5 (20%) participants are saying school reading programmes can generate opportunity for parents because they will form part the so called “Reading for Enjoyment” programme. The majority of participants therefore are saying schools use meetings as an opportunity to involve parents in the education of their children. A participant representing teachers remarked that:

“Our school holding fun days, celebration of special days where parents will engage with the participating learner.”

4.2.17 Parents’ attitude towards their child education

Table 4.8 whether parents have negative attitude towards their child education

	Frequency	Percentage
strongly agree	1	3.8
Agree	11	42.3
Disagree	13	50.0
strongly disagree	1	3.8
Total	26	100.0

Table 4.8 shows that most respondents 14 (54%) disagreed with the view that parents have negative attitude towards their child education, while 12 (46%) agreed with the view that parents have negative attitude towards their child education. The

findings show that although the majority of parents have supportive attitude towards their children education, the significant proportion of parents do not have supportive attitude.

4.2.18 Parents' attitude towards the school

Table 4.9. Whether parents have negative attitude towards the school

	Frequency	Percentage
Agree	10	38.5
Disagree	14	53.8
strongly disagree	2	7.7
Total	26	100.0

Table 4.9 indicated that majority of participants 16(61.5%) disagreed with the view that parents have negative attitude towards the school, whereas 10(38.5%) participants agreed that parents have negative attitude towards the school. The majority of respondents are saying that parents support school meetings though most of the attendees are grandparents and their children schooling at the community school.

4.2.19 Parent-Teacher contact

Table 4.10. Whether parent-teacher contact is increasing

	Frequency	Percentage
strongly agree	3	11.5
Agree	16	61.5
Disagree	7	26.9
strongly agree	3	11.5
Total	26	100.0

Table 4.10 shows that most participants 19 (73.1%) agreed with the view that parent-teacher contact is increasing. Only a handful of the participants at 7 (26.9%)

disagreed with the statement. The majority of respondents indicated that there is regular contact between parents and teachers but more to report about the child's whereabouts than discussing learner performance. They are saying parents have good relationships with the educators.

Section D: Strategies for improving parental involvement

4.2.20 Suggestions to improve parental involvement in the decision making process

From the 26 participants, 11 (42%) stated that they would allow parents time to share their views and opinions, while 9(35%) of the participants said they would let parents participate in deliberations and interactions. Only 6 (23%) of the participants are saying that there should be workshops to clarify policies and procedures to partake in the decision making process. The majority of parents therefore believed that each parent should share his or her view for making the good decision. A participant from the parent representative suggested that:

“It is important to ask parents one by one on their view on the suggested decision and applying voting method for making decision.”

4.2.21 Suggestions to improve parental involvement in extracurricular and voluntary activities

The majority 17 (65%) of the participants suggested that parents should be engaged in the teaching of learners' extracurricular activities such as cultural activities, while 5 (20%) of the participants recommended that parents with a particular expertise should be considered in the coaching and accompaniment of school team. Only 4 (15%) of the participants suggested that voluntary activities be incentivized with a little stipend. From the findings, it is clear that the majority of parents' appeal for parents' participation to engage in the teaching of extracurricular.

4.2.22 Suggestions to improve parents' engagement at home

The majority 20 (77%) participants suggested that parents should be engaged in monitoring and support of learners' work at home, while 4 (15%) of the participants

submitted that illiterate parents should seek assistance from other people such as neighbors, relatives, friends and the child's siblings. Only 2 (8%) of participants encouraged parents to engage in teaching of reading for enjoyment, telling stories and tales. The majority of participants would like parents to interact with their children at home through monitoring and support of work.

4.2.23 *Suggestions to enhance parent-teacher contact*

The majority 18 (69%) of participants suggested that parent-teacher contact be enhanced through consultative meetings, while 5 (20%) participants proposed that good relationships prevail between the parent and the teachers to build confidence. Only 3 (11%) participants advised parents to contact with teachers through other people or telephonically if they are scared of teachers. The majority of parents therefore prefer consultative meetings between parents and educators to enhance parent-teacher contact.

4.2.24 *Additional information on parent involvement*

The majority 13 (50%) of the participants encouraged parents, teachers, learners and the Department of Education to work together for the child's education, while 10(39%) of participants remarked that parents should prioritize education at all costs. Only 3 (11%) of participants added that policies on Inclusive Education be well advocated and implemented in schools. The majority of parents are suggesting for cooperation and collaboration of stakeholders.

