PARENTAL INVOLVEMENT IN CHILDREN'S

EDUCATION IN SELECTED SCHOOLS IN INANDA

AREA, KWA-ZULU NATAL PROVINCE

By

Nonzwakazi Cleopatra Maphanga

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Supervisor: Prof. O. Bojuwoye

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Declaration of Originality

I, Nonzwakazi Cleopatra Maphanga, declare that this dissertation is my own. It is being submitted for the Degree of the Master of Education at the University of Kwa-Zulu Natal (Edgewood Campus). It has not been submitted before, for examination at any other University.

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Signature

22/09/2006

Date

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I dedicate this dissertation to my loving husband, Dummie, who inspired and encouraged me when I was about to give up, and also my dear boys, Siyaphiwa and Mpilwenhle for offering me their support in computer skills, and for loving me unconditionally, and lastly but not least, my helper Juliet Khathi who was always there for my boys when I could not.

Abstract

This thesis explores Parental Involvement in Children's Education in Selected Schools in Inanda area, Kwa-Zulu Natal Province. The schools under study are exclusively African with African educating staff.

Both qualitative and quantitative approaches were used for data gathering in this study, that is, focus group discussions with parents and educators, interviews both structured and unstructured with parents as well as educators and the administering of questionnaires.

The research tools were used to investigate what parents/educators consider as benefits of home-school link, their attitudes towards home-school link, forms of parental involvement that currently exist in the schools, areas of school curriculum that parents are involved in and lastly what parents/educators consider as likely obstacles to parental involvement.

This study reveals that the unemployment rate, low educational attainments of parents, educators who seem to be unwelcoming to parental involvement and lack of workshops to put parents on board with the frequently changing curriculum are among other contributing factors to little parental involvement in the schools under study.

The overall conclusion stemming from the research project is that children belong to both the home and the school worlds, both of which must be involved in children's education and development. For the school to successfully educate children there need to be an effective relationship between educators and parents.

CHAPTER ONE

INTRODUCTION

1. Background to the Study

There has been an outcry from the KwaZulu-Natal Department of Education and Culture that in most schools within the province there is a lack of parental involvement hence there is no smooth operation in various institutions (The Independent, 2004). Schools are supposed to operate in conjunction with homes in order for them to make complimentary or shared contributions towards the learning and development of children. Inanda comprises predominantly of illiterate people owing to their low socio-economic status hence there is minimal or in some institutions no parental involvement whatsoever.

As opposed to a statement by Jowett and Baginsky (1991) that there is widespread interest in all aspects of parental involvement in schools in England and Wales, in Inanda where the researcher works, it is totally a different story. There seems to be minimal or no parental involvement in schools. Children do best at school when parents take a close interest in their education. This is because parents, especially for young children, are the most important people in their lives.

It is extremely important for children that other significant people in their lives, educators in this case, understand and respect their parents. According to Dewey (1959), a school is fundamentally an institution erected by the society to initiate and execute programmes and activities that can maintain the life and advance the welfare of that society. This

statement implies that learning experiences and activities must be made to be responsive to the needs of the society the curriculum is designed to serve as Collins and Duguid (1989) also contend.

For the curriculum to be valid and considered as being the one addressing the needs, aims and objectives of the society it is designed for, parental involvement in the whole process is of prime importance. Jacobs and Gawe (1996) support this statement when they state that a successful curriculum has to be derived from a clear understanding of contextual factors. When designing the curriculum, educators should consider the nature of the recipients it is designed for, that is learners, their environment including the economic, historical, cultural and social factors. Therefore parental involvement in the planning, delivery and evaluation is of benefit and major importance.

Parental involvement should not be perceived from the narrow perspective of it dealing mainly with issues such as providing parents' meetings and involving parents in school governing bodies but must also include all the ways of developing and maintaining effective relationships with parents beyond the normal minimum. Parents of school-going children should take heed of advice by police and senior education officials that the responsibility for the well being and the behaviour of their children rests squarely with them (The Independent, 2004).

In principle, the school curriculum should address the needs of the society for which it is designed, hence, parents are supposed to be involved in the designing and

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implementation of the curriculum in order to ensure that the desired aims and objectives are achieved. The editorial opinion also stated that common incidents of drug abuse in schools should be a wake-up call to any society that values its youth, hence, the impassioned calls for more parental involvement in the monitoring of their children so that intervention programmes can be quickly implemented.

The KwaZulu-Natal former Education Minister, Narend Singh, aptly explained that it is the responsibility of parents to help educators in identifying problems of substance abuse among pupils at an early stage, and that there can be no argument that parents should know their children better than anyone else and be involved in their education (The Independent, 2004). There is scarcity of research reports on parental involvement locally and in Inanda specifically. Hence, this study was aimed at finding out if parents in this area are involved in their children's education, if not, why not, and if they are, what are the forms of involvement and what would they like to see changed regarding their involvement.

1.1 Statement of the problem

This study was aimed at finding out the nature and extent of parental involvement in their children's education in Inanda area of KwaZulu-Natal Province. Specifically the study was aimed at finding out the forms of parental involvement that exist in the schools in Inanda, the areas of the school curriculum in which parents are involved, the attitudes of parents/educators to the different types of involvement currently existing in the schools, what type of involvement will they like to see existing, what parents/educators consider

as benefits of home-school link, and also, what they consider as likely obstacles to parental involvement.

1.2 Purpose of the study

As an educator in Inanda, the researcher has constantly observed the low rate of parental involvement and its negative impact hence she saw a need to investigate how other schools within the area are tackling this issue. Based on the assumptions that learning can be better enhanced and the school's educational objectives much more likely to be better achieved if parents are fully involved in all levels of school curriculum development namely; its planning, definition, selection and organization of content and learning experiences, delivery methods and evaluation. The researcher felt it was right to conduct a survey on the nature and extent of parental involvement, specifically in Inanda area.

Another reason for the researcher wanting to conduct such a survey was to try and investigate how much parental involvement takes place in other schools within the area and how it impacts on the overall development of the learners, bearing in mind the values of the society concerned.

As an educator, the researcher strongly believes that by bringing the domains of home and school closer together, a deeper understanding of the school could be built. As both the educators and parents work jointly together, this would enable educators to gain a better understanding of the home backgrounds of learners. Parents also gain more

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understanding of the curriculum in place. Hence the researcher decided to investigate parental involvement, or home-school links, at some selected schools in Inanda.

Perusal of literature regarding parental involvement in the reseachers' country, and specifically in her province Kwa-Zulu Natal, has clearly demonstrated a dearth of information in this regard. As such, the researcher saw a gap, which she perceived as necessary to fill. Most of the literature contains research on parental involvement that was conducted in England and Wales, nothing on this country.

Findings from this research could be useful in the following ways:

- Providing information relevant to instituting school policy which can inform better ways of empowering parents by increasing their ability in helping their own children's development through their involvement in various aspects of
- The school curriculum;
- Providing information on the benefits to learners, educators, parents and the community in general of drawing together more closely the influences of the school and the home;
- Providing a database that could serve to inform parents of their rights as consumers of the products of their community school curriculum and the need for them to be actively involved in what is going on in the school.

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1.3 Critical questions

Since no curriculum can be delivered in a vacuum without some form of involvement of all relevant stakeholders, this study was therefore aimed at finding answers to the following critical questions with regard to primary and secondary schools in Inanda area of KwaZulu-Natal: -

1. What do parents/educators consider as benefits of home-school link?

2. What are the attitudes of parents/educators to home-school link?

3. What forms of parental involvement currently exist in the schools?

4. In what areas of school curriculum are the parents involved?

5. What do they consider as likely obstacles to parental involvement?

1.4 Methodology

This study took on a multiple-approach dimension to data collection. This means the researcher adopted data triangulation. Both qualitative and quantitative approaches were used for data gathering. The methods of gathering data for this study included focus group discussions with parents and educators, interviews both structured and unstructured with parents as well as educators and also questionnaires. Questionnaire method is particularly useful for gathering data on a large number of respondents and it is also cost - effective.

A study of this nature involved many people with varying opinions, or views, about the issues of major concern, the participation of various stakeholders, particularly parents and educators in the achievement of the schools' educational and other objectives. There was

therefore a need for flexibility in the methods and research process. The reason was that the respondents who participated in the study were illiterate, and a large percentage of Inanda residents are rated so, owing to their low socio-economic status. The respondents thus demanded an understanding of the school and the role of education before responding to any instrument designed to tap into data relevant to the issues. The situation thus also made use of emergent design as decisive to some ways of data collection during the study. Some data was collected through means that needed to be quantified and subjected to statistical analysis especially since there was a need to compare groups of respondents, which is males/females, single/married, and various age groups. SPSS statistical programme was used.

As a qualitative researcher, the researcher involved an interpretive approach to the subject matter or respondents, meaning that reality was socially constructed. Since the researcher was looking at parental involvement, the researcher took into consideration the social being of the parents concerned, that is, their level of understanding as far as education is concerned, and also their attitudes towards school. Neuman (1997) contends that no single paradigm is all-powerful instead several compete with each other.

Since the researcher dealt with parents in Inanda, the area in which the researcher has been working for 18 years now, she has an understanding of their specific historical setting, thus engaged in an interpretive social science research approach as she has an empathetic understanding of their daily-lived experiences in their specific historical setting. In their case, their specific historical setting is that of a semi-rural area, informal

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settlement, high unemployment rate resulting in the area dominated by illiterate people who have little or no interest in education, which makes it difficult for them to form home-school links.

Neuman (1997) contends that the interpretive approach says that people may or may not experience social or physical reality in the same way. They construct meaning and create interpretations through their daily social interaction. Regarding this study of parental involvement, this implies that the respondents' attitudes and type of involvement they would like to see existing, and what areas of school curriculum they are involved in will be determined by their social interaction, that is, the way they view the school within their society, and whether it is of great value to them or not. As a qualitative researcher pursuing the interpretive approach, the researcher firstly ensured that a sound relationship or rapport and trust was built with the respondents so that they could be free and willing to share their experiences with her. As Lincoln (1995) mentions that the inquirer should recognize and validate relationships between him/herself and those who participate in the inquiry, and be in communal contact. The researcher in this study was an outsider looking in.

In this study, the researcher involved an interpretive approach to the subject matter or respondents, meaning that reality was socially constructed. Since the researcher was looking at parental involvement, it was taken into consideration the social being of the parents concerned, that is, their level of understanding as far as education is concerned,

and also their attitudes towards school. Neuman (1997) contends that no single paradigm is all-powerful instead several compete with each other.

The study was carried out in four schools situated in Inanda, two primary and two secondary schools. Inanda is an area situated about 25km North of the city of Durban. The housing in this area comprises predominantly squatter camps, or informal settlements with its population coming from other provinces and outside the country to seek employment. Due to this migration, there are different ethnic groups with Zulu still the dominant one since the area is in Kwa-Zulu Natal. This seems to have an impact on the rate of parental involvement since some of the parents are not IsiZulu speakers as they originate from other provinces and countries. This factor makes them to be less interested in involving themselves in their children's schools.

The three schools the researcher chose are close to her work place that makes them easier to access. The principals of the schools were contacted to explain the purpose of the study, the help needed from their schools and their permission sought for the selected educators and parents to participate in study.

The researcher selected 10 educators and 10 parents per school to administer questionnaires to them. The researcher also interviewed two educators, one post level one educator, and another one from school management team per school, reason being that the manner in which they perceive matters pertaining to the operation of the schools as a whole differs due to their positions within the school.

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A structured questionnaire was used to obtain quantitative information and was useful in comparing groups of respondents. The questionnaire (see appendix A) was pilot-tested on a group of educators and parents of a school not involved in the study. The results of the pilot study provided useful information for the final version of the questionnaire. A panel of judges made up of three experts in home-school partnership relations further established the validity of the questionnaire.

Interview and focus group discussions for parents and educators were conducted thus allowing data to be produced qualitatively. These methods enabled information to be collected from primary sources and provided more direct evidence of parental involvement, their attitudes to the different types of involvement currently existing in their schools, what they consider as benefits of home-school link, and what they consider as likely obstacles to their involvement.

Before administering questionnaires to educators and parents, the researcher visited their institutions with the aim of establishing sound relationships and built a sense of trust so that they could be free to share whatever data needed from them.

The researcher used cluster sampling since parents share a common experience that of being parents residing in the same area having a common vision of how maybe they might like their schools to operate in order for them to address their needs as a society. Therefore, the researcher selected individuals whose views were not only representative

of those of the larger group, particularly as regards their views on parental involvement. According to De Vos (1998), this type of sample is based entirely on the judgement of the researcher, in that a sample is composed of elements that contain the most characteristic, representation or typical attributes of the population. The researcher, therefore, decided to choose this sample because the 10 selected parents and 10 educators' voices per school represented the voices of the others within the area since they all share common experiences as far as parental involvement is concerned.

After the principals of the schools concerned had allowed the study to be carried out, the researcher then briefed the educators and parents about the study and its relevance, and arranged dates and times for interviews and the administering of questionnaires. The researcher assured all participants confidentiality of the data they furnished her with.

1.5 Significance of the study

The researcher saw the importance of conducting this study with the aim of trying to investigate how much parental involvement takes place in other schools within the Inanda area and how it impacts on the overall development of the learners, bearing in mind the values of the society concerned. Chapman and Aspin (1997) support this statement when they highlight that one of a school's obligations in attempting to build new partnership relations with the various constituencies in its community is to be aware of and sensitive to the demands of the different social, cultural and religious commitments that structure and define productive, tolerable and agreeable forms of life for such constituencies.

