

## Appendix 1: Introductory letter to the head-teacher

L. Monadjem  
(Researcher's address  
and telephone  
number)

To the Head-teacher

Re: Permission to carry out a parental involvement study at your school.

Dear Sir/Madam,

I am currently registered at UNISA to do a DEd in Psychology of Education. The main aim of my research is to involve parents of Swazi senior primary school children in the education of their children to the benefit of the pupils, their parents and teachers.

Five schools in the Mbabane/Manzini region have been selected for this study of which yours is one. I would like to request permission to carry out the study at your school.

The first part of my study requires the parents of your Grade 5 pupils to answer a questionnaire. The questionnaires will be handed out to the pupils in class, this will only take a few minutes, and pupils will be requested to take their parents questionnaires home with them. Secondly teachers will be briefly interviewed at a time convenient to them. Thus, the study should not be disruptive to the school routine. Furthermore, the study is completely anonymous and confidential and, thus, will not violate the privacy or dignity of any of the participants including the schools themselves.

A report of the findings from your school, that you can use to the benefit of your pupils, parents and teachers, will be submitted to you in 2002. The results from all five schools will then form the basis of the rest of the study, which should be of great benefit to the children of Swaziland generally.

Please consider my request favorably.

Yours truly,

Mrs. Lynette Monadjem  
(MSc, BEd, HED).

## Appendix II: Parent cover letter and questionnaire

### Parent cover letter

Lynette Monadjem  
(address and  
telephone number of  
researcher)

Dear Parent/Guardian,

The Grade 5 classes of 5 schools in Swaziland have been selected for a study on the relationship between parents and schools done by Mrs. L. Monadjem from UNISA.

\_\_\_\_\_ (name of school) is one of those selected. Please fill in the following questionnaire to tell me about your relationship with this school. There are no right or wrong answers but your opinions will help us to provide your children with better education and will help the school to meet your needs as parents since each school will receive a report of the results. Completing the questionnaire is completely voluntary but it should only take a few minutes and will really benefit your children and yourselves in the future. The questionnaire is completely confidential and anonymous. I will not know who you are and the school will not see the questionnaires. Please do not write your name on the questionnaire or discuss it with other parents before returning it to the school.

I would be most grateful if you would complete the questionnaire and return it to the school in its sealed envelope by \_\_\_\_\_.

The children will each get a few sweets on the return of your completed questionnaire, this is to encourage them to remember to give it to you.

Please feel free to contact me by telephone if you have any queries.

Thank you very much for your help,

Yours truly,

Mrs Lynette Monadjem (Researcher).  
MSc, HED, BEd.



**B. Families get involved in different ways at school or at home. Which of the following have you done THIS YEAR with your Grade 5 child?**

Please circle one choice for each statement:

- 1 Means you do NOT do this
- 2 Means you have NOT done this yet this year
- 3 Means you have done this ONCE or a FEW TIMES this year
- 4 Means you have done this MANY TIMES this year

**I ....**

- |   |   |   |   |   |
|---|---|---|---|---|
| 16. Talk to my child about school work  | 1 | 2 | 3 | 4 |
| 17. Visit the classroom   | 1 | 2 | 3 | 4 |
| 18. Read to my child  | 1 | 2 | 3 | 4 |
| 19. Listen to my child read   | 1 | 2 | 3 | 4 |
| 20. Help my child with homework   | 1 | 2 | 3 | 4 |
| 21. Check that my child has done his/her homework                                 | 1 | 2 | 3 | 4 |
| 22. See that my child makes up work after being absent                            | 1 | 2 | 3 | 4 |
| 23. Listen to, or read, a story my child wrote                                    | 1 | 2 | 3 | 4 |
| 24. Practice spelling or other skills before a test                               | 1 | 2 | 3 | 4 |
| 25. Talk to my child about TV programmes  | 1 | 2 | 3 | 4 |
| 26. Play games at home to teach my child new things                               | 1 | 2 | 3 | 4 |
| 27. Teach my child household chores   | 1 | 2 | 3 | 4 |
| 28. Talk with the teacher on the phone or at school                               | 1 | 2 | 3 | 4 |
| 29. Go to PTA/PTO meetings  | 1 | 2 | 3 | 4 |
| 30. Go to sports events at the school   | 1 | 2 | 3 | 4 |
| 31. Go to plays, musical or other social<br>or cultural events at the school      | 1 | 2 | 3 | 4 |
| 32. Go to parent-teacher evenings or meetings                                     | 1 | 2 | 3 | 4 |
| 33. Do fundraising for the school   | 1 | 2 | 3 | 4 |
| 34. Take my child to museums, libraries, air shows<br>or other educational venues | 1 | 2 | 3 | 4 |
| 35. Limit the amount of time my child watches TV                                  | 1 | 2 | 3 | 4 |
| 36. Have rules about homework   | 1 | 2 | 3 | 4 |