4.3 Presentation of findings from observations

Only 3 schools out of 4 have been observed on the observation sheet, namely: School A, School B and school C. The observation sheet contains 16 items used to collect data in relation to parent involvement in school meetings. The following are the summary of observation by the researcher:

4.3.1 *Parents involvement in the meetings*

a) Whether the SGB members came early for the meeting

The SGB members for all schools A, B and C were very punctual for the meeting. They were able to arrange sitting accommodation.

b) Whether the meeting started as scheduled

Only school C was on time for the meeting whereas school A's meeting was delayed by the SGB holding meeting before and school B's meeting delayed by SGB arranging some logistics that were not ready during the start of the meeting.

c) Whether the parents were punctual for the meeting

In all the three schools A, B and C about 80% of the parents managed to start with the meeting and others joined as the meeting was on progress.

d) Whether parents' attendance was satisfactorily

The parents' attendance was satisfactory in all school's A, B and C.

e) Whether parents participated actively

There was maximum participation in school C whereas only few were participating but repeatedly in schools A and B. Most of the parents were shy to participate and raise their concerns and opinions.

f) Whether parents have shown understanding of the contents of the meeting

Only few parents have shown understanding of the contents of the meeting in all the 3 schools A, B and C. According to the researcher's observation most parents (guardians and grandparents) are far much behind with the educational issues.

g) Whether parents were asking questions

Parents in Schools B and C were asking questions after every presentation and in school A, all presentations were done and opportunity was granted at the end for questions, comments and clarifications.

h) Whether SGB responded to the parents' questions

School C did well in answering parents' questions, School B answered shortly and many parents were not answered and School A did not satisfy parents in two questions. The parent was left unanswered.

i) Whether parents deliberated in the discussions

Parents of school C satisfactorily deliberated in the discussions held, whereas parents in schools A and B deliberated less.

j) Whether parents raised concerns about their children education

Parents in Schools B and C raised concerns that teachers give insufficient work and do not control books. Some of the parents remarked that educators should consider the level of learners in foundation when they give them home work. Some requested that educators should give them the program of assessment to help their learners to prepare for that assessment. In school A parents raised concerns on other issues than in educational activities as there was no item on curriculum.

k) Whether the SGB attended to parents' concerns about their children

The SGB in school B and C took several sets of questions asked and concerns raised and attended them respectively until all are satisfied whereas the SGB in school A did not address parents' concerns up to the fullest.

l) Whether parents commented on the performance of their children

Parents from Schools B and C deliberated in the discussion of learner performance whereas school A's parents did not comment as there was no learner performance presentation but on other related issues.

m) Whether parents came up with strategies to solve some of the issues

Parents did little to come up with or develop strategies to solve some of the issues especially than concern curriculum in all schools A, B and C. They shifted all to the school.

4.3.2 Conduciveness of meeting area

n) Whether the meeting area was conducive to attendees

The area for the meeting was conducive to Schools B and C only because school B used the school hall for the meeting and school C used the carport for the meeting. The meeting area was not conducive for school A because one classroom was used for about 80 parents plus the SGB. Parents were squeezed and couldn't move and the classroom was very hot.

o) Whether the meeting area was well ventilated

For Schools B and C there was sufficient ventilation, for example, school B hall had an adequate space and with school C there was an open space and as such

the area was well ventilated. In school A, due to the small area there was no ventilation as the classroom was overcrowded and parents were suffocating.

p) Whether the sitting accommodation was well arranged

The sitting accommodation was well arranged before the starting time especially for Schools B and C. But with school A it was well before the starting time but as parents came in it became disorganized.

4.4 Discussion of the findings

4.4.1 Understanding of the concept of parental involvement

Parent involvement is conceptualised as the dynamic process that brings both parents and educators to work together with the intention to benefit the learners (Lemmer, Meier and van Wyk, 2012:103). The empirical investigation confirms that parents understand the term parental involvement whereby 50% understand it as explained in (Lemmer, Meier and Van Wyk 2012:103)

4.4.2 Parental involvement activities at the schools

Research has shown that parental involvement expedites the child's theoretical achievement because it is the resilient forecaster of school achievement than some of the family socio –demographic characteristics (Porumbu and Necsoi 2013: 707). The parental involvement is significant as it conveys improved school performance, reduced drop- out rates, a decreased delinquency and a more positive attitude towards the school. Parental involvement plays a vibrant role in promoting children's school success. The empirical investigations share the same sentiments with what the literature highlight whereby 100% participants agreed that parental involvement activities benefit both the parent and child education.

4.4.3 The schools use meetings as a major tool for parental involvement practice.

It is indicated that most parents' upkeep about their children and want to get involved in their children's education but the challenge is that they lack knowledge on how to do it (Okeke 2014:1). Parents can be involved in both the School Management

Activities and Educational Activities respectively. It is confirmed by the study conducted that parents want to be involved in the school practices

4.4.4 The schools' parental involvement on governance and administrative matters

Parents can get involved in school management activities by liaising with the parent community in the form of SGB in governance matters to have their voice in education (SASA 84 of 1996, Section 20). Active parents also show up in meetings and form part of the various committees at school. This is confirmed in the empirical investigations showing majority of parents are involved in the school management activities

4.4.5 The promotion of parental involvement.

Working in partnership as home, school, communities and municipality forms the basis of cooperation and good relationships, with the intention of supporting each other to view education as a societal issue and give direction on how to improve learner performance (Higgins and Katsipataki, 2015:281). Therefore, teachers, child care provider, policy makers, parents and researchers should be encouraged to be inquisitive in the child's educational programmes and progress so as to enhance parent involvement. (Nokali, et al, 2011:1). It is concluded based on the study conducted that majority of the participants agree that partnership is crucial in promoting parental involvement.