Jowett and Baginsky (1991) contend that a whole school policy on parental involvement with clearly defined parental roles is likely to go a long way in ensuring parental support, involvement and satisfaction with school activities which in turn has positive contributions for the overall development of learners. This is in line with the first critical question, which asks what parents consider as benefits of home-school link. Chapman and Aspin (1997) also confirm the statement by Jowett and Baginsky (1991) when they mention that parents' goodwill and their being engaged in knowing how to participate in advancing their children's learning enhances active co-operation. In some cases, parents tend to be reluctant to involve themselves in school matters fearing that they might be considered as interfering or because they had a bad and unwelcoming experience in the past. This was highlighted in some of the responses by the parents when answering Part Five of the questionnaire (see Appendix A).

According to Jowett and Baginsky (1991), the findings of the survey conducted in England and Wales showed that parental involvement was of great importance because it had a value in breaking down barriers between parents and educators and enabled them to work together towards achieving their shared goals. This also helped parents to understand their children's development and to participate in their learning in school. The respondents in this study were also of the same idea although that did not happen practically in their institutions.

Another finding was that in some schools where there was no whole school policy in place and a shared understanding of how parents should be brought into the process and what their role was; there was considerable variation in practice, and that annoyed and

discouraged parents. The preceding statement suggests that there should be policies in place for parental involvement stating clearly what is expected in order to achieve their set goals. Jowett and Baginsky (1991) further contend that attitudes, expectations and approaches need to be examined if a level of involvement that both informs and enriches practice is to be established. This statement highlights the second critical question whereby the researcher discovered that parents and educators of the area under study had a positive attitude towards parental involvement or home-school link. This statement implies that both parents and educators should have positive attitudes and approaches in whatever activities they are involved in for them to achieve their shared goals regarding the curriculum in place and in particular the overall development of the learners.

Another form of involvement that might not be considered as important to others yet it is, that was discovered through the survey in England and Wales is that of involving parents in other activities contributing to the day-to-day functioning of the school such as running the school bookshop and accompanying children on school trips. According to Chapman and Aspin (1997) parent's commitment to helping their children's growth in knowledge, awareness and skill will be exhibited and deployed via their encouragement of their children in their learning, their provision of resources and artefacts of various kinds in an environment that is conducive to learning.

Jowett and Baginsky (1991) also highlighted the fact that at times lack of interest has been equated with low attendance at Annual Parents' Meetings of fund-raising activities and yet these are two different factors. Their view is that parental involvement demands

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an approach to learning that recognizes and draws on the contribution of the home and sees contact with parents on a variety of matters as essential. Parents and educators of the schools under study wanted this form of involvement to exist hence their response was 94.7%. This statement suggests that parental involvement means involving parents in all activities pertaining to the development of children in totality, that is, mentally, physically, socially and otherwise.

Since the school has to address the needs of the society it serves, as also stated by the Education White Paper 6 that mainstream schools should become inclusive centres of learning, the researcher feels parental involvement in this regard will be of prime importance in assisting them as educators to understand and learn more about the physically challenged learners they are expected to accommodate in the near future. To emphasize the foregoing statement, Jowett and Baginsky (1988) listed the potential benefits of drawing home and school together as to improve parent's understanding of school and education; to improve learners' attainment; to enable parents to share knowledge of their own children with educators; to make school more sensitive to local needs and opinions; to allow parents to learn from the educators how to help their children and to provide practical help for hard-pressed educators.

Parental involvement may be defined as a broad spectrum of activities with a common goal of bringing together in some way the separate domains of home and school. This act impacts positively on the school curriculum in most cases in the sense \ that parents get to know more about school activities their children are engaged in and

how to assist them should any need arise. Educators on the other hand also learn to know more about the learners and also how to offer them assistance where need be.

Jawett and Baginsky (1991) highlighted some ways in which parental involvement can impact positively on the school curriculum thus benefiting learners, these are:

i) Involving parents in decision-making, administrative and management activities, e.g. parents carrying out administrative and office duties, parents providing support in school's medical clinic, and maintaining school buildings and grounds, parents participating in school's governing bodies, etc.

ii) Providing information and feedback to parents as consumers and facilitating two-way communication, e.g. encouraging parents into the school into the school to collect children's reports, giving homework assignments that involve parents and with the request to parents to check and sign the work or diary after completion, curriculum meetings, parents' meetings, PTA, etc;

iii) Involving parents directly in curriculum with their children e.g. parents helping in children reading, mathematics, computer work, and other curricular areas;

iv) School providing courses and support for parents, e.g. in parenting skills, counselling or personal development approach, basic literacy course, English as a second language class, and some other courses that aim at involving parents more directly in their children's education in long term, etc;

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v)   Involving parents in school and classroom activities, e.g. in providing an extra pair of hands as in parents offering to share skills or experiences they have with children by teaching some classes, helping in the library, helping in giving talks about careers to children; etc.

Hughes (1999) states that a more positive perception of parents is to see them as partners in the educational process. They further mention that there are two main forms of partnership, partnering educators in the day-to-day business of helping children learn, particularly through involvement in specific areas of the curriculum and involving parents in the decision- making process of schools, particularly through involvement on the school governing body.

Through the above forms of parental involvement it is evident that a sense of ownership and development of high value towards the school and the show of interest in all activities taking place therein can be built in parents concerned, therefore these should be considered positively by both parties, namely educators and parents, hence the purpose of this study being that of identifying, classifying and describing opinions of important stakeholders (parents, educators) with regard to their perception of home-school link including the various types or approaches of parental involvement in Inanda area of Durban Metropolis.

Parental involvement plays a vital role in bringing together the home and the school, which are two worlds in which learners belong. Participation of parents in school

activities results in the creation of a new category of indirect representation. The indirectness lies in the fact that parent representatives have no day-to- day experience of schools, other than what their children convey to them. Constant participation and full parental involvement thus result in a clear understanding of exactly what is going on in schools therefore it needs to be inculcated and encouraged in all schools for them to achieve their set goals, and also meet the demands of the societies they are meant to serve.

Macbeth *et.al* as cited by Beattie (1985) state that parental involvement include a two-way means of deciding, ensuring, advising and communicating matters pertaining to the running of the schools. As far as the researcher is concerned this statement implies that parents and educators should be equally involved in the running of the schools in order for them to achieve their shared goals.

1.6 Summary

The main objective of this study was to find out the forms of parental involvement that exist in the schools in Inanda, the areas of the school curriculum in which parents are involved, the attitudes of parents/ educators to the different types of involvement currently existing in the schools, what type of involvement will they like to see existing, what parents/educators consider as benefits of home-school link, and also what they consider as likely obstacles to parental involvement.

In this chapter the background of the study, statement of the problem, purpose of the study, critical questions, a bird's eye view of methodology and the significance of the

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study were discussed. In the next chapter the views of Sociologists, Feminists, Marxists and Functionalists on parental involvement or home-school link will be discussed.

5.2 Outline of Chapters

1.7.1 Chapter One provides an introduction to the study and outlines its purpose and importance.

1.7.2 In **Chapter Two** the theoretical view by various theorists relevant to the study will be discussed.

1.7.3 Chapter Three reviews the literature on parental involvement or home-school link critically.

1.7.4 Chapter Four provides a description of the research methodology, research instrument and procedures employed to analyse the data.

1.7.5 In **Chapter Five** results and data analysis will be presented.

1.7.6 Chapter Six presents discussion of findings, conclusion and recommendations of the study.

CHAPTER TWO

THEORETICAL FRAMEWORK

2. Introduction

This chapter looks at the theoretical framework underlying the study. Parental involvement has been conceived differently by different groups of people depending on their vantage positions. The views of Sociologists, Feminists, Marxists and Functionalists will be discussed.

2.1 Sociologists Theory

According to David (1980), for sociologists of education, the concern has been to understand the impact that the family has on the education system and, in particular, on the successes and achievements of children in school. She further contends that a vast quantity of research evidence has been amassed, most of which points out that parents are far more influential than schools over their children's educational progress. Class differences have also been found to affect parental interests and its impact on pupil success. In Britain, the government's Central Advisory Council for Education proposed that the government should find the means to encourage some parental participation within primary schools. This means that working- class mothers especially should attend their children's schools to help with their work and also, as an indirect effect, learn how to be more effective with mothering.

David (1980) also contends that some sociologists of education have analysed rather than prescribed the differential impact that fathers and mothers have within the education

system. The two most sophisticated analyses are those by Bourdieu (2005). He begins by arguing that the importance of education and its link with the family lies in its contribution to social and cultural reproduction rather than to the possibilities of social change.

According to David as cited by Arnot and Barton (1992), relations between parents and the state underpin any education system, but what these consist of differs in time and place. She further states that the right-wing education policy agenda has hinged on discussion of individual parental rights, rather than collective duties, aimed at raising educational standards. It is said that the notion of parental choice has informed the education reforms developed by the Rights group during the 1980's, culminating in the Education Reform Act of 1988, and heralded as a new era for parents as consumers of education. The government sought to reduce the role of the state in decisions about educational provision, allowing for greater individual parental choice in the process, with the aim of improving educational standards.

David further argues that this is in direct contradiction to previous state education policies, which sought to raise educational standards by requiring greater parental involvement in the educational process, in the interests of reducing social differences on the basis of parental circumstances of privilege or poverty. Social research on education over the last forty years had demonstrated a formed basis of policy developments. The past research findings and the current evidence about parents and education will be

reviewed in order to speculate on what the impact of the new era might be on these relationships.

According to Arnot and Barton (1992) "past research" was framed within a particular set of social and political values to which the current right-wing government does not subscribe. They contend that the research on families and education was largely conducted within a particular liberal or "social –democratic" framework, as developed after the Second World War. Educational policy was part of what has been called the post-war settlement in which social policies were developed as part of the welfare state to sustain economic growth. Under the 1986 Education Act, parents were afforded more "political" powers on school governing bodies. Parents under The Education Reform Act were to be the major decision-makers rather than the local authorities. Their choices are no longer only to be amongst state schools whether county or voluntary-aided religious schools, but for some parents, between state and schools run independently of the local authorities. The right's aim with these changes was to produce better educational standards, based upon individual parents' demands.

David as cited by Arnot and Barton (1992) states that both official and independent social research investigating the precise relations between families and schools were begun in the 1950s.They covered both primary schools and access to secondary and or higher education. One of the studies, entitled The Home and the School, (1964) was eventually published about the same time as the officially commissioned report on primary education, which was subsequently entitled Children and Their Primary Schools, a report

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for the Central Advisory Council on Education, chaired by Lady Plowden (1967). It is stated that although this latter report was an official investigation of the state of primary education in England and Wales, it both reviewed and commissioned additional social research evidence. Both reports reached very similar conclusions: that children's family and home circumstances had strong and lasting effects on their abilities to benefit from educational provision, with the result that children from socially disadvantaged home backgrounds did not perform academically as well as more middle class schoolchildren.

Sociologists further highlight that the Plowden report had been very directive about parental involvement in education as the means to increasing children's educational and life chances. However, a number of sociologists of education were critical of its cruder formulations. Bernstein as cited by Arnot and Barton (1992) in a classic paper argued that "Education cannot compensate for society" and that provision of improved home-school relations or early childhood education would be insufficient to remedy the fundamental differences between the 'culture' of education and that of working class families. Bernstein further demonstrated the significance of the role of the mother of very young children in the reproduction of class relations through homes as well as school-based pedagogies. It is also stated that Bernstein's work had two effects. He was a critical influence on changing the course of the sociology of education from one that emphasised the possibilities of social change through interventions in the home and or school to one that began to emphasize the limitations of social transformation.

Arnot and Barton (1992) stated that the notion of parental participation, or involvement, in schools to improve children's educational performance, was also taken up for secondary schools. The concept was modified from that of daily involvement in either classroom activities or parental interest at home to the notion of parental participation in educational decision-making. The concept of the home-school link was less specific for secondary schools. It also required the idea that children's educational chances should not be limited by their home backgrounds, whether economically or educationally disadvantaged. Sociologists were of the idea that parental involvement was to be extended from support for their individual child's educational performance in school, through homework and participation in daily activities to participation as representative of the body of school parents on their governing bodies. This shift in the notion of the parental role, from a social to a more 'political' one, was initially to link home and school more carefully and to ensure a more effective democratic state of educational system.

Sociologists as cited by Arnot and Barton (1992) found that parental interest, rather than private investment, in their children's education, through active involvement in homework, classroom activities or parent-educator associations, enhances children's educational performance if not achievement. However, if parents still have differential abilities to be actively interested in their children's educational progress, either through other family or employment obligations, or through the kinds of resources available to the schools themselves to sustain such parental interest, then differences between families, on the basis of social and economic circumstances will continue through to the next generation.

2.2 Feminists Theory

According to David (1980) feminists working on education have also explored the ways in which the family and sexual divisions have had an impact upon schooling. One theoretical framework has added to the role-model theory that Bernstein used and showed how girls are unequal to boys in schools because they have a lack of role models for certain secondary subjects such as Science. Other feminists have operated within the traditional sociological framework, exploring components of girls' achievement as opposed to boys'. External factors, such as parental attitudes and socialization, have been used to explain the inequalities.

2.3 Marxist Theory

Feminists such as Cockburn, McIntosh and Wilson as cited by David (1980) who work within a Marxist framework all show how important the family and its particular sexual division of labour is for the maintenance of the existing socio-economic system. Moreover, they demonstrate just how the State uses the family, in a variety of spheres, to reproduce existing divisions and relations.

2.4 Summary

The researcher took the sociologist approach to the study. Sociologists are of the view that the home has a positive impact on children's educational performance, that parents have different effects on their children's performances. The feminists supporting the sociologist's view of positive effect on home-school relationship state further that fathers

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have more influence on children's academic performance especially as models in subjects like Science.

This current study is designed to look at the various sociological variables and how these were employed to influence home-school relationship. The next chapter reviews literature further with a view to finding out whatever studies have been done on home-school relationship, how the studies were conducted and the findings of such studies.