**C. Schools contact families in different ways.**

CIRCLE one choice to show whether the school has done these things this YEAR....

- 1 Means the school does NOT do this
- 2 Means the school does this but COULD DO MUCH BETTER
- 3 Means the school DOES this FAIRLY WELL
- 4 Means the school DOES this VERY WELL

**The school.....**

37.	Tells me how my child is doing at school	1	2	3	4
38.	Tells me what skills my child needs to learn each year	1	2	3	4
39.	Asks me to check my child's homework	1	2	3	4
40.	Gives me ideas of how to help my child at home	1	2	3	4
41.	Asks me to volunteer for a few hours at the school	1	2	3	4
42.	Sends home clear notices that can be read	1	2	3	4
43.	Invites me to events at the school	1	2	3	4
44.	Invites me to parent-teacher meetings at school	1	2	3	4
45.	Sends home news about things happening at school	1	2	3	4
46.	Asks me to raise funds for the school	1	2	3	4
47.	Asks me for information about my child	1	2	3	4
48.	Asks me to help make decisions about what and how my child is taught	1	2	3	4
49.	Asks me to help make decisions about school staff	1	2	3	4
50.	Asks me to help make decisions about school discipline	1	2	3	4
51.	Asks me to help make decisions about school uniform	1	2	3	4
52.	Asks me to help make decisions about how school funds are spent	1	2	3	4
53.	Asks the community to play a role in the children's schooling	1	2	3	4
54.	Involves local businesses and cultural organisations in my child's schooling	1	2	3	4

Please turn over.....

**D. Please answer the following questions, they are needed for statistical purposes. Remember your answers are anonymous and confidential.**

Please CIRCLE one option for each statement:

- a. My Grade 5 child is a: **girl / boy**
- b. I am the child's: **parent / guardian**
- c. I expect my child to finish: **primary school / high school / college / university**
- d. I am: **single / married / divorced / remarried**
- e. My age is? **20- 30 / 30-40/ Above 40**
- f. I am: **employed / unemployed**
- g. I am: **male / female**
- h. I completed: **no formal education / primary school / high school / college / university**
- i. I am: **Black / Coloured / White / Asian**
- j. My home language is: **siSwati / English / Portuguese/ other**
- k. My families yearly income is:
  - Less than E6000**
  - E6 000-E18 000**
  - E 18 000 – E 36 000**
  - E 36 000 – E 52 000**
  - E52 000 – E84 000**
  - Above E84 000**
- l. The name of the school my child attends is \_\_\_\_\_

Thank you very much for helping me to help our children have a better future !

### Appendix 3: siSwati translation of the parent questionnaire

#### A. Ngicela kwati kutsi ucabangani ngalesikolwa. Loku kutasisita kutsi silungisele likusasa.

Uyacelwa kutsi wente INDINGILIZI kulowo mbono lowukhetsile:

- 1 Usho kutsi AWUVUMELANI NHLOBO NALOMBONO
- 2 Usho kutsi AWUVUMELANI KAKHULU NALOMBONO
- 3 Usho kutsi UVUMA KANCANE-NJE
- 4 Usho kutsi UVUMA KAKHULU

Sibonelo: Ngiyatsandza kukhulumisana nemntfwana wami 1 2 3 4  
(Kusho kutsi uvumelana kakhulu nalombono)