4.4.6 The schools' communication channels

Technological communications used today, emails, text messages, and so on, also frustrate most of the parents as it is written in English and they cannot understand it (Reynolds, et al 2015:764), whereas letters and notices are found to be ineffective as most of the parents are illiterate and depend on their children to read for them, on the other side, mouth word communication also, is not reliable and therefore some schools end up without communication (Mbokodi and Singh, 2011: 45). This is

contrary to what the participants agreed upon as they prefer letters as a method of communication which indicates that they can read.

4.4.7 The schools' formal written parent involvement policy

Chapter 2 of the Constitution (RSA, 1996) expects parents to ensure that children's rights are protected, among others, ensuring the regular school attendance, payment of fees where applicable, ensure conducive and effective teaching and learning environment, build partnerships among the relevant stakeholders in education and involving themselves in the education of their children in totality (RSA, 1996). Just like other countries, South Africa as the developing country, has an education system and legislation that governs its education in schools -the South African Schools Act (SASA) of 1996. This is confirmed by the empirical investigation that the formal written parent involvement policy is available though they are not well conversant with the contents.

4.4.8 Inadequate learners' performance.

Parent involvement brings greater progress in the child's performance, greater school enjoyment, improved behavioural school and education standards, efficiency and effectiveness on the even running of the school (Bhekimpilo, 2015: 26). The study confirms that parents rate their children performance to be at average mainly because they are not involved in their children's education.

4.4.9 The major challenges affecting parental involvement in the schools

Challenges and constraints affecting parental involvement in children's education varies from poverty and unemployment, working parents, illiteracy, lack of knowledge, child headed families, family structure and so forth (Okeke, 2014:3). Therefore, it can be concluded based on the findings that factors contributing to lack of parental involvement is working parents

4.4.10 Existing opportunities for parental involvement in the schools

There are various opportunities available for parent involvement in their children's education that include, extracurricular and curricular activities. Extracurricular includes games and sports are inherently uniting as they promote home-school kindred. Participation of learners would increase and most learners will gain much from this involvement (Okeke, 2014:6). It is indicated that support in sports declined with eternities as it is more supported in primary schools but limited in secondary

schools, and focus in boys than girls. In curricular activities, parents need to get involved in the reading programmes and supervision of home works (Al- Mahrooqi, 2016: 3). It is confirmed in the study that the opportunities that are favored are extracurricular as that will encourage parents to be part of their children's school activities.

4.4.11 Parents' supportive attitude towards their children education.

It has shown that two parents can contact with the educator but the results of the contact may differ as a result of those parents' attitude and intension towards the teacher (Bakker and Denessen, 2007:194). However, some of the parents, (Okeke, 2014:3) complain that they are not welcomed by the school whereas some have an undesirable opinion on the critical issues that are brought by the contemporary educational reforms that they do not understand. Based on the findings it can be concluded that parents do not have negative attitude towards the school.

4.4.12 Parents' relationship with educators

The relationship of parents and teachers, therefore, is emphasised to be the two-way process, that is, there must be the dependency between the parents and the teachers. It is declared that the powerful relationship between schools and parents must be well realigned to embrace parents as equal partners in their children's education to lead to a greater achievement irrespective of whatever the challenges they may encounter (Mbokodi and Singh, 2011: 39). It is therefore concluded that the parent-teacher relationship is positive.

4.5 Conclusion

This chapter analyzed and presented the data collected from one on one interview with participants and observations made from the sampled schools' parents meetings to check the level of participation and other related factors. The analysis of the data collected was presented in the form of tables with frequency and percentages on what the majority of the participants are saying. The chapter also provided for the summary and discussion of the key findings of the study. The major findings were linked to the study objectives and literature that supports the findings. The next chapter will therefore present an overview of the chapters, main conclusion and recommendations as well as the suggestions for future research.

CHAPTER 5: SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

The conclusion drawn from and the recommendations regarding both the literature and the empirical investigations are discussed in this chapter. The objectives of the study focussed on: the level of parental involvement in the primary school; the factors that affect parental involvement and strategies for improving parental involvement. The current chapter will focus on the presentation of an overview of the chapters, summary of the key findings, main conclusion and recommendations as well as the concluding remarks that describes the limitations of the study and suggestions for future research thereof.