3. Introduction

This chapter is on the review of studies that have been done in the area of parental involvement. The review is about finding out what studies have been done, what methods have been used to carry out the studies, what variables were considered important to the study of this nature, what were the findings and how they were interpreted. This chapter also discussed the assumptions underlying parental involvement, what it is, why and how it operates. Highlight is also given on the impact of class differences on pupil's success.

3.1 What is Parental involvement?

Parental involvement is the most significant factor contributing to a child's success in school. Parents and family members are child's first educators. Their active participation in school activities improves student achievement, increases school attendance and decreases student dropout, delinquency and pregnancy rates (Aboriginal Education: 2004). Generally speaking, for education to be successful, parental involvement is of prime importance.

Parents and educators have widely varying conceptions of what parental involvement is and the differing forms that it should take. In first world countries such as the UK the law mandates parental involvement. The South African School's Act of 1996 stipulates clearly that parents must serve on the governing body of a school. The Act states:

> *The number of parent members must comprise one more than the*
>
> *combined total of other members of a governing body who have*

Voting rights. (Clause23 (1), p.18)

This Act accords more importance of parental involvement in school matters with an aim of knowing exactly what is happening at their children's schools.

Gould (1993) contends that school and family are complementary elements in the wider socialization of children. The home, child and school thus form a tripartite that creates a special climate that is desirable for effective education. As contended by Maharaj (1987), parental involvement can be described as the relationship which parents and educators have that allows both groups to use their abilities fully, to give children the best possible.

According to Mashishi (1994) often when the crisis in education in African schools is discussed, parental involvement is mentioned as a possible solution. She further mentions that teenagers, educators, Department of Education and Training officials to newspaper readers and reporters, all call for parental involvement. Whilst the importance of parental involvement has been the subject of newspaper reports and educational books, very little research has been done on the nature and impact of parent-child and home-school interaction on the children's learning in African schools hence the researcher in this study intends closing that gap.

Parents are the first and primary educators of a child. Child development occurs concurrently at home and at school. What happens at home influences what happens at school, and vice versa. In as much as the home cannot unilaterally meet all the needs of the growing child, the school also cannot and does not meet all the child's needs. The

home and the family members play a significant role in the shaping of the child's positive and or negative views about schooling in general (Jephson, 1995).

3.2 Different views concerning Parental Involvement

According to Ballantine (1993), one-half to two thirds of student achievement variance is directly related to home variables such as socio-economic level. They further contend that some home environmental factors that influence student achievement include social class of family, early home environment, parenting style, "type" of mother-child interaction, effect of the mother working, parental involvement in school decisions and activities, family and student aspirations, and number of children in the family. It is also argued that children who are left to make their own educational plans and decisions, where parents have little involvement, are more likely to be dropouts.

Ballantine (1993) also states that children succeed in large part because of their family background and what parents do to support their children in their education. He further states that one of the most important ingredients in a child's success in school is the degree of parental involvement in the educational process of the child. Their social and financial resources, their opportunities to be involved, and their own orientation toward education shape involvement of parents. Parent's involvement in the educational process also differs by social class. Ballantine (1993) further contends that middle-class families tend to have more educational materials in the home such as books, newspapers and magazines. Students who read a lot at home show large gains on reading achievement tests. Their parents read, visit the library, and participate in school activities. They also

visit more museums and attend concerts; all of these are activities that reinforce values of education.

According to Demaine (1983), in comparison with middle class parents, working class parents lack interest in the children's education. This alleged lack of interest is then used to account, at least in part, for the relative underachievement of working class children. He further argues that cultural differences, differences in attitudes, values etc. between the home and the school are alleged to be a major obstacle to working class educational achievement.

Higher-class parents are active in managing their children's education at home and at school, whereas lower-class parents do what the schools ask but little more. It is said that both sets of parents hold similar educational values, and parents are treated the same way by the school. However, higher-class parents have more "cultural capital", and if they use it, their children benefit (Demain, 1983).

It is further mentioned that children from one-parent households have lower test scores, and higher dropout rates than those from two-parent households; these results are also influenced by the race or ethnicity of the family, the educational level of the parent(s), and low level of involvement by or absence of a parent (Ballantine, 1993).

According to Ballantine (1993) single parents who do become involved in their children's education can compensate for the problems mentioned above. He highlighted that new

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policies can provide for the involvement of families in schools. According to some findings mothers who work part-time tend to be very involved with their children's education, and children perform at a higher rate. Full-time work affects after-school supervised time for the child that is where the difference lies. Ballantine (1993) contends that children of parents who are involved in schools have higher school performance levels, on the other hand, children from homes and neighbourhoods considered "socially deprived" experience negative effects on their educational attainment.

According to Demaine (1983), a commonly used index of parental interest in the education of their children, which is, used both by educators and by sociologists of education is the frequency of parental attendance at formal and informal parent-educator meetings and similar events. He further states that it is evident from many accounts that parents of working class children, and particularly their fathers, are underrepresented at such meetings in comparison with middle and lower middle-class parents. Ballantine (1993) found that parents in developed countries generally want to have a say in their children's education, to "manage" their school careers. For instance, in American schools, parents who manage the daily activities of their children raise the academic standing of their children. Parents also need to make decisions related to children's education; Catholic schools are said to be doing well in the inner city by having more parental involvement. As stated by Donald, Lazarus and Lolwana (2002), there has been an emphasis on parents and communities having more involvement in and control over the development of their schools. They further contend that parental involvement needs

to go beyond election into the school's governing body and participation in parent-educator meetings.

3.3 Underlying assumptions of its operation

Parent-educator interaction would be based on a sound model to ensure effectiveness. Hornby (1991) suggests a model for parental involvement. He presents four major strengths that he assumes may either be generic or apply to some but not all the parents. In the model for parental involvement Hornby lists the following strengths of parents:

i) Information: parents have all the information about the total background of the child. It is necessary that all the information that the parent can provide be used, as it is essential for any intervention to be effective. As highlighted by Jowett and Baginsky (1988), the school could send information to parents by sending a half-yearly forecast of work to be covered, and inviting them to discuss the programme with individual educators if they wish, it was expected that they would monitor their child's progress. As also contended by researchers in the State of Texas Education as cited by Hornby (1991), parents are the ones armed with good information about a child's performance that can proceed in both direct and indirect ways to influence his/her progress. Parents are consumers who will require information about the school and its policy and will expect feedback about their child's progress, in other words there should be a two-way communication about issues as they arise. Home visiting may also be used to establish relationships with the parents of new entrants and to provide a more relaxed forum for the exchange of information

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ii) Support: parent support could be solicited because parents are generally willing to participate in curriculum planning and policy-making. In this manner parents can support educators. According to Jowett and Baginsky (1988), parents can also offer support by assisting with pupils with special educational needs, running the pantomime, painting the school building, giving talks about their work or hobbies, running after-school leisure clubs for pupils, undertaking clerical duties, volunteering to help the educators in the library, the school cafeteria, monitoring the halls, selling tickets and also assisting in field trips.

Parents have varying abilities and special skills that can be utilised to the benefit of the children. Some parents do have time to help the educators in any given task e.g. volunteering to help the educators in the library, the school cafeteria, monitoring the halls, selling tickets and also assisting in field trips. According to The State of Texas Education Act, as cited by Hornby (1991), parents can proceed in both direct and indirect ways to influence the child's progress. They state that mothers and fathers can become directly involved in children's education by overseeing the child's homework time; setting a time each day for homework to be done, and checking the child's work for completeness and understanding; limiting time spent with friends and watching television; providing support for educators, essential leadership for programs, and ideas for improvements in the education system and taking advantage of opportunities to become involved with school administration and policy development- for example, attend school board meetings and join the PTA.

Donald *et.al* (2002) contend that there are many constructive contributions to the life of the school that might include involvement in life-skills education programmes, and acting as educator-aids to help educators address special needs in the classroom or school; involvement in the teaching of particular skills, topics or areas of information; involvement in fund-raising for the school; involvement in sport, cultural, and other extramural activities and involvement in maintaining the equipment and facilities of the school.

Donald *et.al* (2002) further argue that across the world, there is evidence that constructive involvement of parents in the life of the school holds great benefits for the school, the students, the parents, and their mutual relationships. They further emphasise that parental involvement emphasizes the principle of ownership. They state that a fundamental assumption about actively involving parents in the education of their children is that the school cannot do it all, since education is about the growth and development of the whole child therefore the home, peer group, community as well as the school should jointly contribute towards his/her development and growth. The best way to ensure that this process is healthy is for all parties to co-operate and work together.

Donald *et.al* (2002) earlier observed that where children experience individual disabilities or difficulties, it becomes even more important to co-operate, and to invite parents to be active partners in the whole process of learning. With the Government having initiated inclusive education in South African schools it is evident that parental involvement will be of great necessity; as Donald *et.al* (2002) further argue that if mainstreaming is to

work in developing social contexts as in South and southern African, extra help and support may be required in the mainstream. Some parents, whether of students with disabilities or not, may be willing to offer this help. This should not suggest that the role of professional educators would be replaced, but the role of parent helpers would be as non-professional assistants to educators. The appointment of such assistants is now common practice in some societies, particularly those that have adopted a formal policy of inclusion.

In relation to children with disabilities, the help that could be given might be in physical assistance to students who need it; in supervision of individualised work programmes set by educators; and in help with the general management of resources and materials in class activities (Donald *et.al,* 2002). It is also evident that where difficulties in learning are concerned, parents may become involved in home programmes.

iii) Leadership: Some parents do have leadership potential. Others are low-profile leaders in their communities, for instance church elders or chairpersons of local clubs. It is parents of this calibre that could be involved in school governing bodies.

Through the above model parents can be fully involved in their children's education and that could impact positively on their scholastic or academic performance.

3.4 Other Forms of Parental Involvement

Pugh in Wood (1998) identifies what he calls dimensions of parental involvement to illustrate the different forms that parental involvement can take. He includes the

following dimensions of parental involvement: non-participation, external support, participation, partnership and control. While non-participation is a self-explanatory term, external support refers to involvement in terms of activities such as fund-raising, and attending school social functions. Participation refers to the activities that the parent undertakes under the direction of the professionals such as participation in committees or in the general maintenance of the school's resources.

The style of parental participation in schools is informed by assumptions underlying the reasons for involvement as well as the conceptions about the rights of parents. Parental involvement manifests itself in numerous and different activities that may range from direct involvement in the curriculum to home-based activities. Each activity serves a particular aim and a specific need. Schools design diverse programmes to promote the range of activities that fall under parental involvement (Morgan, Fraser, Dunn and Cairns 1993).

Partnership involves the sharing of power, resources, knowledge and decision-making between the home and the school. Partnership could occur between the parents and the professional, the parents and a scheme or group and between the parents and policy-makers. The final dimension, control, implies decision-making, accountability and responsibility by the parents who should not only make the decisions but also implement them and assume full responsibility for the actions resulting from their decisions. Mwamwenda (1995) contends that parents must have a say in the way their children are taught and treated, but it would be in their best interests to trust that most educators know

what they are doing, and to refrain from interfering in their work unless they do something really outrageous. He further mentions that there are parents who have little regard for education thus their children are unlikely to see any reason to obey school rules.

According to Fuller, Singer and Keily (1999) new education officials and NGO leaders within the South African provinces talked much about the extent of parent participation in school affairs. A great deal of interaction between principals and some parents and occasionally with NGO activists was found in the West Province. The questions that were asked were: Is the interaction linked to improvements in the quality of schooling? And does it advance more democratic social praxis? It was found that the answer was "no" to the former question and a tentative "yes" to the latter issue. This implies that the quality of schooling in some cases cannot be improved by the interaction between principals and some parents and occasionally with NGO activists.

3.5 Attitudes/ Barriers to Parental Involvement

According to The State Of Texas Education Act as cited by Hornby (1991),many parents encounter obstacles to participating in their children's education. Barriers to involvement reported by parents and educators include differing ideas among parents and educators on what constitutes involvement; a less than welcoming atmosphere toward visitors in schools and classrooms; negative or neutral communication from schools; insufficient training for educators on how to reach out to both mothers and fathers; lack of parental education and parenting skills; time pressures; job pressures and language barriers.

The above researchers further contend that negative contact with schools can contribute to an unfriendly climate that reduces the likelihood of parental involvement. It is said that if parents themselves had negative experiences in their own schooling, they may already have formed a negative view of schools. These parents can view their children's school as hostile territory. Parents who are not comfortable speaking English may have experienced discrimination and humiliation because of the language difference when they were students. There is a belief that the lack of bilingual staff in schools contributes to feelings of powerlessness on the part of non-English speaking parents when attempting to advocate for or resolve problems for their children. Finding ways to make mothers and fathers feel more comfortable and welcomed in the school would improve the communication between school and parents.

The State of Texas Education (1999) further contends that parents in economically disadvantaged families can face particular difficulties when attempting to participate in their children's education. As an example, some parents, especially those with low-wage jobs, face losing their jobs if they take time off work to attend meetings and functions. In addition, parents who are not well educated themselves may find it difficult to help their children with homework. Some barriers may be due to the differences that sometimes exist between parents and educators regarding how parents should be involved in education. It is evident that although educators may be very supportive of parents who volunteer to chaperone the school dance, for instance,

they may oppose parental involvement in academic planning or school policy, fearing parents will be too interfering or critical of their children's educators. Ballantine (1993) also contends that lower-class parents feel helpless and alienated in their interactions with schools. Not all schools are welcoming; educators are overworked and parents add one more layer to the workload. Some parents expect too much from educators or are downright abusive. The challenge is to find ways for parents and schools to work together in a way that is not only mutually beneficial but also improves the lives of children.