#### Ucabangani ngaloku....

- |   |   |   |   |   |
|---|---|---|---|---|
| 1. Lesi sikolwa lesikahle kakhulu   | 1 | 2 | 3 | 4 |
| 2. Botishela bayamnakekela umntfwanami  | 1 | 2 | 3 | 4 |
| 3. Umntfwanami uyatsandza kukhuluma ngesikolwa sakhe nakasekhaya                                  | 1 | 2 | 3 | 4 |
| 4. Unftwanami ngifuna aniketwe kakhulu umsebenti wesikolwa latawenta ekhaya                       | 1 | 2 | 3 | 4 |
| 5. Ngitiva ngemukelekile kulesikolwa  | 1 | 2 | 3 | 4 |
| 6. Batali labaningi lengibatiko bayasita lapha esikolweni   | 1 | 2 | 3 | 4 |
| 7. Mine nesikolwa sinemicondvo lefanako mayelana nemntfwanami                                     | 1 | 2 | 3 | 4 |
| 8. Ngingamsita umntfwanami ekufundzeni  | 1 | 2 | 3 | 4 |
| 9. Ngingamsita umntfwanami etibalweni   | 1 | 2 | 3 | 4 |
| 10. Ngingamsita kancono umntfwanami uma botishela bebanganginika imicondvo leminingi              | 1 | 2 | 3 | 4 |
| 11. Umntfwanami ufundza ngalokwenele kulesikolwa  | 1 | 2 | 3 | 4 |
| 12. Batali bafaka sandla kakhulu emabangeni laphansi  | 1 | 2 | 3 | 4 |
| 13. Lesikolwa yindzawo lenhle kubantfwana nebatali  | 1 | 2 | 3 | 4 |
| 14. Lesikolwa asitsintsani nami nje kuphela uma kufuneka timali noma umntfwana angatiphatsi kahle | 1 | 2 | 3 | 4 |
| 15. Tishela wemntfwanami uyatsandza kuva imibono yami   | 1 | 2 | 3 | 4 |

**B. Imindeni itibandzakanya ngetindlela letinengi kulokwenteka ekhaya nasesikolweni. Kuloko lokulandzelako ngukuphi lokwentile nemtfwanakho lofundza libanga lesihlanu?**

Yenta INDINGILIZI kuloko lokukhetsile:

- 1 Usho kutsi AWUKWENTI loku
- 2 Usho kutsi USENGAKAKWENTI loko kulomnyaka
- 3 Usho kutsi loko UKWENTE KANYE noma kambalwa kulomnyaka
- 4 Usho kutsi loku UKWENTE KANENGI KULOMNYAKA

Ngiya ....

16. Kukhuluma nemntfwanami ngemsebenti wesikolwa	1	2	3	4
17. Vakashela tindlu tekufundzela	1	2	3	4
18. Mfundzela umntfwanami	1	2	3	4
19. Mlalela umntfwanami afundza	1	2	3	4
20. Msita umntfwanami emsebentini wesikolwa labuya nawo ekhaya	1	2	3	4
21. Buka kutsi umntfwanami umwentile umsebenti wesikolwa labuya nawo ekhaya	1	2	3	4
22. Bona kutsi umntfwanami uyawenta umsebenti wesikolwa lowentiwe nakangekho esikolweni	1	2	3	4
23. Lalela noma ngifundze indzaba lebhalwe ngumntfwanami	1	2	3	4
24. Lungiselela kubhala kahle emagama nekubona kutsi unawo nalamanye emakhono lafunekako ngaphambi kwesivivinyo	1	2	3	4
25. Khuluma nemntfwanami ngeluhlelo lwa-Mabona kudze (iTV)	1	2	3	4
26. Dlala imidlalo ekhaya ngenhloso yekufundzisa umntfwanami tintfo letinsha	1	2	3	4
27. Mfundzisa umntfwanami imisebenti yasekhaya	1	2	3	4
28. Khulumisana natishela ngelucingo noma buso nebuso esikolweni	1	2	3	4
29. Ya emihlanganweni yema PTA noma ema PTO	1	2	3	4
30. Ya emidlalweni yesikolwa	1	2	3	4
31. Ya emidlalweni, emiculweni nakuletinye tintfo letihambelana nemasiko esikolweni	1	2	3	4
32. Ya emibutfwaneni yebatali nematishela	1	2	3	4
33. Sakhela sikolwa timali	1	2	3	4
34. Muyisa umntfwanami etindzaweni letifana nase msamo, emtatjeni wetincwadzi, emibukisweni yetindiza nalokunye lokufundzisako	1	2	3	4
35. Bona kutsi umntfwanami akacitsi sikhatsi lesiningi abukela i-TV	1	2	3	4
36. Yabeka imitsetfo lesita mayelana nemsebenti wesikolwa labuya nawo ekhaya	1	2	3	4