5.2 Overview of the chapters

Chapter 1 stated the problem statement that intensified the conduct of the study and the motivation to further the study. The significance, main aim and objectives of this study were covered in this chapter. The chapter also posed the research questions linked to the study objectives and reviewed what the literature was saying about parent involvement. The key words were conceptualised. The research methodology which includes design, sampling and population, data collection and analysis were briefly outlined. The code of ethics to be considered was highlighted in this chapter as well.

Chapter 2 focussed on the literature review regarding parental involvement in the education of their children. The concept of parent involvement was described in details from various authors and the significance of parental was outlined. The types of parent involvement were given, namely, home-based and school-based parental involvement. The perception of parental involvement was drawn from global, national, and provincial down to local level. It was also highlighted on how parental involvement influence child school performance. This chapter shortly charted the factors that impede and enhance parental involvement in education of their children.

It was also discussed on how to get involved in the child education and the intervention strategies on parent involvement thereof.

Chapter 3 deliberated on research methods to be used in the study. It involves the choice and rationale behind the study. It covered the area where the study will be conducted and the population from whom the data would be collected. It was in this chapter where the sampling method was indicated, data collection methods and analysis were made known. The chapter also confirmed the validity and reliability of the study as well as the ethical consideration of the participants.

Chapter 4 dealt with the data analysis and presentation of the findings. The findings of the study were presented in the form of tables and discussions. The data analysed was collected from four variables, namely: the demographic information of participants, the level of parental involvement in the primary schools, factors that affect parental involvement and strategies for improving parental involvement. The findings in line with the objectives of the study were summarised in this chapter.

Chapter 5 focuses on the presentation of an overview of the previous 4 chapters, summary of the key findings from the data collected, main conclusion and recommendations of the study as well as the concluding remarks that describes the limitations of the study and suggestions for future research thereof.

5.3 Summary of the findings

The following are summary of key findings of the data collected through semi-structured questionnaire and observation techniques. The key findings are linked to the study objective 1 and 2. Objective 3 is more related to recommendation section.

Objective 1: Investigate the level of parental involvement in the primary schools

The following is a summary of general findings related to the level of parental involvement:

a) Understanding of the term parental involvement

- Out of 26 respondents, 13 (50%) of them, indicated that parental involvement refers to parents' participation in all the school educational

and management activities whereas 10 (38%) of the participants said that parental involvement refers to involvement in children's education.

b) The benefits of parental involvement

- All participants 26(100%) have agreed that parental involvement activities benefit both the parent and child education

c) Parent involvement practices at school

- From the 26 participants, 18(69%) said that schools use meetings as a major practice to involve parents at schools
- The findings from observation have shown that the SGB members are punctual for the meeting in all the 3 schools. Parents' punctuality has also shown commitment to the attendance of the meeting in all the 3 schools.
- It was also found from observation that parents' meeting attendance was satisfactorily in all the 3 schools observed.
- Out of the 3 schools, only 1 school had parents shown active participation.
- Findings have shown that parents from 1 school out of 3 deliberated from the discussions.
- Parents from 1 school out of 3 were raising concerns about the education of their children.
- 2 schools out of 3 attended to parents' concern about the education of their children at the meeting.
- Parents of the 2 schools out of 3 commented on the performance of their children.
- From the additional information that was observed in all the 3 schools, there were few men attending the meeting than women. The findings have found that most of the men are working and are not always available for a meeting. This is also an impeding factor in the involvement of parents in the child education.

d) The schools adequacy of the current parental involvement practices

- Most participants at 16(61.5%) agreed that parent involvement practices at their schools are adequate

e) Parent involvement practices at school

- Participants in majority at 22(84.6%) who are saying that parents are engaged in school governance matters only.

f) Promotion of parental involvement.

- The findings indicated that 16(61.5%) of the respondents indicated that the schools used different kinds of meetings (Annual, Quarterly, Special, Grade and Individual) to promote parental involvement

g) Communication channels with the parents of learners

- About 13 participants at 50% use letters and meetings as a communication mechanism whereas 10(39%) are saying schools communicate with parents through letters and phones

h) Availability of formal written parent involvement policy

- The majority of participants 22(84.6%) indicated that their schools have the formal written parent involvement policy at their respective schools.

i) The learners' academic performance

- The majority of participants 20(76.9%) are saying their children are performing at average.

Objective 2: Examine the factors that impede or enhance parental involvement towards learner performance

The following is a summary of general findings related to factors that impede or enhance learners' performance:

j) Challenges affecting parental involvement

- a) Findings have shown that 13(50%) of participants stated that one challenge affecting parental involvement in their child's education is the working parents, while 7(27%) participants said parents' illiteracy as a contributing factor.
- b) The area for the meeting was conducive to Schools B and C only because school B used the school hall for the meeting and school C used the carport for the meeting. The meeting area was not conducive for school A because one classroom was used for about 80 parents

plus the SGB. Parents were squeezed and couldn't move and the classroom was very hot.