As highlighted by Demaine (1983) rather than simply associating lack of educational achievement with working class attitudes the question should be posed as to why particular attitudes persist. He further questioned whether attitudes of educators have anything to do with the educational opportunities of children whose parents are unsympathetic towards education. The response from educators might be that if certain parents are unwilling to communicate with them then there is nothing they can do. Such an attitude is, of course, defeatist. Educators have the advantage over parents in that they are in effective possession of the means of schooling and the knowledge of the educational system.

As highlighted by Jowett and Baginsky (1988) most of the studies on Parental Involvement were conducted in England and Wales. One of the studies was conducted on all local education authorities (LEAs) and questionnaires were administered. These were sent to Chief Education Officers/Directors of Education.

Other questionnaires were distributed to relevant advisers or inspectors in each authority. This survey was conducted in Wales at pre-primary, primary and secondary schools. The questionnaires collected information about the involvement of parents with their own children in reading and other aspects of the curriculum and about more general involvement in schools. The information gathered provided a reliable indication of the extent to which some developments exist, for an example, those pertaining to community schools.

Findings were that parents of primary schools were more concerned with reading as compared to those of secondary schools; much of the work with reading with secondary age pupils would focus on those experiencing difficulties. It was also found that there have been Maths for Families workshops established in many schools which were concerned with Maths, although a variety of curriculum areas were including computer work, dance, home economics and pre-school learning activities.

3.6 Summary

Literature revealed various forms of parental involvement and the benefits thereof. It also revealed that socio-economic class could affect the attitude of parents towards school hence their involvement. The various forms of involvement include:

Participation in committees or in the general maintenance of the school resources, direct involvement in the curriculum to home-based activities and the sharing of power, resources, knowledge and decision-making between the home and the school.

Barriers to involvement such as economic factors, language, lack of skills, time or work pressures and negative or neutral communication from school were also revealed.

The next chapter will look at the methodology used to collect data regarding parental involvement in the Inanda area of KwaZulu-Natal Province. Issues such as the site, the sample size and sampling procedure, the respondents, the research design and limitations of the study will be dealt with in depth.

CHAPTER FOUR

METHODOLOGY

4. Introduction

The research project was undertaken in four schools in Inanda District, north, of Durban.Inanda is an area comprising predominantly informal settlement with its population originating from different provinces such as the Eastern Cape, North West, Western Cape, and outside the country all of who came to seek employment. Due to this migration, there are different ethnic groups with isiZulu still the dominating one since the area is in KwaZulu-Natal.This seem to impact on the rate of parental involvement since some of the parents are not isiZulu speakers as they originate from other provinces and countries, they thus shun away from involving themselves in their children's schools with language being the barrier.

The key issues of investigation in this research project revolve around the questions:

1.What forms of parental involvement exist in schools?

2. In what areas of school curriculum are the parents involved?

3. What are the attitudes of parents/educators to the different types of involvement currently existing in the schools?

4. What do parents/educators consider as benefits of home-school link?

5. What do they consider as likely obstacles to parental involvement?

To answer these questions the researcher collected data quantitatively and qualitatively using both structured and unstructured questionnaires. Both structured and unstructured interviews were also conducted. Focus group discussions for parents were also used and

audio recordings were used to gather that form of data. The main focus was to establish if parents in Inanda are involved in their children's education or not.

4.1 The research design and methodology

This research adopted both qualitative and quantitative methodologies. The researcher decided to use the triangulation data producing strategies namely; focus group discussions with parents and educators, interviews both structured and unstructured with educators, and questionnaires were also administered to both parents and educators. The data that was collected through questionnaires was to be quantified and subjected to statistical analysis since responses of male/female, married/single respondents had to be compared also their various age groups, education and income levels. The detailed analysis will be reflected in the next chapter. This section will describe the approach that the researcher used to collect data that will be analysed later.

4.2 Research instruments

The researcher used three types of instruments to gather data for her research project that will be discussed in depth hereunder.

4.2.1 Focus group discussions

The secondary method for this research project was that of focus group discussions. The group interview is essentially a qualitative data gathering technique that finds the interviewer directing the interaction and inquiry in a very structured or unstructured manner, depending on the interview's purpose. According to Van Manen (1994)

collaborative discussions on the themes and thematic descriptions of phenomena may also be conducted since these are helpful in generating deeper insights and understandings. Discussions in this research project were of great importance since they addressed some issues that were not covered by the questionnaires as primary data gathering tools. According to Kreuger as cited by Lewis (1995) a focus group is defined as a carefully planned discussion designed to obtain perceptions in a defined area of interest in a permissive, non-threatening environment.

Discussions with parents of the four selected schools added insight and data to the study. Ten parents per school formed focus groups since the researcher did not want large unwieldy numbers as Lewis (1995) states that the size of the focus group should not be so large as to be unwieldy or to preclude adequate participation by most members nor should it be so small that it fails to provide substantially greater coverage than that of an interview with one individual.

Through focus group discussions participants shared their views of the way the description did or did not resonate with their own experiences. Hence, the researcher opted for this method for data collection with the aim of getting various views and shared experiences from the participants in answering critical questions:

- What do parents/educators consider as benefits of home-school link?

- What are the attitudes of parents/educators to home-school link?

- What forms of parental involvement currently exist in the schools?

- In what areas of school curriculum are the parents involved?

- What do they consider as likely obstacles to parental involvement?

The focus group discussions were tape recorded and transcribed verbatim for accuracy in reporting data gathered.

4.2.2 Interviews

The researcher also chose structured and unstructured interviews as a tool for gathering data. Two educators per school were interviewed as mentioned earlier, one post level one educator and one from the School Management Team (SMT) reason being that the manner in which they perceive matters pertaining to the operation of the school as a whole differs due to their positions. Van Manen (1994) states that in the various strands and disciplines in the social and human sciences the interview may serve very different purposes: to study ways of doing and seeing things peculiar to certain cultures or cultural groups; to study the way individuals see themselves and others in certain situations; to study the way people feel about certain issues etc.

In this study the main purpose of conducting interviews was to try and gather different views from various individuals regarding parental involvement or home-school link in the Inanda area. The researcher also wanted to establish how those individuals felt about certain issues such as involving parents directly in the curriculum, involving parents in school and classroom activities, involving parents in decision-making and management and also establish obstacles to parental involvement.

Kvale (1996) on the other hand describes the purpose of an interview:

"In an interview conversation, the researcher listens to what people

themselves tell about their lived world, hears them express their views and opinions in their own words, learns about their views on their work situation and family life, their dreams and hopes. The qualitative research interview attempts to understand the world from the subject's point of view, to unfold the meaning of peoples' experiences, to uncover their lived world prior to scientific explanations "(p.31).

This quote accords more importance to listening to what the interviewee has to say to the interviewer and try to understand his/her point of view based on his/her own world of experience.

Van Manen (1994) further states that interviews may be used as a means for exploring and gathering experiential narrative material that may serve as a resource for developing a richer and deeper understanding of a human phenomenon, and may also be used as a vehicle to develop a conversational relation with an interviewee about the meaning of an experience. This falls in line with the purpose of this study- to develop a richer and deeper understanding of home-school link in the Inanda area and share the experiences with the educators that participated.

According to Van Manen (1994), those conducting hermeneutic interviews noticed that the volunteers or participants of the study often invest more than a passing interest in the research project in which they have willingly involved themselves. Van Manen's statement implies that participants invest more in a research project if they were there by

their own choice, as it was the case with the educators the researcher interviewed in this study, they volunteered to participate, from all four schools, they were not chosen or forced to do so. Participants were willing to participate since they felt they had to share their experiences with the researcher since parental involvement was also their main concern.

An interview enables the researcher to ask respondents to clarify unclear answers and a follow up can be made on interesting answers. According to Neuman (2000), face-to-face interviews have the highest response rates and interviewers can also observe the surroundings and can use nonverbal communication e.g. tilt of head, raised eyebrows, or eye contact and can also use visual aids.

Van Manen (1994) also emphasizes that another way of collecting accounts of personal experiences is to have taped conversations with people since writing forces the person into a more reflective attitude, which may make it more difficult to stay close to an experience as it is immediately lived. Data captured was tape recorded, translated and transcribed into English since participants who happened to be educators preferred to be interviewed in IsiZulu to ensure maximum communication levels during the interview sessions.

4.2.3 Questionnaires

This was the primary method used by the researcher as a tool to gather data. According to Anderson (1998) questionnaires may be used to collect self-report data on attitudes,

preferences or background information. Questionnaires were administered to both parents and educators. The researcher left them to educators of all four selected schools for a week and collected them the following week with an aim of giving respondents ample time for answering. With parents it was different because the researcher administered questionnaires after the focus group discussion sessions so as to be around should there be any questions that needed to be clarified.

The questionnaire covered biographical information, potential benefits of parental involvement or home-school link, attitude to parental involvement or home-school link, forms of parental involvement or home-school link and lastly obstacles to parental involvement. From the data that was gathered through questionnaires, the critical questions were answered, that will be reflected in the next chapter whereby data will be analysed. After all respondents had completed the questionnaires and thanked for their effort, the researcher organized the data and prepared it for statistical analysis.

4.3 Research site

The research project was conducted in a semi-rural area, informal settlement, and high unemployment rate resulting in the area dominated by illiterate people who have little or no interest in education, which made it difficult for them to form home-school links. Lack of housing, linked to unemployment and worsening poverty in this country, has left some people with no option but to erect houses in the form of informal settlements on vacant sites. Inanda District is no exception, in local people's memory it retained many idyllic rural features. The people of Inanda coexisted peacefully with Indian sugar-cane growers

who represented the majority of landlords. The entire area of Inanda has a history of political and community violence, which continues to shape perceptions of safety.

The schools were chosen because they are close to the researchers' work place, the fourth one happens to be her own that made it convenient to conduct this study. Respondents were gathered with the aim of administering questionnaires, these were collected a week later, then focus group discussions were conducted and audio recordings were used to gather that data. Educators were interviewed after the contact time with the learners, one post level one and one from the school management team reason being that the manner in which they perceive matters pertaining to the operation of the school as a whole differs due to their positions. As a Head Of Department (H.O.D.) in one of the schools under study, the researcher enjoyed pre-existing relationships with the staff and parents and was thus able to gain easy access to the respondents. However, the fact that she was a known researcher and a permanent member of the School Management Team (S.M.T.) meant that respondents were apprehensive about providing sensitive details to her.

The researcher has been an educator in one of the schools under study, since 1987,she is extremely aware that lack of parental involvement is a cause of great distress for many educators. She has encountered problems such as those of parents not assisting their children with the homework and also not turning up for meetings or open days so as to get an update of how their children perform. The findings of this research project will therefore directly benefit the school. It is hoped that educators will gain some insight into the attitudes of parents to the different types of involvement that currently exist and what

types of involvement they might like to see existing that were addressed in the study; thus offering them new strategies of how to get parents more involved in their children's education.

4.4 The sample size and sampling procedure

The researcher chose a purposive sampling in which a sample of ten educators and ten parents per school were selected, in fact educators volunteered after the researcher had addressed them and informed them about the purpose of the study in all the four schools. Both male and female respondents were selected, the reason being that usually the attitudes of male and female counterparts differ when it comes to issues like involvement in children's schoolwork or other general matters. Two educators per school were also selected with an aim of interviewing them, one post level one educator and another one from the School Management Team (SMT).

According to Cohen, Manion and Morrison (2000) in purposive sampling, researchers handpick the cases to be included in the sample on the basis of their judgement of their typicality. The researcher in this study chose the purposive sampling since parents share a common experience that of being parents residing in the same area having a common vision of how they might like their school to operate in order for them to address their needs as a society, therefore the selected sample represented all parents in the Inanda area.

According to De Vos (1998) this type of sample is based entirely on the judgement of the researcher, in that a sample is composed of elements that contain the most characteristics, representations or typical attributes, of the population. The researcher therefore decided to choose this sample because the ten selected parents and twelve educators' voices per school represented the voices of the others within the area since they all share common experiences as far as parental involvement is concerned.

4.5 The respondents

The researcher interviewed parents as well as educators. The following are graphical and tabular representations of the sample characteristics: -

4.5.1 Sample Characteristics:

Table 1: Statistics of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Parent	36	48.0	48.0	48.0
	Educator	39	52.0	52.0	100.0
	Total	75	100.0	100.0	

Graph 1: Statistics of Respondents
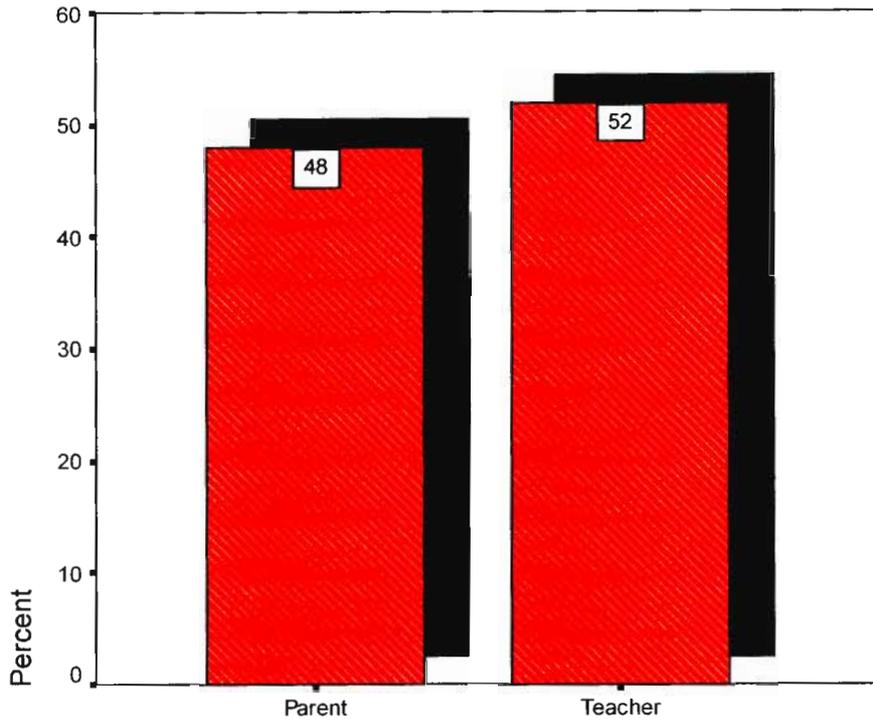
From the table and graph above, it is evident that 48% of the respondents were parents and 52% were educators.