### C. Tikolwa titsintsana nebatali ngetindlela letinengi.

Yenta INDINGILIZI kutjengisa kutsi sikolwa sitentile yini lentintfo letilandzelako kulomnyaka.

- 1 Usho kutsi sikolwa ASIKWENTI loko
- 2 Usho kutsi siyakwenta loku kodvwa SINGENTA KAKHULU
- 3 Usho kutsi SIKWENTA KAHLE KAKHULU
- 4 Usho kutsi sikolwa SIKWENTA KAHLE LOKU

#### Sikolwa.....

- |  |   |   |   |   |
|--|---|---|---|---|
| 37.Siyangatisa kutsi umntfwanami uchubanjani   | 1 | 2 | 3 | 4 |
| 38. Siyangitjela kutsi nguwapshi emakhono lafenele awafundze kulowo nalowomnyaka         | 1 | 2 | 3 | 4 |
| 39. Siyangicela kutsi ngibuke umsebenti wesikolwa labuya nawo ekhaya umntfwanami         | 1 | 2 | 3 | 4 |
| 40. Siyanginika imicondvo yekutsi ngingamsita kanjani untfwanami ekhaya                  | 1 | 2 | 3 | 4 |
| 41. Siyangicela kutsi ngisite esikolweni ema- awa lambalwa                               | 1 | 2 | 3 | 4 |
| 42. Sitfumela tincwadzi letibhalwe kahle futsi letifundzekako                            | 1 | 2 | 3 | 4 |
| 43.Siyangimema emicimbi ni yesikolwa   | 1 | 2 | 3 | 4 |
| 44.Siyangimema emihlanganweni yebatali nematishela esikolweni                            | 1 | 2 | 3 | 4 |
| 45.Siyayitfumela imibiko ngetintfo letenteka esikolweni                                  | 1 | 2 | 3 | 4 |
| 46. Siyangicela kutsi ngicokelele timali letidzingwa sikolwa                             | 1 | 2 | 3 | 4 |
| 47. Siyangicela kutsi ngisitjele ngemntfwanami   | 1 | 2 | 3 | 4 |
| 48. Singicela kutsi ngibeke imibono ngekutsi umntfwanami afundzeni futsi afundze kanjani | 1 | 2 | 3 | 4 |
| 49. Siyangicela kutsi ngibeke imibono ngebafundzisi                                      | 1 | 2 | 3 | 4 |
| 50.Siyangicela kutsi ngibeke imibono ngekuphatfwa kwebantwana esikolweni                 | 1 | 2 | 3 | 4 |
| 51.Siyangicela kutsi ngibeke imibono ngetembatfo tesikolwa                               | 1 | 2 | 3 | 4 |
| 52.Siyangicela kutsi ngibeke imibono ngekutsi timali tesikolwa tisetjentiswa njani       | 1 | 2 | 3 | 4 |
| 53..Siyawucela umphakatsi udlale indzima emfundvweni yebantfwana                         | 1 | 2 | 3 | 4 |
| 54. Siyabafaka bosomabhizinisi netinhlango temphakatsi ekufundzeni kwebantfwana          | 1 | 2 | 3 | 4 |

**D. Uyacelwa kutsi uphendvule lemibuto lelandzelako lapha. Loku kuyadzingakala laphosekubalwa. Khumbula kutsi timphendvulo takho atinawatiwa kutsi tabani, futsi titaba sifuba sakho.**