- c) For Schools B and C there was sufficient ventilation, for example, school B hall had an adequate space and with school C there was an open space and as such the area was well ventilated. In school A, due to the small area there was no ventilation as the classroom was overcrowded and parents were suffocating.
- d) The sitting accommodation was well arranged before the starting time especially for Schools B and C. But with school A it was well before the starting time but as parents came in it became disorganized.
- e) 2 out of the 3 schools did not respond satisfactorily to parents' questions and that is found to be an impeding factor as parents went out of the meeting dissatisfied and that hampers parental involvement.
- f) 2 out of the 3 schools have unattractive environment. Findings show this to be another factor that impedes parental involvement in the child's education.

k) Opportunities that exist for parental involvement

- From 26 participants, 11(42.3%) of them, also the majority, are saying school meetings where parents', fun and other special days, for example, are celebrated offer parents' opportunities to participate in the school activities, followed by 10(38%) of the participants saying school projects such as National Schools Nutritional Project (NSNP) and school greenery project create opportunities for most parents. Only 5(20%) participants are saying school reading programs can generate opportunity for parents because they will form part the so called "Reading for Enjoyment" program.

l) Parent's attitude towards their children education.

- Most respondents 14(54%) disagreed with the view that parents have negative attitude towards their child education, while 12(46%) agreed with the view that parents have negative attitude towards their child education. The findings show that although the majority of parents

have supportive attitude towards their children education, the significant proportion of parents do not have supportive attitude.

m) Parents' have positive attitude towards the school activities

g) The majority of participants, 16(61.5%), disagreed that parents have negative attitude towards the school. They are saying that they support school meetings though most of the attendees are grandparents, they make provision for their Parents in all the 3 schools have shown little understanding of the contents of the meeting. This is found to be an impeding factor when it comes to parental involvement in education.

n) Parents have good relationships with the educators

h) The majority of participants at 19(73.1%) who agree with the statement that parent teacher contact is increasing. They are saying there is regular contact between parents and teachers but more to report about the child's whereabouts than discussing learner performance. They are saying parents have good relationships with the educators.

5.4 Conclusion

This study aimed at investigating the factors that influence parental involvement in the education of their children at primary school level. The following are the objectives of the study: To investigate the level of parental involvement in the primary schools, to examine the factors that influence parental involvement towards learner performance and to suggest alternative strategies to improve parental involvement toward promoting learner performance. This chapter concludes by discussing the findings of this study.

Regarding the level of parental involvement in the primary schools, the findings show that participants have a good understanding of parental involvement. They perceive the parental involvement to be beneficial to the schools and learner

performance. Most of the schools are using meetings as a major tool of involving and promoting parental involvement. The current parental involvement practices are found to be adequate for the schools. Parents are mostly involved in governance and administrative matters than in curricular and extra-curricular activities. Most schools are using different communication channels to communicate with parents. Schools are found to have formal written policy on parental involvement. The findings have also shown that schools in this circuit are performing inadequately.

Concerning the factors that influence parental involvement towards learner performance, the findings indicated that most parents are not staying with their kids due to the working areas. Nevertheless schools are found to have opportunities existing for parental involvement. The majority of parents have supportive attitude towards their children education as well as the good relationship with educators at school.

5.5 Recommendations

Based on the research conducted and the findings presented the researches proposes the following recommendations:

- a) It is recommended that parental involvement in the decision making process needs to be enhanced by regular contact and engagement with the school to improve learners' performance**

The Department of Education invested powers and responsibilities in parents in the SASA, (84 of 1996), Section 6, to support schools, take an active interest of their children's school work and ensure that these learners complete the home works assigned to them every time. This act also encourages parents to attend meetings conveyed by the SGB to discuss education related matters, child's performance in particular (SASA No 84 of 1996). Schools should invite parents at the commencement of each academic year to discuss school related matters, including curriculum. This will help parents to be on board with what transpires at school and thereafter quarterly follow ups be made (Okeke, 2014:5). It is

concluded that parents' views and sharing is valued in improving their involvement in school activities.

b) It is suggested that parental involvement needs to be improved in extracurricular and voluntary activities by giving them leadership roles.