Table 2: Marital Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	31	41.3	41.3	41.3
	Married	44	58.7	58.7	100.0
	Total	75	100.0	100.0	

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Graph 2: Marital Status
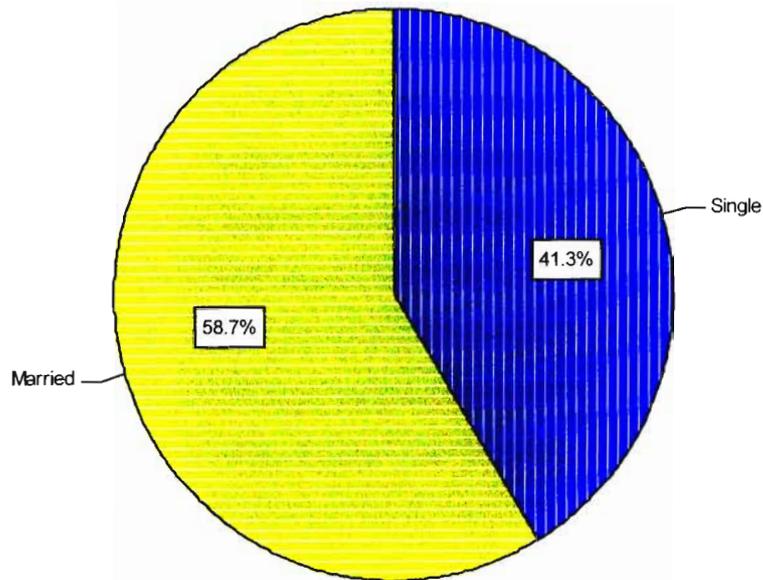
According to the table and the pie chart above, 41.3%of the respondents were single (unmarried) and 58.7% were married.

Table 3: Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Female	56	74.7	74.7	74.7
Male	19	25.3	25.3	100.0
Total	75	100.0	100.0	

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Graph 3: Gender
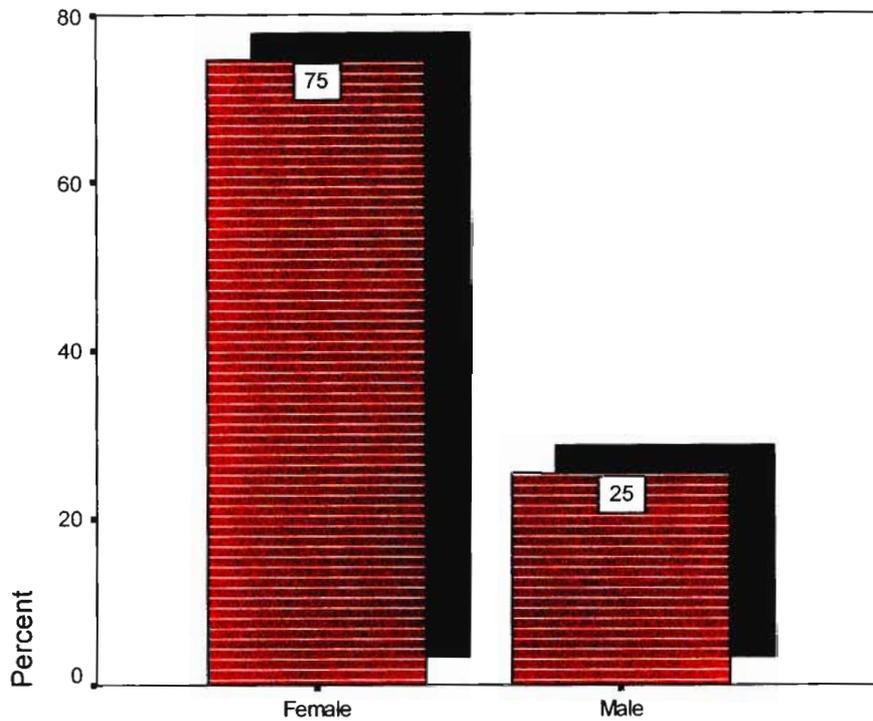
From the graph and table above, 74.7% (approx. 75%) of the respondents were female and 25.3 %(approx. 25%) were male.

Table 4: Respondents' Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Less than 25 years	3	4.0	4.0	4.0
25-40 years	42	56.0	56.0	60.0
Above 40 years	30	40.0	40.0	100.0
Total	75	100.0	100.0	

Graph 4: Respondents' Age
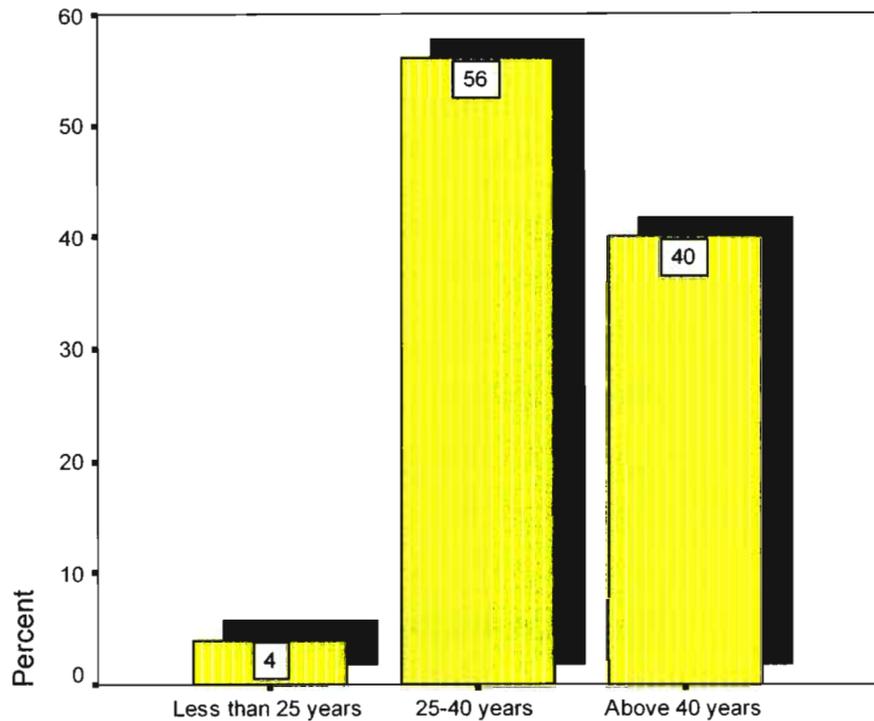
The breakdown of the respondents' ages is as follows: 56% between the ages of 25 and 40, 40% of the respondents are above 40 and, only 4% below the age of 25.

Table 5: Respondents' Annual Income

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Less than R10,000	28	37.3	37.3	37.3
R10,000-R50,000	8	10.7	10.7	48.0
R50,000-100,000	35	46.7	46.7	94.7
R100,000-200,000	4	5.3	5.3	100.0
Total	75	100.0	100.0	

Graph 5: Respondents' Annual Income
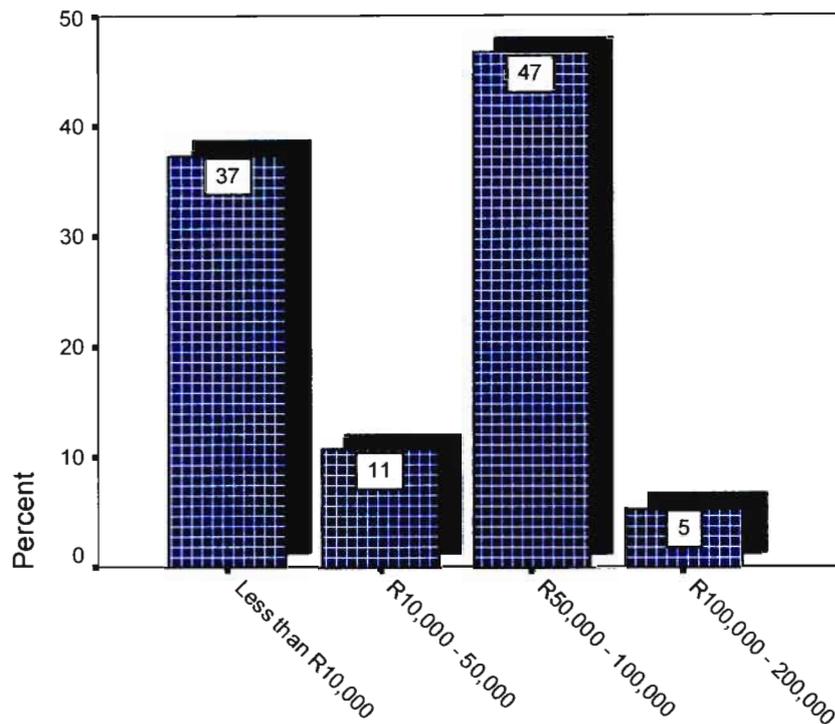
From the graph and table above, 37.3%(approx.37%) earned less than R10 000, the unemployed parents fell in this bracket, 10.7%(approx.11%) earned between R10 000 and R50 000, 46.7%(approx.47%) had their salary range as R50 000 to R100 000, and only 5.3%(approx.5%) earned between R100 000 and R200 000.

Table 6: Educational attainment

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Below Matric level	19	25.3	25.3	25.3
Up to Matric level	7	9.3	9.3	34.7
Post Matric but not up to Tertiary level	6	8.0	8.0	42.7
University/Technikon Degree/Diploma	32	42.7	42.7	85.3
Post graduate level	11	14.7	14.7	100.0
Total	75	100.0	100.0	

Graph 6: Educational Attainment
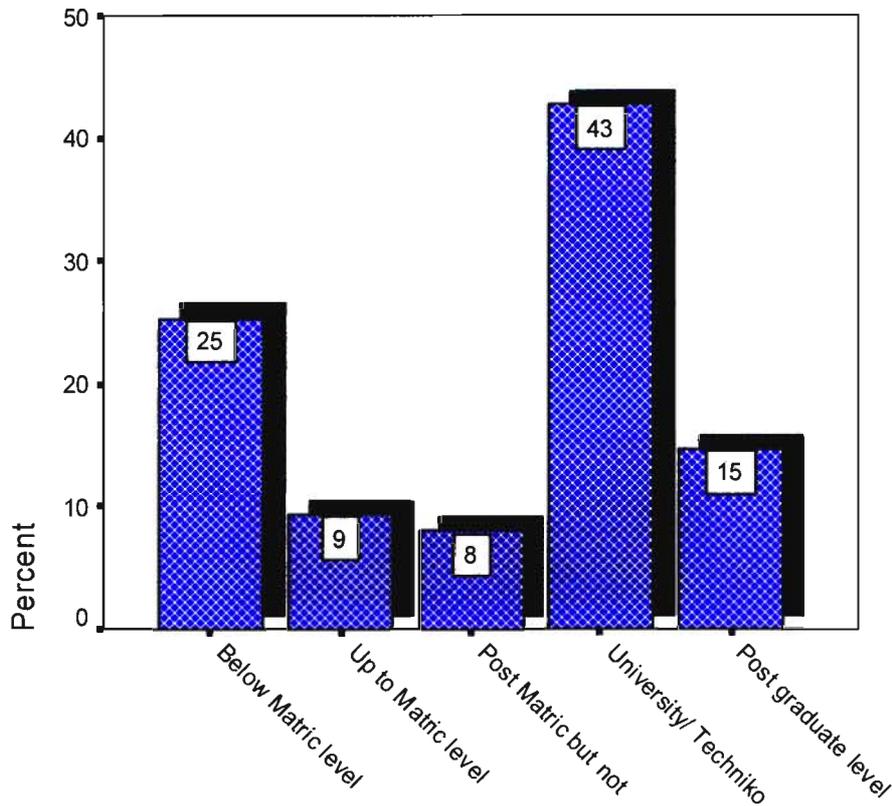
The educational attainments of respondents were as follows: 42.7%(approx.43%) had diplomas or degrees, 25%(approx.25.3%) had no Matric, the illiterate parents fell in this bracket, 14.7%(approx.15%) had a postgraduate qualification, and 9.3%(approx.9%) had Matric, and 8% had Matric but attempted tertiary education which they could not complete.

This study focused on parents who were either employed or unemployed. These parents availed themselves whenever the researcher needed them, for administering of questionnaires and focus group discussions. Children do best at school when parents take a close interest in their education (Chapman and Aspin, 1997). This is because parents,

especially for young children are the most important people in their lives. It is extremely important for children that other significant people in their lives; educators in this case, understand and respect their parents.

For the curriculum to be valid and considered as being the one addressing the needs, aims and objectives of the society it is designed for, parental involvement in the whole process is of prime importance. Chapman and Aspin (1997) highlight the importance of parental involvement when they say that one of a school's obligations in attempting to build new partnership relations within various constituencies in its community is to be aware of and sensitive to the demands of the different social, cultural and religious commitments that structure and define productive, tolerable and agreeable forms of life for such constituencies. Through conversations with educators in all the identified sites the researcher was assisted in identifying parents who were unemployed or employed on part time basis, who would be available through arrangement when needed thereby affording her an opportunity to elicit more in-depth information from the group through discussions.