Uyacelwa kutsi ubeke luphawu lwe INDINGILIZI kulowo nalowombono:

- a. Umntfwanami welibanga lesihlanu: yintfombatana / ngumfana
- b. Ngingumtali / ngingumgcini wemntfwana
- c. Ngibheke kutsi umntfwanami acedze esikoleni lesincane / lesiphakeme/ ekolishi / enyuvesi
- d. Angikashadi / ngishadile / ngidivosile / ngashada futsi / widowed?
- e. Uneminyaka lemingaki wena? 20- 30 / 30-40/ ngetula kwa 40
- f. Ngicashiwe / angikacashwa
- g. Ngiwesilisa / ngiwesifazane
- h. Angikafundzi / ngacedza esikolweni lesincane / lesiphakeme / ekolishi / enyuvesi
- i. Ngimnyama / ngilikalatsi / ngimhlophe / ngiLindiya
- j. Lulwimi lwami siSwati, Singisi, Siphuthukezi / lolunye
- k. Imali lengenako ekhaya ngemnyaka: Ingaphansi kwa E6000  
Isemkhatsini wa E6 000 na E18 000  
Isemkhatsini wa E 18 000 na E 36 000  
Isemkhatsini wa E 36 000 na E 52 000  
Isemkhatsini wa E52 000 na E84 000  
Ingetulu kwa E84 000

Ngiyabonga kutsi ningisite kutsi ngisite bantfwabetfu kutsi babe nelikusasa lelincono!

## Appendix IV: Interview guide for the individual teacher interviews

(Remind teacher to relax).

The following topics will be discussed:

1. What do you feel your **role** is as a **teacher**?
2. What is the **parent's role/ duty** towards their child's education, what is a good parent? What valuable skills/attributes do they have? Are they fulfilling their roles adequately? Describe the "typical" parent.
3. How much do you feel these roles **overlap**? What is the parent's relationship with the school?
4. Which of the following **activities do** parents play a role in: Fund raising, volunteering in the classroom, helping their children at home with homework and projects, discipline, making decisions about the way the school is run, discipline, staffing, school uniform, curriculum, how pupils are taught, taking their children on educational trips/activities, attending social, sports and cultural events, attending parent-teacher meetings, signing homework books, attending PTA, attending parent workshops, responding to school communications, setting rules about homework?
5. Which of these activities **should** parents play a role in. How big a role?
6. Would you find any of these roles **uncomfortable** and why? Would parents be willing to play a bigger role if they knew what to do?
7. How often and in what ways do you **communicate** with parents? What language is used?
8. Does the school help the parent with **basic parenting skills**?
9. Does the school provide guidance on how parents can **help at home**, ask parents to **volunteer, fundraise**, invite into classroom, **and make decisions**?
10. Should parents be more involved? Why are they not more involved? **Barriers** ?
11. Does the school ask for or receive any help or input from the **local community, businesses and agencies**?
12. Where you given any **training** in parental involvement at college or in service?
13. Who is on the school committee and how is it elected? What is the difference between its function and that of the PTA?
14. Do you have anything to add?

## Appendix V- Materials given to the parents at the workshop

Dear Parents,

The chart below is to help you determine whether you are providing an environment that will lead to good school learning for your child. You do not need to hand in this chart, it is for your information only and you can use it to guide future efforts. If you make major changes you should see clear results in about six months. Your child is likely to become more interested in school and more eager to do his/her best. You should also see your child's test scores and marks go up.

	Almost always true	Sometimes true	Rarely or never true
<b>Does your home encourage learning? Score two points for a statement that is almost always true of your home; score one point if its "sometimes true"; score zero if it's "rarely or never true".</b>			
1. Everyone in my family has a household responsibility, at least one chore that must be done on time.			
2. We have regular times for members of the family to eat sleep, play, work, and study.			
3. Schoolwork and reading come before play, TV, or even other work.			
4. I praise my child for good schoolwork, sometimes in front of other people.			
5. My child has a quiet place to study, a desk or table at which to work, and books, including a dictionary or other reference material.			
6. The members of my family talk about hobbies, games, news, the books we are reading, and the movies and TV programmes we have seen.			
7. The family visits museums, libraries, zoos, historical sites and other places of interest.			
8. I encourage good speech habits, helping my child to use the correct words and phrases and to learn new ones.			
9. At dinner, or some other daily occasion, our family talks about the day's events. Everyone has a chance to speak and be listened to.			
10. I know my child's current teacher; what my child is doing in school; and which learning materials are being used.			
11. I expect quality work and a good grade. I know my child's strengths and weaknesses and give encouragement and special help when they are needed.			
12. I talk to my child about the future, about planning for high school and college, and about aiming for a high level of education and a good job.			
Total points			