Parents need not be involved in curricular activities only, but also in extra-curricular activities. In light of that, parents should be educated to support sports for all children through encouragement, praise and modelling (Pule, 2014:1569). This confirms that parents should be involved in extracurricular activities such as cultural practices.

c) It is recommended that parents' engagement at home needs to be enhanced through home works to improve learners' performance

Families are encouraged to have different programmes that will encompass from home book reading programmes to family literacy activities. Such parents would at most improvise for reading and learning material for the sake of their children to learn at home (Higgins and Katsipataki 2015:284). The findings have shown that there is a high support for engaging in children's' school work.

d) It is recommended that the relationship between parents and teachers needs to be further strengthened

Based on the information gathered from literature review and the empirical study it is possible to indicate that consultative meetings can be used to enhance parent- teacher contact. This statement may be substantiated by the observation that, good relationships free parents to consult teachers on issues relating to their children and teachers to report to parents on issues that need urgent attention (Bhekimpilo, 2015:66).

e) It is recommended that the schools should use various mechanisms and strategies besides meetings in order to promote parental involvement practice.

It is indicated that most parents' upkeep about their children and want to get involved in their children's education but the challenge is that they lack knowledge on how to do it (Okeke, 2014:1). Parents can be involved in both the School Management Activities and Educational Activities respectively. It is

confirmed by the study conducted that parents want to be involved in the school practices.

5.6 Concluding remarks

South African parents have been empowered to participate in the education of their children since the democratic government was introduced in 1994. The South African Schools Act 84 of 1996 mandated all the stakeholders to participate and support educational activities and thus encouraged parental involvement. Despite the support that has been called for, there are factors that were identified as influencing the learner performance at schools. The findings and recommendations against the objectives stated in chapter one, were outlined in this chapter. The study serves as an eye opener for policy developers, education officials and all the stakeholders to support education to the fullest by organising parent seminars whereby the concept of 'parental involvement' will be the main focus. Parental involvement is a very crucial aspect in the education of children from infancy until the child reaches maturity. Therefore, the study called parents to ensure that they are fully engaged in the monitoring and support of their children's educational activities to enhance their good academic performance.

The research study is limited to one circuit from Polokwane district only (district being referred to as collection of circuits) in Limpopo province. It is recommended, therefore, that in future, the study be expanded to other districts of the province as well, for a broader picture. Further, it is also recommended that they can extend the study to investigate the level of parental involvement in secondary schools.

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ANNEXURE A: SEMI-STRUCTURED QUESTIONNAIRE

TITLE: Factors that influence Parent Involvement in the Education of their children.

The Research Aim: To investigate the Factors that influence Parent Involvement in the education of their children at Primary School level in Bahananwa Circuit, Blouberg Municipality – Limpopo Province.

Dear Sir/Madam

Your cooperation is highly requested in answering the questions tabled below, with great fairness and honesty. The questions will require your views, opinions and elaboration where possible. Your responses therefore are significant and will ensure validity and reliability.

You are free to participate in the interview or you can also withdraw from participation whenever you feel uncomfortable. Your information will be treated with high confidentiality and your name will remain anonymous as well.

My Regards

Selolo RE

072 190 2997

SECTION A: DEMOGRAPHIC INFORMATION OF RESPONDENTS

Tick in the appropriate box:

1. Age:

20-30		31-40		41-50		51-60		60 & above	
-------	--	-------	--	-------	--	-------	--	------------	--

2. Gender

Male		Female	
------	--	--------	--

3. Level of Education

No formal education		Some Primary		Some Secondary		Tertiary	
---------------------	--	--------------	--	----------------	--	----------	--

4. Role in the school

Principal		Teacher		Parent	
-----------	--	---------	--	--------	--

5. How long have you been participating in the School Governing Body?

1 Year		2-3 Years		4-5 Years		More than 5 Years	
--------	--	-----------	--	-----------	--	-------------------	--

SECTION B: THE LEVEL OF PARENTAL INVOLVEMENT IN THE PRIMARY SCHOOL.

6. What do you understand by the term parental involvement?

.....

.....

7. Do you think parent involvement activities at your school would benefit parents and their child education?

Yes		No	
-----	--	----	--

Please explain:

.....

.....

8. What are your school current parental involvement practices?

.....
.....

9. Do you think the current parental involvement practices at your school are adequate?

Yes		No	
-----	--	----	--

If no, please explain:

.....
.....

10. In which activities are the parents mostly in your school involved in?

Management/Decision Making		Curriculum		Extracurricular		None	
----------------------------	--	------------	--	-----------------	--	------	--

11. What does your school do to promote parent involvement?

.....
.....

12. What mechanisms do you use to communicate with parents?

.....
.....

13. Does your school have written or formal parental involvement policy to guide parental involvement practices at your school?

Yes		No	
-----	--	----	--

Please explain:

.....
.....

14. How do you rate your learners' academic performance at your school?

Very Good		Good		Average		Poor		Very Poor	
-----------	--	------	--	---------	--	------	--	-----------	--

Please elaborate:

.....
.....
.....

SECTION C: FACTORS THAT AFFECT PARENTAL INVOLVEMENT

15. What are some of the challenges and constraints that prevent parents from being more involved in their child's education at your school?