Since most parents that were identified are illiterate, they were comfortable using IsiZulu as a communicative tool; this ensured maximum communication levels between the researcher and the informants during the discussions. Educators that were interviewed also requested IsiZulu to be the medium of communication since the researcher is also an IsiZulu speaker. Some data collected needed to be quantified and subjected to statistical analysis while some data was analysed using standard qualitative techniques. These

techniques include identifying the key issues, themes and patterns associated with the research questions.

In qualitative research the process of data collection and data analysis go hand-in-hand. The objectives of the study were to identify, describe and classify the various approaches or types of parental involvement in all the levels considered in a school curriculum development namely; its planning, objective definition, selection and organization of content and learning experiences, delivery methods and evaluation.

The researcher also gave detailed information as to the aim of the study so that the respondents could fully understand the research process. The respondents were informed that they were under no obligation to participate and could withdraw from the study provided they gave sound reason(s) for so doing. Each respondent was treated with respect and concern for his/her well being. Their names were kept anonymous and all information was treated confidentially.

4.6 Data analysis

This is a bird's eye view of how the researcher went about analysing the data she has gathered in her research project, a more detailed one with findings is presented in the next chapter. Since the primary instrument for her data collection was questionnaire, this is how it assisted her in answering the critical questions:

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The first question (*What do parents/educators consider as benefits of home-school link*) was answered by information from the responses to Part Two of the questionnaire (see Questionnaire, Appendix A). Frequency counts of 'Yes' to indicate how much parental involvement exists in Inanda area. The biographical data requested by the first part of the questionnaire served to compare parents and educators on relevant variables of interest to this study (gender, income level, and educational attainment.) Further information gathered from interviews and focus group discussions served to describe further the various dimensions of the opinions of the respondents with regard to the benefits of home-school link.

The second question (*What are the attitudes of parents/educators to home-school link*) was answered by taking frequency counts of the respondents indicating 'Yes'/'No' in Part Three of the questionnaire, and necessary comparison among groups of respondents made as indicated for the answer to question one above.

Questions three, four and five were answered by responses to Part Four of the questionnaire. The frequency counts of the responses indicating the existence of the forms of parental involvement in their schools (educators) were calculated. Also frequency counts were taken of the responses of parents and educators indicating what forms of involvement they would like to see existing. The last question was answered by responses to Part Five of the questionnaire and responses were analysed quantitatively by comparing the number of responses that reflect obstacles that are due to either educators' or parents' attitude. Information from interviews and focus group discussions also served

to provide better descriptions of the respondents with regard to obstacles listed in the questionnaire as well as others, which may not have been listed.

4.7 Summary

This chapter extended the context provided by the literature review. The major areas of investigation in this research project, which revolve around key questions, were provided. Furthermore, it allowed the researcher to present a research design and methodology, highlighting parental involvement or home-school link in selected primary and secondary schools in Inanda area. Describing the methods of data collection, the focus has been on potential benefits of parental involvement or home-school link, attitude to parental involvement or home-school link, forms of parental involvement or home-school link and lastly obstacles to parental involvement.

Also presented is the rationale for inclusion of focus group discussions, interviews and questionnaires as techniques used to capture data for this thesis. Integrating research design and research questions proved to be worthwhile in this study. The next chapter will be dealing with presentation and analysis of data captured regarding parental involvement or home-school link in Inanda area.

CHAPTER FIVE

DATA ANALYSIS

5. Introduction

In this chapter, the researcher presents the analysis of collected data, and ascertains as to whether data provides answers to the critical questions.

The critical questions are as follows:

1. What do parents/ educators consider as benefits of home-school link?

2. What are the attitudes of parents/educators to home-school link?

3. What forms of parental involvement currently exist in the schools?

4. In what areas of school curriculum are the parents involved?

5. What do they consider as likely obstacles to parental involvement?

The following is an item-by-item analysis of some data followed by an in-depth investigation as to whether or not the critical questions were answered.

5.1 Part Two: Potential Benefits of Parental Involvement:

The table below presents the responses of the subjects with regard to the potential benefits of parental involvement.

Table 7: Potential Benefits of Parental Involvement

Statements of benefits	Response Options	Parents 36	Educators 39	Total 75
1. Can improve parents' understanding of the school and education.	Yes	36 48.0%	36 48.0%	72 96.0%
	No	0 .0%	3 4.0%	3 4.0%
2.Can help parents gain information about their children's progress/ development.	Yes	36 48.0%	39 52.0%	75 100.0%
	No	36 48.0%	39 52.0%	75 100%
3.Can improve learners' attainment as parents participate in their children's learning.	Yes	33 44.0%	35 46.7%	68 90.7%
	No	3 4.0%	4 5.3%	7 9.3%
4.Can enable parents to share knowledge of their own children with educators/teachers.	Yes	34 45.3%	36 48.0%	70 93.3%
	No	2 2.7%	3 4.0%	5 6.7%
5. Can help parents to learn from educating staff how to help their children.	Yes	36 48.0%	36 48.0%	72 96.0%
	No	0 .0%	3 4.0%	3 4.0%
6.Can breakdown whatever barriers exist between the home and the school.	Yes	35 46.7%	34 45.3%	69 92.0%
	No	1 1.3%	5 6.7%	6 8.0%
7.Can help both parents and educators to work together to achieve their shared goals.	Yes	36 48.0%	33 44.0%	69 92.0%
	No	0 .0%	6 8.0%	6 8.0%
8.Can make school more sensitive to local needs and opinions.	Yes	36 48.0%	30 40.0%	66 88.0%
	No	0 .0%	9 12.0%	9 12.0%
9. Can develop "open" schools that are resources in the community.	Yes	36 48.0%	27 36.0%	63 84.0%
	No	0 .0%	12 16.0%	12 16.0%
10. Can help provide practical help for hard-pressed educating staff.	Yes	35 46.7%	27 36.0%	62 82.7%
	No	1 1.3%	12 16.0%	13 17.3%

Considering the results from the above table it is evident that both parent and educator respondents of this study agreed to most of the suggestions on the benefits of partnership as presented in the questionnaire that answered the first critical question. Most respondents were of the opinion that:

- home-school link can improve parents' understanding of the school and education (No.1: 96.0% total, 48.0% parents, 48.0% educators);

- home-school link can help parents gain information about their children's progress/development (No.2:100.0% total, 48.0% parents, 52.0% educators);

- home-school link can enable parents to share knowledge of their own children with educators/educators (No.4: 93.3% total, 45.3% parents, 48.0% educators);

- home-school link can help parents to learn from teaching staff how to help their children (No.5:96.0% total, 48.o% parents, 48.0% educators).

5.2 Part Three: Attitudes to Parental Involvement:

To check on the attitudes towards parental involvement respondents were given statements to respond to in a 'Yes' or a 'No'. The table below presents the responses of the subjects with regard to their attitudes towards to parental involvement or home-school link, which gives answer to the second critical question.

Table 8: Attitudes to Parental involvement

Statements of Attitude	Responses	Parents	Educators	Total
1. Involving parents in their children's education is time consuming and I am not prepared for such a sacrifice.	Yes	4 5.3%	4 5.3%	8 10.7%
	No	32 42.7%	35 46.7%	67 89.3%
2. I need to rest after a long day's work and I cannot take on any extra responsibility.	Yes	1 1.3%	9 12.0%	10 13.3%
	No	35 46.7%	30 40.0%	65 86.7%
3. I will rather not want to be involved in what is happening in the school/home of my children/ learners.	Yes	3 4.0%	4 5.3%	7 9.3%
	No	33 44.0%	35 46.7%	68 90.7%
4. Children's education should be left to the experts-the educators.	Yes	3 4.0%	2 2.7%	5 6.7%
	No	33 44.0%	37 49.3%	70 93.3%
5. Since we all have equal stake in what our children become I think we (both parents and educators) should work together.	Yes	36 48.0%	33 44.0%	69 92.0%
	No	0 .0%	6 8.0%	6 8.0%
6. No school can successfully educate children without the input(s) of homes and parents.	Yes	34 45.3%	37 49.3%	71 94.7%
	No	2 2.7%	2 2.7%	4 5.3%
7. Children belong to both the home and the school worlds both of which must be involved in children's education/development.	Yes	36 48.0%	37 49.3%	73 97.3%
	No	0 .0%	2 2.7%	2 2.7%
8. Children's education is the school's responsibility and there is no need to involve parents.	Yes	1 1.3%	4 5.3%	5 6.7%
	No	35 46.7%	35 46.7%	70 93.3%

The large percentage of responses was positive, which shows that both parents and educators agreed to the suggestions that attitudes to home-school link should be driven by the fact that:

-no school can successfully educate children without the input(s) of homes and parents (No.6:94.7% total, 45.3% parents, 49.3% educators);

-children belong to both the home and the school worlds both of which must be involved in children's education/development (No.7:97.3% total, 48.0% parents, 49.3% educators).

A large percentage of the respondents were not of the idea that the following should be allowed to influence attitudes to home-school link:

- not wanting to be involved in school matters (No.3: 90.7% total, 44.0 % parents, 46.7% educators);

- that time was an issue (No.1: 89.3% total, 42.7 % parents, 46.7% educators).

Generally, educators appear to have more favourable attitudes towards home-school link than the parents.

5.3 Part Four: Forms of Parental Involvement:

In the following table results on forms of parental involvement will be presented.

Table 9: Various forms of Parental Involvement

Various forms of Involvement or Home-School Link		Responses Parents	Responses Educators	Total
1.Involving parents directly in the Curriculum.	Already existing	1 1.3%	4 5.3%	5 6.7%
	Want to exist	35 46.7%	35 46.7%	70 93.3%
2.Involving parents in children's transition to new school.	Already existing	1 1.3%	9 12.0%	10 13.3%
	Want to exist	35 46.7%	30 40.0%	65 86.7%
3.Involving parents in school and classroom activities.	Already existing	2 2.7%	8 10.7%	10 13.3%
	Want to exist	34 45.3%	31 41.3%	65 86.7%
4.Involving parents in decision-making and management.	Already existing	34 45.3%	36 48.0%	70 93.3%
	Want to exist	2 2.7%	3 4.0%	5 6.7%
5.Provision of support to parents.	Already existing	3 4.0%	8 10.7%	11 14.7%
	Want to exist	33 44.0%	31 41.3%	64 85.3%
6.Involving parents in a two-way communication and as consumers.	Already existing	8 10.7%	27 36.0%	35 46.7%
	Want to exist	28 37.3%	12 16.0%	40 53.3%

Considering the responses indicated in the above table, it is evident that various forms of involvement do not exist in the institutions under study. This is proved by the fact that of the six forms of involvement (with their associated practices), listed on the questionnaire, (See Appendix A), only one received over 50% of respondents indicating them as existing between the homes and the schools they, or their children, are affiliated with.

5.4 Part Five: Obstacles to Parental Involvement:

Below is the crosstabulation to the responses of the subjects with regard to obstacles to parental involvement or home-school link.

Table 10.1: Obstacles to Parental Involvement

			Stats of the Respondent		Total
			Parent	Teacher	
Q5.1:Teachers who are apprehensive about working with parents	Yes	Count	9	19	28
		% of Total	12.0%	25.3%	37.3%
	No	Count	27	20	47
		% of Total	36.0%	26.7%	62.7%
Total		Count	36	39	75
		% of Total	48.0%	52.0%	100.0%

Table 10.2: Obstacles to Parental Involvement

			Stats of the Respondent		
			Parent	Teacher	Total
Q5.2:Teachers who do not give priority to parental involvement	Yes	Count	6	21	27
		% of Total	8.0 %	28.0%	36.0%
	No	Count	30	18	48
		% of Total	40.0%	24.0%	64.0%
Total		Count	36	39	75
		% of Total	48.0%	52.0%	100.0%

Table 10.3: Obstacles to Parental Involvement

			Stats of the Respondent		
			Parent	Teacher	Total
Q5.3 Teachers who do not have time for parental involvement	Yes	Count	6	16	22
		% of Total	8.0%	21.3%	29.3%
	No	Count	30	23	53
		% of Total	40.0%	30.7%	70.7%
Total		Count	36	39	75
		% of Total	48.0%	52.0%	100.0%

Table 10.4: Obstacles to Parental Involvement

			Stats of the Respondent		
			Parent	Teacher	Total
Q5.4:Parents who are apprehensive about schools	Yes	Count	8	25	33
		% of Total	10.7%	33.3%	44.0%
	No	Count	28	14	42
		% of Total	37.3%	18.7%	56.0%
Total		Count	36	39	75
		% of Total	48.0%	52.0%	100.0%

Table 10.5: Obstacles to Parental Involvement

			Stats of the Respondent		
			Parent	Teacher	Total
Q5.5:Parents who do not have time available for involvement	Yes	Count	11	31	42
		% of Total	14.7%	41.3%	56.0%
	No	Count	25	8	33
					44.0%
		% of Total	33.3%	10.7%	
Total		Count	36	39	75
		% of Total	48.0%	52.0%	100.0%

According to the information displayed in the above tables most respondents disagreed to most suggestions on obstacles to parental involvement as presented to them in the questionnaire. Most respondents were not of the opinions that:

-educators/educators who are apprehensive about working with parents (No.5.1: -62.7% total, 36.0% parents, 26.7% educators);

-educators/educators who do not give priority to parental involvement (No.5.2 :- 64.0% total, 40.0% parents, 24.0% educators);

-educators/educators who do not have time for parental involvement(No.5.3:- 70.7% total, 40.0% parents, 30.7% educators).

5.5 Summary

The objectives of this study were to find out the nature and extent of parental involvement, forms of parental involvement, attitudes of parents and educators/educators to parental involvement in children's education, the benefits and the barriers/obstacles to parental involvement.