(From Jantes 1995)

The more points you scored the better! A maximum of 24 points could be scored.

If you scored ten points or more your home ranks in the top quarter of homes in terms of the support and encouragement you give your child for school learning.

If you scored 7 to 10 points, you are average in the support you give your child for school learning.

If you scored six or lower, your home is in the bottom quarter in terms of the amount of support you give your child for school learning.



## **Paired reading**

This technique has been found to improve a child's reading accuracy and comprehension, as well as his attitude to reading and his relationship with his parents.

### **Rules for successful paired reading**

1. Paired reading is supposed to be fun, the more relaxed, calm parent or relative should do the reading with the child. The child should never be shouted at, punished or otherwise treated negatively if he makes mistakes while reading.
2. The parent or relative should spend at least 5 min a day, 5 days a week, doing the reading. It is Ok to spend longer if both the parent and child are enjoying themselves but frequent short sessions are more successful than long sessions with big breaks in between.

### **Steps for paired reading**

1. The child should choose a book he is interested in. It doesn't matter if it is a year or two above his reading level. The book should NOT be a schoolbook.
2. Before opening the book the parent and child should discuss the title of the book and look at the cover. They should try to guess what the story is about.
3. The child should then start reading.
4. The child and parent should agree on a signal before starting to read that the child will use to indicate that he needs help (such as tapping the parent on the leg).
5. Whenever the child signals the parent for help the parent should supply the child with the missing word and then the child should continue reading.
6. At the end of the chapter or section the parent should:
  - ask the child to explain what he has been reading about
  - ask how, when, where, who and why questions
  - discuss the story line with the child
  - ask the child to predict what will happen next in the story
  - explain any new words to the child
  - discuss pictures with the child

Remember at all times that this method only works if the child is having FUN!

(From Topping 1995)

### **A few other strategies for improving your child's school success:**

#### **Maths –**

1. Practice time tables. Do not let the child say " 4, 8, 12, ....", rather ask "what is 6 X 7?" etc
2. Make word sums for your child based on home situations. E.g. "A mother go to the shop, she buys 5 apples for 16c each, 200g of flour at E6/kg ....., how much does she spend?"
3. When cooking, show your child fractions. E.g. "If I cut the carrot into six pieces and eat 5 of them, I have eaten five sixths of the carrot".
4. Encourage your child to have a positive attitude to maths and not to fear it.

#### **English –**

Children whose home language is not English need to hear it in the home as well as at school. There are many words and concepts that are discussed in the home that never arise at the school. Thus, One parent should speak the home language and the other should speak English. The child can reply in either language.

## **Appendix VI: Interview guide for the parent interviews**

Thank parent, explain purpose of interview and ask permission to film. EXPLAIN CONFIDENTIALITY.

### Biographical data

Parent's name:

Gender of parent:

Parent, guardian, relative?

School child attends:

Grade child is in:

Name of child?

Does the child stay with you?

Are you married, single, divorced, remarried, widowed?

Do you live with your partner?

What is your highest level of education? Primary, secondary, tertiary?

What is your age?

What is your occupation?

Number of other children and ages:

## Interview

1. Please describe your role as a parent towards your child's education.
2. What is the teacher's role?
3. Please describe your relationship with/experiences with the teacher/school
4. In what ways are you currently involved:
  - At school (PTA, sports, parent-teacher)
  - At home (homework)
  - Making decisions
5. Biggest barriers to involvement?
6. **What would you like, and could manage, to do in terms of P.I. (at home, at school, decisions):**
  - **How long**
  - **How often**
  - **Why?**