.....
.....

16. What are some of the opportunities that exist at your school for parents to be involved in their child's education? Please explain:

.....
.....

17. Parents have negative attitude towards their child education.

Strongly Agree		Agree		Disagree		Strongly Disagree	
----------------	--	-------	--	----------	--	-------------------	--

Comment:

.....
.....

18. Parents have negative attitude towards their school.

Strongly Agree		Agree		Disagree		Strongly Disagree	
----------------	--	-------	--	----------	--	-------------------	--

19. The parent-teacher contacts at your school is increasing from time to time.

Strongly Agree		Agree		Disagree		Strongly Disagree	
----------------	--	-------	--	----------	--	-------------------	--

Comment:

.....
.....

SECTION D: STRATEGIES FOR IMPROVING PARENTAL INVOLVEMENT

20. What do you think can be done to improve parental involvement in the decision making process at your school?

.....
.....
.....

21. Do you have any suggestions to improve parental involvement in extracurricular and voluntary activities at your school?

.....
.....
.....

22. What can be done to improve parents' engagement at home in their child education?

.....
.....
.....

23. Do you have any suggestions to enhance parents-teachers contact at your school?

.....
.....
.....

24. What other information would you like to share?

.....
.....
.....
.....

THANK YOU FOR PARTICIPATING IN THIS RESEARCH.

ANNEXURE B: OBSERVATION SHEET

This observation sheet is designed with the intention of gathering the information based on the items as listed.

FACTORS THAT CONTRIBUTE TO PARENT INVOLVEMENT IN THE EDUCATION OF THEIR CHILDREN.

**NAME OF PRIMARY SCHOOLS: MAIMELA, MODULATHOKO, TLHONA
SEDIMONG, MALOLOANE AND MORONGWA – BAHANANWA CIRCUIT –
BLOUBERG MUNICIPALITY- LIMPOPO PROVINCE.**

1. Is the meeting area conducive to the attendees?

Yes		No	
-----	--	----	--

Comment:

.....
.....

2. Is the meeting area well ventilated?

Yes		No	
-----	--	----	--

Comment:

.....
.....

3. Is the sitting accommodation well arranged?

Yes		No	
-----	--	----	--

Comment:

.....
.....

4. Do the SGB members come early for the meeting?

Yes		No	
-----	--	----	--

Comment:

.....
.....

5. Does the meeting start as scheduled?

Yes		No	
-----	--	----	--

Comment:

.....
.....

6. Are the parents punctual for the meeting?

Yes		No	
-----	--	----	--

Comment:

.....
.....

7. Is the attendance of the parents satisfactory?

Yes		No	
-----	--	----	--

Comment:

.....
.....

8. Do the parents participate actively?

Yes		No	
-----	--	----	--

Comment:

.....
.....

9. Do the parents show an understanding of the contents of the meeting?

Yes		No	
-----	--	----	--

Comment:

.....
.....

10. Are the parents asking questions?

Yes		No	
-----	--	----	--

Comment:

.....
.....

11. Are the parents' questions responded to by the SGB members?

Yes		No	
-----	--	----	--

Comment:

.....
.....

12. Do the parents deliberate in the discussions?

Yes		No	
-----	--	----	--

Comment:

.....
.....

13. Are the parents raising concerns about their children?

Yes		No	
-----	--	----	--

Comment:

.....
.....

14. Does the SGB attend to the parents' concerns about their children?

Yes		No	
-----	--	----	--

Comment:

.....
.....

15. Do parents comment on the performance of their learners?

Yes		No	
-----	--	----	--

Comment:

.....
.....

16. Do the parents come up with the strategies to solve some of the issues?

Yes		No	
-----	--	----	--

Comment:

.....
.....

17. Are the parents able to suggest improvement strategies on certain areas?

Yes		No	
-----	--	----	--

Comment:

.....
.....

18. Any other information observed:

.....
.....
.....

ANNEXURE C: REQUEST TO CONDUCT THE RESEARCH

Enquiries: Selolo R.E. (072 190 2997)

Email: seloloraasetja@gmail.com

PO Box 444

Juno, 0748

22 August 2016

District Senior Manager
Capricorn District
Polokwane
0700

Dear Sir/ Madam

REQUEST TO CONDUCT A RESEARCH IN LIMPOPO DEPARTMENT OF EDUCATION- CAPRICORN DISTRICT, BAHANANWA CIRCUIT.

I, **Selolo Raasetja Evelyn**, student no **201529626**, am a registered student at the University of Limpopo for Master’s Degree in Public Administration (MPA). Part of the requirements for this programme is to conduct research study in order to complete my studies. I therefore humbly, based on the background given, request for your permission to undertake the study at the institutions in the circuit under your district.

