

**PARENTAL INVOLVEMENT IN FOUNDATION PHASE: A CASE IN MAFIKENG, NORTH  
WEST PROVINCE**

By

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at the

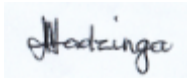
**UNIVERSITY OF SOUTH AFRICA**

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## DECLARATION

I, **JOYCE MADZINGA** hereby declare that **PARENTAL INVOLVEMENT IN FOUNDATION PHASE FROM THE PERSPECTIVES OF PARENTS AND TEACHERS: A CASE IN MAFIKENG, NORTH WEST PROVINCE** is my work and that all the sources used or quoted have been indicated and acknowledged by means of complete references.

A small, light blue rectangular box containing a handwritten signature in black ink that reads "J. Madzinga".

SIGNATURE

DATE: 22 October 2020

**J. Madzinga**

## **DEDICATION**

I dedicate this study to my late parents Kenneth Manyame and Estery Dzingirayi Manyame, my nephews, nieces, son and husband for their support. I also dedicate it to friends who stood with me through different challenges. These friends gave me unwavering support throughout the research.

## **ACKNOWLEDGEMENTS**

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- Dr F. M. Mavuso, my supervisor, for her professional guidance, mentorship, assistance, motivation, patience and supervision during my research
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Above all, I thank the Almighty God, my Creator, Advisor and Provider, for giving me the wisdom, knowledge, understanding and strength to undertake and complete this study.

## **ABSTRACT ENGLISH**

Parental involvement is a topic of discussion in schools because of the assumption that it improves learner performance. There is a problem of underperformance in schools which may be caused by lack of parental involvement in children's education. Based on the above problem this research aims at exploring the teachers' and parents' perceptions and experiences of parental involvement at a school in North West Province.

The researcher follows a qualitative approach adopting a case study design. Purposive sampling was used to sample 12 participants who were presumed to be knowledgeable of the issue of parental involvement. These participants included teachers and parents. Semi-structured questions were used for the face to face interviews. In addition to the interviews the researcher also used field notes jotted down during the visits to the participants. Documents used in parental involvement were also collected and used in this research.

The findings reveal that teachers and parents believe that parental involvement is fruitful in that learners improve academically, behaviourally and attend school regularly. Schools communicate and invite parents concerning the academic issues of their children. Teachers give homework to learners and parents help them at home. Meetings are called by the school and parents attend.

This research also found out that although teachers and parents work together there are loopholes in the process. Both teachers and parents are ignorant of the Department of Basic Education legislation and policies concerning parental involvement. Another hindrance is the lack of commitment by some teachers and parents thereby negatively affecting parental involvement. Some parents do not have time for their children.

The study recommends that DBE needs to make awareness campaigns regarding parental involvement. It is suggested that schools must reach out to all parents and enhance parental involvement taking suggestions from the models described in this research.

## **ISIQINISEKISO ZULU**

Ukubandakanyeka kwabazali kuyisihloko okuxoxwa ngaso ezikoleni ngenxa yomcabango wokuthi kuthuthukisa ukusebenza kwabafundi. Kunenkinga yokungasebenzi kahle ezikoleni okungadalwa ukungabandakanyeki kwabazali emfundweni yezingane. Ngokuya ngenkinga engenihla lolu cwaningo luhlose ukuhlola imibono yothisha nabazali kanye nokuhlangenwe nakho kokubandakanyeka kwabazali esikoleni esifundazweni saseNyakatho Ntshonalanga.

Umcwaningi ulandela indlela esezingeni elifanele esebenzisa ukwakheka kocwaningo lwamacala. Isampula elihlose ukusetshenziselwa ukusampula abahlanganyeli abayi-12 ababethathwa njengabanolwazi ngendaba yokubandakanyeka kwabazali. Laba bahlanganyeli bekukhona othisha nabazali. Imibuzo ehleleke kancane isetshenziselwe izingxoxo zobuso nobuso. Ngaphezu kwezingxoxo umcwaningi uphinde wasebenzisa amanothi enkambu abhalwe phansi ngesikhathi evakashela ababambiqhaza. Imibhalo esetshenziswe ekubandakanyeni kwabazali nayo yaqoqwa futhi yasetshenziswa kulolu cwaningo.

Lokhu okutholakele kuveza ukuthi othisha nabazali bakholelwa ukuthi ukubamba iqhaza kwabazali kunezithelo ngoba abafundi bathuthuka ezifundweni zabo, baziphathe kahle futhi bafunde njalo esikoleni. Izikole ziyaxhumana futhi zimeme abazali maqondana nezinkinga zezemfundo zezingane zabo. Othisha banikeza abafundi umsebenzi wesikole kanti abazali bayabasiza emakhaya. Imihlangano iyabizwa yisikole kanti nabazali bayaya kuyo.