The results of the study revealed that parents and educators/educators expressed positive attitude towards involvement. These also agreed with the statements on the questionnaire that parental involvement is beneficial in terms of the fact that it can improve parents' understanding of the school and education, can help parents gain information about their children's progress/development. Parental involvement can also improve learners' attainment as parents participate in their children's learning.

The types of involvement they agreed to include volunteering to help in the library, bookshop or buttery. The barriers/obstacles to involvement included parents who do not have time available for involvement, parents who are apprehensive about schools and parents who do not want involvement or think that involvement is inconsequential.

CHAPTER SIX

DISCUSSION OF FINDINGS

6. Introduction

In this chapter major findings and statement of results, which this research project captured will be presented. The presentation will be based on what parents/educators consider as benefits of home-school link, what the attitudes of parents/educators to home-school link are, what forms of parental involvement currently exist in the schools, areas of school curriculum the parents are involved in and what they consider as likely obstacles to parental involvement.

6.1 What parents/educators consider as benefits of home-school link

During focus group discussions in all four sites parents were vocal and shared their own views regarding what they considered as benefits of home-school link. Parents informed the researcher that with the policies of education changing from time to time, they could understand them better if they are involved fully in their children's education. This is also proven by the responses of both educators and parents in the questionnaire that was 96% for the 'Yes' response to the statement "Can improve parents' understanding of the school and education".

In interviews with educators the researcher was informed that parents who avail themselves for meetings and seminars usually get a clear understanding of the school and education and that makes it easier to work with those parents, unfortunately they are only a small percentage.

Parents informed the researcher that they are aware of the fact that their children perform better if they as parents work co-operatively with educators the problem is that at times they do not have time to go to school since they constantly go to seek employment as some of them are not employed and others are employed on part time basis.

One of the educators who was interviewed who is the member of the school management team (SMT) at J.G. Zuma Secondary School mentioned the fact that parents who seem to be positive about breaking down whatever barriers that might exist between the home and the school by availing themselves, are the ones who are enlightened educationally, who unfortunately form a small percentage.

Educators in all four sites said in one accord that home school- link could help both parents and themselves to achieve their shared goals, which is giving learners education; it is just so unfortunate that some of the parents do not see that. Parents of Buhlebethu Public Primary School learners, where the researcher works, stated the fact that through their involvement, the school has become more sensitive to local needs and opinions that are of benefit to them, they have a garden project that benefits the community as it alleviates poverty and hunger.

6.2 Attitudes of parents/educators to home-school link

Parents in some of the sites mentioned the fact that at times they are willing to involve themselves in the education of their children and some of the educators appear to be uncomfortable or unwelcoming, which therefore leads to their withdrawal.

Educators on the other hand had different opinions; they claimed that most of the parents are not at all willing to involve themselves in their children's education saying they do not have time, at times they even say education should be left to the educators who are qualified for the job they are doing, they are illiterate, or not well versed with education matters.

Most of the parents agreed that children belong to both the home and the school worlds both of which must be involved in children's education and development, though some felt children's education is the school's responsibility and there is no need to involve them, especially the ones who claimed they have never been to school or had little education.

6.3 Forms of Parental Involvement or Home-school link

Some parents stated that they are working and weekends for them are a well deserved break, hence their inability to check and supervise homework and also attend parents' meetings. Parents of all four sites mentioned the fact that though they do have some orientation sessions at the beginning of each year regarding curriculum matters, they would highly appreciate workshops to demystify curriculum like in Mathematics, Science or Computer, and also encourage them to work alongside their own children.

Another finding was that in the sites where the study was conducted, parents claimed that they do not have workshops to prepare them as parents whose child/children is/are starting school or transferring to new school, and they would like to have them as they

think these would prepare them from the very beginning to be involved in their children's education.

In all four sites parents mentioned that they have never been offered any opportunities to provide "an extra pair of hands for teaching staff", hence they never knew that such a service could be expected from them, they are only asked to volunteer in tasks such as maintaining school buildings and grounds, e.g. painting the school buildings, or general cleaning.

Parents highlighted that they do serve in school governing bodies and they are comfortable with that since it is where they voice out their grievances and also give suggestions where needed. In all sites parents mentioned that they have never had workshops in parenting skills and also those for counselling to help them cope with personal and parenting problems, yet they do encounter challenges in those issues.

There was also a cry that educators do not do home visits on a friendly basis, they only visit when there is a death which they appreciate anyway, but they would highly appreciate friendly visits since they feel that could provide a more relaxed forum for exchange of information.

6.4 Obstacles to Parental Involvement

In interviews with educators, the researcher found that educators claim that they are always willing to work with parents they just refrain from school claiming that they are too busy to come when asked to.

During focus group discussions with parents the researcher got some different opinions, some parents claimed that some educators were not welcoming or at ease having them involved in their children's education, whereas some stated that they were shy to involve themselves in curriculum issues owing to their educational attainment.

In some sites parents mentioned the fact that at times they are reluctant to attend parent's meetings since these are conducted in open spaces owing to the unavailability of school halls yet in most cases the weather is unfavourable to them especially the sunny one, they then opt to absent themselves.

6.5 Conclusion and recommendations

The discussion in this chapter consolidated major issues leading to parents not involving themselves in the education of their children and addresses critical questions referred to previously. The high rate of unemployment, low educational attainment, educators who are apprehensive about working with parents, parents who do not have time available for involvement and lack of space in schools for parents' meetings, contribute to the low rate of parental involvement in children's education in the sites under study.

The researcher makes the following recommendations:

- Schools should provide workshops to put parents on board with the frequently changing curriculum.
- Schools should provide workshops in parenting skills and those for counselling to help them cope with personal and parenting problems.
- Schools should ensure that parents' meetings are held in favourable venues.

- Educators should always show willingness in involving parents in whatever matters pertaining to their children's' education.

- Educators should do friendly home visits.

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Parental Involvement in Children's Education: A Case Study
Nonzwakazi Maphanga

PARENTAL INVOLVEMENT (HOME-SCHOOL LINK) QUESTIONNAIRE

This questionnaire is to gather information relevant to parental involvement in the learning and development activities of children. Both the school and the home worlds are expected to come together and make complimentary, or shared, contributions to the learning and development of children. Therefore the overall objective of this questionnaire is to gather information that facilitates home-school link for effective learning and development of children.

Parental involvement, or home-school link, as used here, encompasses a broad spectrum of activities meant to bring together domains of home and school. These may include activities directly implemented in the schools or carried out at home, or within the community, all of which involve both parents and school staff supporting each other to facilitate the learning and development of children and hence the achievement of the school's educational objectives.

The information being sought by this questionnaire is for research purpose only. Confidentiality of information will be maintained and respondents are not asked to identify themselves by names. Please provide as much accurate information in response to each question, or statement, as possible.

Part One – Biographical Information

1.   Indicate by a tick:
1.1.   Your Status: **Parent -** (a) Single ☐   (b) Married. ☐ **Educator** ☐

1.2.   Your Gender/Sex: Female ☐   Male ☐

1.3.   Your age: Less than 25 years ☐   25 – 40 years ☐   above 40 years ☐

Parental Involvement in Children's Education: A Case Study
Nonzwakazi Maphanga

1.4.   Your income level per annum:

1.4.1.   Less than R 10, 000.00   ☐   1.4.2   R10, 000.00   - 50,000.00   ☐

1.4.3.   R 50,000.00 – 100,000.00   ☐   1.4.4   R100, 000.00 – 200,000.00   ☐

1.4.5.   R200, 000.00 – 500,000.00   ☐   1.4.6   Above R 500,000.00   ☐

1.5.   Your educational attainment:

1.5.1.   Below Matric. Level   ☐   1.5.2.   Up to Matric Level   ☐

1.5.3.   Post Matric but not up to tertiary level   ☐

1.5.4.   University/Technikon Degree/Diploma ☐   1.5.5.   Postgraduate ☐
level

Part Two – Potential Benefits of Parental Involvement or Home-School Links

Tick, or cross, "Yes" or "No" to indicate whether you agree or disagree with the following
statements regarding potential benefits of parental involvement, or home-school links

S/N	Potential Benefits of Home-School Link	YES	NO
2.1	Can improve parents' understanding of the school and education		
2.2	Can help parents gain information about their children's progress/development		
2.3	Can improve learners' attainment as parents participate in their children's learning		
2.4	Can enable parents to share knowledge of their own children with educators/educators		
2.5	Can help parents to learn from teaching staff how to help their children		
2.6	Can breakdown whatever barriers exist between the home and the school		
2.7	Can help both parents and educators to work together to achieve their shared goals;		
2.8	Can make school more sensitive to local needs and opinions;		
2.9	Can develop "open" schools that are resources in the community;		
2.10	Can help provide practical help for hard-pressed teaching staff.		

Part Three—Attitude to Parental Involvement, or Home-School Link

Tick, or cross, to indicate your agreement or disagreement as to the following statements.

		YES	NO
3.1	Involving parents in their children's education is time consuming and I am not prepared for such a sacrifice		
3.2.	I need to rest after a long day's work and I cannot take on any extra responsibility		
3.3	I will rather not want to be involved in what is happening in the school/home of my children/learners		
3.4.	Children's education should be left to the experts - the educators		
3.5.	Since we all have equal stake in what our children become I think we (both parents and educators) should work together		
3.6	No school can successfully educate children without the input(s) of homes and parents.		
3.7.	Children belong to both the home and the school worlds both of which must be involved in children's education/development		
3.8	Children's education is the school's responsibility and there is no need to involve parents.		

Part Four – Forms of Parental Involvement, or Home-School Link

Tick or cross to indicate whether you agree or disagree with statements below regarding the forms of link already existing in your child's, or children's, school(s) and the forms of link you would want to exist or continue to exist.

S/N	Various forms of Involvement or Home-School Link	ALREADY EXISTING	WANT TO EXIST
4.1	**Involving Parents directly in the Curriculum**		
4.1.1	Parents involved in homework assignment of children (with request to parents to check and sign the work).		
4.1.2	Workshops for parents to demystify curriculum like in Mathematics, Science or Computer workshops for families.		
4.1.3	Workshops to encourage parents work alongside their own children		
4.2	**Involving Parents in Children's transition to new school** (For information on aims, organization, routines and expectations of schools and for early cultivation of attitude of collaboration in parents)		
4.2.1	In workshops for preparing parents whose child/children is/are starting school or transferring to new school;		

Parental Involvement in Children's Education: A Case Study
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4.2.2	Requesting parents of children already in school to volunteer to make contact with parents of new entrants		
4.3	**Involving Parents in School and Classroom Activities** (Making parents support activities or events, or sharing their experiences)		
4.3.1	Parents volunteering to provide "an extra pair of hands for teaching staff", e.g. as replacement educator, or offer to share skills or experience to teach a particular subject topic or class		
4.3.2	Parents volunteering to help in the library, bookshop or buttery		
4.3.3	Parents volunteering to help run after-, or out-of school activities, e.g. art, music, computer, science clubs or other hobbies.		
4.3.4	Parents volunteering to carry out administrative and office duties, e.g. volunteering as receptionist or in clerical duties, etc.		
4.3.5	Parents assisting pupils with special needs, e.g. volunteering to listen to pupils with reading difficulties, or offering to teach children with learning difficulties		
4.3.6	Parents with specific expertise to contribute to the curriculum, e.g. as in career education when parents volunteer to talk about career options, arrange mock interviewing, or provide practical help in finding work-experience placements		
4.3.7	Parents volunteering to maintain school buildings and grounds, e.g. painting the school buildings, or general cleaning of school.		
4.3.8	Parents providing support in school clinic room, volunteering as medical doctor, dentist, nurse.		
4.4	**Involving Parents in Decision-making and Management**		
4.4.1	Parents participating in governing bodies of the schools (parent governors, chairperson of governing councils)		
4.4.2	Parents serving in advisory capacities as in consultative committees, school policy advisory group, etc.		
4.5.	**Provision of support to parents** (courses for parents' own education)	ALREADY EXISTING	WANT TO EXIST
4.5.1	School running courses/workshops in parenting skills for parents		
4.5.2	Providing courses and counselling for parents to help them cope with personal and parenting problems,		
4.5.3	Providing activities, as in periodic open day, for parents to give them opportunities to be close to their children in school, to check on their own and other children, to compare their children with classmates and to generally mix with other people in similar situation.		
4.6	Involving Parents in a two-way communication and as consumers (Parents requiring information about school and its policy and expect feedback about their children's progress)		
4.6.1	Regular meetings and seminars for parents, to serve as opportunities for contacts on variety of topics		
4.6.2	Regular parents' evenings, with changing locations and approaches		

4.6.3	Home visiting by school staff (especially for parents of new entrants and to provide a more relaxed forum for exchange of information		
4.6.4	Schools writing to parents about special school activities like career trips or excursions and other events		
4.6.5	Schools sending children's progress reports to parents		
4.6.6	Encouraging parents into school to collect their child's reports		
4.6.7	Making available to parents school timetables, diaries and syllabus or information materials on work to be done half-yearly or on yearly basis.		

Part Five: Obstacles to Parental Involvement

Tick, or cross, to indicate whether you agree or disagree with statements below as to what you

consider to be obstacles to parental involvement or home-school links.

S/N	Obstacles to Parental Involvement	YES	NO
1	Educators who are apprehensive about working with parents		
2	Educators who do not give priority to parental involvement, or think that parental involvement is inconsequential		
3	Educators who do not have time for parental involvement		
4	Parents who are apprehensive about schools		
5	Parents who do not have time available for involvement		
6	Parents who do not want involvement or think that involvement is inconsequential		
7	Lack of space in schools for meetings of parents and educators		
8	A lack of resources in schools for community uses		

Thank you for completing this questionnaire as accurately as you can.