My research topic is: “Factors that influence parent involvement in the education of their children “in Bahananwa circuit- Limpopo Province. The study will take a form of interviews in which SGB members (principal, 2 educators and 3 parents) from 5 primary schools will have to answer. The research conduct will in no way interfere with the school’s operation. You are also assured that all the information gathered from these respondents will be used exclusively for the purpose of the study only. Further, it will be treated with the utmost confidentiality, that is, it will never be divulged to any person for whatever reasons. For more information, you are heartily welcome to contact my supervisor at the following contacts

Thanking you in anticipation

Yours Faithfully

.....

Selolo RE



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

CAPRICORN POLOKWANE DISTRICT

CONFIDENTIAL

Private Bag X9711
POLOKWANE
0700
Tel: 015 285 7300
Fax: 015 285 7499

Ref : 2/2/2
Enq : Mphaphuli AJ
Tel No.: 015 285 7410
Email : MphaphuliAJ@edu.limpopo.gov.za

To : **Selolo RE**
P. O. Box 444
JUNO
0749

**SUBJECT: REQUEST TO CONDUCT RESEARCH IN POLOKWANE DISTRICT,
BAHANANWA CIRCUIT.**

Title: factors that contributes to poor parent involvement in the Education of the children.

1. The above matter refers.
2. The Department wishes to inform you that your request to conduct a research has been approved.
3. The following conditions should be considered.
 - 3.1 The research should not have any financial implication for Limpopo Department of Education.
 - 3.2 Arrangements should be made with both the circuit offices and school concerned.
 - 3.3 The conduct of research should not anyhow disrupt the academic programs at schools.
 - 3.4 The research should not be conducted during the time examinations especially the fourth term.

Cnr Blaauwberg & Yster Street, Ladanna

"We Belong, We Care, We Serve"

CONFIDENTIAL

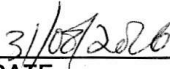
**REQUEST TO CONDUCT RESEARCH IN POLOKWANE
DISTRICT, BAHANANWA CIRCUIT.**

- 3.6 Upon completion of research study, the researcher shall share the final product of the research with Department.
4. Furthermore you are expected to produce this letter at Schools/ Offices where you intend to conduct your research as evidence that you are permitted to conduct the research.
5. The Department appreciates the contribution that you wish to make and wish you success in your research.

Best wishes



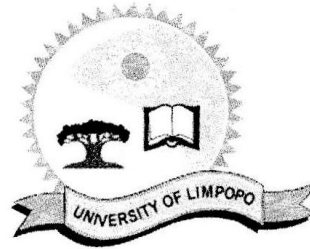
MR MOTHEMANE KD
ACTING DISTRICT DIRECTOR



DATE

Cnr Blaauwberg & Yster Street, Ladanna

"We Belong, We Care, We Serve"



University of Limpopo
Turfloop Graduate School of Leadership
Master of Public Administration
P.O. Box 756, Fauna Park, 0787, South Africa
Tel: (015) 268 4179, Email: nthabiseng.letsebe@ul.ac.za

To : To Whom It May Concern
From : Nthabiseng Letsebe
MPA: Programme Assistant
Date : 30/08/2016
Subject: Permission Letter to Collect Data

Dear Sir/Madam,

This is to confirm that **Mrs. Selolo RE (201529626)** is a registered Public Administration Masters student with the Turfloop Graduate School of Leadership needs to collect data as part of the requirement to complete her mini-dissertation. The topic of her research is "**Factors that Contribute to Poor Parent Involvement to Education of their Children in Bahananwa Circuit**". We therefore request permission from your institution for her to collect data.

Hope you will find this well.

Best Regards

Nthabiseng Letsebe

ANNEXURE A: REQUEST TO CONDUCT THE RESEARCH

Enquiries: Selolo R.E. (072 190 2997)
Email: seloloraasetja@gmail.com

PO Box 444
Juno
0748
22 August 2016

District Director
Capricorn District
Polokwane
0700

Dear Sir/ Madam

**REQUEST TO CONDUCT A RESEARCH IN LIMPOPO DEPARTMENT OF
EDUCATION- CAPRICORN DISTRICT, BAHANANWA CIRCUIT.**

I, **Selolo Raesetja Evelyn**, student no **201529626**, am a registered student at the University of Limpopo for Master's Degree in Public Administration (MPA). Part of the requirements for this program is to conduct research study in order to complete my studies. I therefore humbly, based on the background given, request for your permission to undertake the study at the institutions in the circuit under your district.

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For more information you are heartily welcome to contact my supervisor the following contact details:

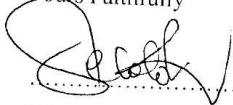
Tel No: 015 268 4179

Cell No: 082 953 8191

Email address: mpedi.maduc2@gmail.com

Thanking you in anticipation

Yours Faithfully



Selolo RE

Student