APPENDIX B: Letter to parents

24 Pomegranate Road

Avoca Hills

4051

07 February 2005

Mzali

Ngibhala lencwadi ukukumema uzokuba yingxenye yocwaningo (research) mayelana nokuzibandakanya kwakho ekufundeni kwengane yakho. Mina nginguthisha osebenza e-Buhlebethu P.P. School. Lolucwaningo (research) luyingxenye yezifundo engizenza e-Nyuvesi ya-KwaZulu-Natal. Imvume yokuqhuba lolucwaningo ngiyitholile eMnyangweni wezemfundo namasiko. Ngingathokoza uma ungase uphumelele. Uma unesifiso sokuba yingxenye ngicela ugcwalise lemininingwane engenzansi ngizobese ngiyakuthinta ukuze sihlele usuku nesikhathi esingahlangana ngaso.

Igama:

Ucingo:

Ngiyavuma ☐ Angivumi ☐

Ngingabonga uma ungaphumelela

Yimina ozithobayo

N.C. Maphanga (Mrs.)

Ucingo: Cell-082 823 7941/Home-031 565 1155

APPENDIX C: Tables

QUESTION 2.1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	72	96.0	96.0	96.0
	No	3	4.0	4.0	100.0
	Total	75	100.0	100.0	

QUESTION 2.2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	75	100.0	100.0	100.0

QUESTION 2.3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	68	90.7	90.7	90.7
	No	7	9.3	9.3	100.0
	Total	75	100.0	100.0	

QUESTION 2.4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	70	93.3	93.3	93.3
	No	5	6.7	6.7	100.0
	Total	75	100.0	100.0	

QUESTION 2.5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	72	96.0	96.0	96.0
	No	3	4.0	4.0	100.0
	Total	75	100.0	100.0	

Parental Involvement in Children's Education: A Case Study
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QUESTION 2.6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	69	92.0	92.0	92.0
	No	6	8.0	8.0	100.0
	Total	75	100.0	100.0	

QUESTION 2.7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	69	92.0	92.0	92.0
	No	6	8.0	8.0	100.0
	Total	75	100.0	100.0	

QUESTION 2.8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	66	88.0	88.0	88.0
	No	9	12.0	12.0	100.0
	Total	75	100.0	100.0	

QUESTION 2.9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	63	84.0	84.0	84.0
	No	12	16.0	16.0	100.0
	Total	75	100.0	100.0	

QUESTION 2.10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	62	82.7	82.7	82.7
	No	13	17.3	17.3	100.0
	Total	75	100.0	100.0	

QUESTION 3.1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	8	10.7	10.7	10.7
	No	67	89.3	89.3	100.0
	Total	75	100.0	100.0	

QUESTION 3.2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	10	13.3	13.3	13.3
	No	65	86.7	86.7	100.0
	Total	75	100.0	100.0	

QUESTION 3.3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7	9.3	9.3	9.3
	No	68	90.7	90.7	100.0
	Total	75	100.0	100.0	

QUESTION 3.4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	5	6.7	6.7	6.7
	No	70	93.3	93.3	100.0
	Total	75	100.0	100.0	

QUESTION 3.5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	69	92.0	92.0	92.0
	No	6	8.0	8.0	100.0
	Total	75	100.0	100.0	

QUESTION 3.6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	71	94.7	94.7	94.7
	No	4	5.3	5.3	100.0
	Total	75	100.0	100.0	

QUESTION 3.7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	73	97.3	97.3	97.3
	No	2	2.7	2.7	100.0
	Total	75	100.0	100.0	

QUESTION 3.8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	5	6.7	6.7	6.7
	No	70	93.3	93.3	100.0
	Total	75	100.0	100.0	

QUESTION 4.1.1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Already existing	30	40.0	40.0	40.0
	Want to exist	45	60.0	60.0	100.0
	Total	75	100.0	100.0	

QUESTION 4.1.2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Already existing	5	6.7	6.7	6.7
	Want to exist	70	93.3	93.3	100.0
	Total	75	100.0	100.0	

QUESTION 4.1.3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Already existing	15	20.0	20.0	20.0
	Want to exist	60	80.0	80.0	100.0
	Total	75	100.0	100.0	

QUESTION4.2.1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Already existing	12	16.0	16.0	16.0
	Want to exist	63	84.0	84.0	100.0
	Total	75	100.0	100.0	

QUESTION 4.2.2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Already existing	10	13.3	13.3	13.3
	Want to exist	65	86.7	86.7	100.0
	Total	75	100.0	100.0	

QUESTION 4.3.1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Already existing	10	13.3	13.3	13.3
	Want to exist	65	86.7	86.7	100.0
	Total	75	100.0	100.0	

QUESTION 4.3.2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Already existing	4	5.3	5.3	5.3
	Want to exist	71	94.7	94.7	100.0
	Total	75	100.0	100.0	

QUESTION 4.3.3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Already existing	6	8.0	8.0	8.0
	Want to exist	69	92.0	92.0	100.0
	Total	75	100.0	100.0	

QUESTION 4.3.4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Already existing	4	5.3	5.3	5.3
	Want to exist	71	94.7	94.7	100.0
	Total	75	100.0	100.0	

QUESTION 4.3.5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Already existing	6	8.0	8.0	8.0
	Want to exist	69	92.0	92.0	100.0
	Total	75	100.0	100.0	

QUESTION 4.3.6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Already existing	5	6.7	6.7	6.7
	Want to exist	70	93.3	93.3	100.0
	Total	75	100.0	100.0	

QUESTION 4.3.7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Already existing	31	41.3	41.3	41.3
	Want to exist	44	58.7	58.7	100.0
	Total	75	100.0	100.0	

QUESTION 4.3.8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Already existing	4	5.3	5.3	5.3
	Want to exist	71	94.7	94.7	100.0
	Total	75	100.0	100.0	

QUESTION 4.4.1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Already existing	70	93.3	93.3	93.3
	Want to exist	5	6.7	6.7	100.0
	Total	75	100.0	100.0	

QUESTION 4.4.2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Already existing	46	61.3	61.3	61.3
	Want to exist	29	38.7	38.7	100.0
	Total	75	100.0	100.0	

QUESTION 4.5.1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Already existing	24	32.0	32.0	32.0
	Want to exist	51	68.0	68.0	100.0
	Total	75	100.0	100.0	

QUESTION 4.5.2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Already existing	11	14.7	14.7	14.7
	Want to exist	64	85.3	85.3	100.0
	Total	75	100.0	100.0	

QUESTION 4.5.3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Already existing	24	32.0	32.0	32.0
	Want to exist	51	68.0	68.0	100.0
	Total	75	100.0	100.0	

QUESTION 4.6.1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Already existing	35	46.7	46.7	46.7
	Want to exist	40	53.3	53.3	100.0
	Total	75	100.0	100.0	

QUESTION 4.6.2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Already existing	18	24.0	24.0	24.0
	Want to exist	57	76.0	76.0	100.0
	Total	75	100.0	100.0	

QUESTION 4.6.3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Already existing	11	14.7	14.7	14.7
	Want to exist	64	85.3	85.3	100.0
	Total	75	100.0	100.0	

QUESTION 4.6.4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Already existing	71	94.7	94.7	94.7
	Want to exist	4	5.3	5.3	100.0
	Total	75	100.0	100.0	

QUESTION 4.6.5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Already existing	71	94.7	94.7	94.7
	Want to exist	4	5.3	5.3	100.0
	Total	75	100.0	100.0	

QUESTION 4.6.6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Already existing	29	38.7	38.7	38.7
	Want to exist	46	61.3	61.3	100.0
	Total	75	100.0	100.0	

QUESTION 4.6.7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Already existing	20	26.7	26.7	26.7
	Want to exist	55	73.3	73.3	100.0
	Total	75	100.0	100.0	

QUESTION 5.1: Educators who are apprehensive about working with parents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	28	37.3	37.3	37.3
	No	47	62.7	62.7	100.0
	Total	75	100.0	100.0	

QUESTION 5.2: Educators who do not give priority to parental involvement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	27	36.0	36.0	36.0
	No	48	64.0	64.0	100.0
	Total	75	100.0	100.0	

QUESTION 5.3: Educators who do not have time for parental involvement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	22	29.3	29.3	29.3
	No	53	70.7	70.7	100.0
	Total	75	100.0	100.0	

QUESTION 5.4: Parents who are apprehensive about schools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	33	44.0	44.0	44.0
	No	42	56.0	56.0	100.0
	Total	75	100.0	100.0	

QUESTION 5.5: Parents who do not have time available for involvement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	42	56.0	56.0	56.0
	No	33	44.0	44.0	100.0
	Total	75	100.0	100.0	

QUESTION 5.6: Parents who do not want involvement or think that involvement is inconsequential

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	41	54.7	54.7	54.7
	No	34	45.3	45.3	100.0
	Total	75	100.0	100.0	

QUESTION 5.7: Lack of space in schools for meetings of parents and educators

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	33	44.0	44.0	44.0
	No	42	56.0	56.0	100.0
	Total	75	100.0	100.0	

QUESTION 5.8: A lack of resources in schools for community uses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	35	46.7	46.7	46.7
	No	40	53.3	53.3	100.0
	Total	75	100.0	100.0	

SCHOOL OF EDUCATIONAL STUDIES
Westville Campus

POSTGRADUATE SECTOR

**UNIVERSITY OF
KWAZULU-NATAL**

October 7, 2004

TO WHO IT MAY CONCERN

RE – APPROVAL TO CONDUCT RESEARCH

Approval has been given by the Province of Kwazulu Natal Department of Education to conduct a research on Parental Involvement (Home-School Link) in selected primary and high schools in the province (see attached copy of letter from the Department).

The bearer *NONZWAKAZI C. MAPHANGA* is one of the research associates helping to administer the research instrument.

I should be highly pleased if you are kind enough to give him/her your cooperation.

Thank you.

Prof. O. Bojuwoye
Principal Researcher

Postal Address: Private Bag X54001, Durban, 4000, South Africa

ne: +27-31 260 7604   Facsimile: +27 31 260 7866   Email: anisha@ukzn.ac.za   Website: www.ukzn.ac.za

Campuses: Edgewood   Howard College   Medical School   Pietermaritzburg   Westville
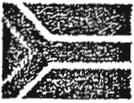
PROVINCE OF KWAZULU-NATAL
ISIFUNDAZWE SAKWAZULU-NATAL
PROVINSIE KWAZULU-NATAL

DEPARTMENT OF EDUCATION
UMNYANGO WEMFUNDO
DEPARTEMENT VAN ONDERWYS

HEAD OFFICE	INHLOKO HHOVISI	HOOFKANTOOR

ADDRESS: IKHELI: ADRES:	EX-DURBAN COLLEGE OF EDUCATION CNR. NICHOLSON ROAD AND QUEEN MARY AVENUE UMBILO	PRIVATE BAG: ISIKHWAMA SEPOSI: PRIVAATSAK:	X05 ROSSBURGH 4072	TELEPHONE: UCINGO: TELEFOON: 031 2744919
				FAX: 031 2744922
				Cell 083 337 1324
ENQUIRIES: MIBUZO: NAVRAE:	S. R. Alwar	REFERENCE: INKOMBA: VERWYSING.	Permission: Research	DATE: USUKU: DATUM: **20 August 2004**

RE: APPROVAL TO CONDUCT RESEARCH

TO WHOM IT MAY CONCERN

This is to serve as a notice that **Prof. O Bojuwoye** has been granted permission to conduct research with the following terms and conditions:

- That as a researcher, she/he **must** present a copy of the written approval from the Department to the Head of the Institution concerned before any research may be undertaken at a departmental institution.

- Attached is the list of schools she/he has been granted permission to conduct research in. however, it must be noted that the schools are not obligated to participate in the research if it is not a KZNDEC project.

- **Prof. O Bojuwoye** has been granted special permission to conduct her/his research during official contact times, as it is believed that her/his presence would not interrupt **education programmes**. Should education programmes be interrupted, she/he must, therefore, conduct his/her research during nonofficial contact times.

- No school is expected to participate in the research during the fourth school term, as this is the critical period for schools to focus on their exams.

Comments: _____

_____

Thandiwe Zungu
Deputy Director: Research, Strategy and Policy Development

Comments: _____

_____

B H Mthabela
Director: Research, Strategy Development and ECMIS

UNIVERSITY OF
KWAZULU-NATAL

RESEARCH OFFICE (FRANCIS STOCK BUILDING)
HOWARD COLLEGE
TELEPHONE NO.: 031 – 2603587

7 MARCH 2005

MRS. NC MAPHANGA
EDUCATIONAL STUDIES

Dear Mrs. Maphanga

ETHICAL CLEARANCE

I wish to confirm that ethical clearance has been granted for the following project subject to, informed consent to introduce the researcher:

> "Parental involvement in their children's education in selected schools in iNanda Area KwaZulu Natal"

Yours faithfully

MS. PHUMELELE XIMBA
(FOR) MANAGER: RESEARCH OFFICE

PS: The following general condition is applicable to all projects that have been granted ethical clearance:

THE RELEVANT AUTHORITIES SHOULD BE CONTACTED IN ORDER TO OBTAIN THE NECESSARY APPROVAL SHOULD THE RESEARCH INVOLVE UTILIZATION OF SPACE AND/OR FACILITIES AT OTHER INSTITUTIONS/ORGANISATIONS. WHERE QUESTIONNAIRES ARE USED IN THE PROJECT, THE RESEARCHER SHOULD ENSURE THAT THE QUESTIONNAIRE INCLUDES A SECTION AT THE END WHICH SHOULD BE COMPLETED BY THE PARTICIPANT (PRIOR TO THE COMPLETION OF THE QUESTIONNAIRE) INDICATING THAT HE/SHE WAS INFORMED OF THE NATURE AND PURPOSE OF THE PROJECT AND THAT THE INFORMATION GIVEN WILL BE KEPT CONFIDENTIAL.

cc. Director of School
cc. Supervisor