Lolu cwaningo luphinde lwathola ukuthi yize othisha nabazali besebenzisana kukhona izikhala lapho kwenziwa khona lolu hlelo. Bobabili othisha nabazali abazi ngomthetho nezinqubomgomo zoMnyango Wezemfundo Eyisisekelo mayelana nokubandakanyeka kwabazali. Esinye isithiyo ukungazibophezeli kwabanye othisha nabazali okube nomthelela omubi ekubandakanyeni kwabazali. Abanye abazali abanaso isikhathi sezingane zabo.

Ucwaningo luncoma ukuthi i-DBE idinga ukwenza imikhankaso yokuqwashisa maqondana nokubandakanyeka kwabazali. Kuphakanyiswa ukuthi izikole kumele zifinyelele kubo bonke abazali futhi zithuthukise ukubandakanyeka kwabazali ekuthatheni iziphakamiso ezivela kumamodeli achazwe kulolu cwaningo.

## OPSOMMING AFRIKAANS

Ouerbetrokkenheid is 'n onderwerp van bespreking in skole weens die aanname dat dit die prestasie van die leerder verbeter. Daar is 'n probleem van onderprestasie in skole wat kan veroorsaak word deur 'n gebrek aan ouerbetrokkenheid by die onderwys van kinders. Op grond van die probleem hierbo, is hierdie navorsing daarop gemik om die onderwysers en ouers se persepsies en ervarings van ouerbetrokkenheid by 'n skool in die Noordwes-provinsie te ondersoek.

Die navorser volg 'n kwalitatiewe benadering wat 'n gevallestudie-ontwerp toepas. Doelgerigte steekproefneming is gebruik om 12 deelnemers te steek wat vermoedelik ingelig is oor die kwessie van ouerbetrokkenheid. Hierdie deelnemers het onderwysers en ouers ingesluit. Semigestruktureerde vrae is gebruik vir onderhoude van aangesig tot aangesig. Benewens die onderhoude, het die navorser ook veldnotas gebruik wat tydens die besoeke aan die deelnemers neergeskryf is. Dokumente wat by ouerbetrokkenheid gebruik is, is ook in hierdie navorsing versamel en gebruik.

Die bevindinge toon dat onderwysers en ouers van mening is dat ouerbetrokkenheid vrugbaar is deurdat leerders akademies, gedragsmatig verbeter en gereeld skool bywoon. Skole kommunikeer en nooi ouers oor die akademiese kwessies van hul kinders. Onderwysers gee huiswerk aan leerders en ouers help hulle tuis. Vergaderings word deur die skool belê en ouers woon dit by.

Hierdie navorsing het ook uitgevind dat hoewel onderwysers en ouers saamwerk daar skuiwergate in die proses is. Beide onderwysers en ouers is onkundig oor die wetgewing en beleid rakende ouerbetrokkenheid by die Departement van Basiese Onderwys. Nog 'n hindernis is die gebrek aan toewyding deur sommige onderwysers en ouers wat die betrokkenheid van ouers negatief beïnvloed. Sommige ouers het nie tyd vir hul kinders nie.

Die studie beveel aan dat DBE bewusmakingsveldtogte moet doen rakende ouerbetrokkenheid. Daar word voorgestel dat skole by alle ouers moet uitkom en ouerbetrokkenheid moet verbeter, met voorstelle uit die modelle wat in hierdie navorsing beskryf word.

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# **CHAPTER 1: ORIENTATION OF THE STUDY**

## **1.1 INTRODUCTION AND BACKGROUND OF THE STUDY**

The purpose of this study was to explore and describe parental involvement in Foundation Phase (Grades 1-3) in one public primary school in Mafikeng North West Province. The study was motivated by my observations and experiences of being a primary school teacher for 28 years. I was concerned by the overwhelmingly poor involvement of parents in the learning and teaching of their children, specifically the poor relationship with the school and teachers. I have observed high incidents of conflict between teachers and parents regarding parental involvement. In many instances, both parties were dissatisfied and disgruntled about their roles within the school context. Teachers often cited poor parental involvement while parents complained of poor services from the school. The only time parents showed interest in their children was often when their children performed poorly in school tasks, when they felt a sense of maltreatment from teachers, when they were dissatisfied by school rules or when there were disciplinary matters related to a child. On the other hand, some teachers seemed frustrated when engaging with the parents, especially when parents seemed reluctant to help their children with schoolwork.

These tendencies occur despite the efforts by the Department of Basic Education (DBE) that mandates parental involvement in South African schools. For instance, the South African Schools Act of 1996 (DoE, 1996) mandates parents to work with schools in different ways such as attending parents' meetings organised by the school. The Act encourages parents to participate in school development and management of school resources. In this way, parents are encouraged to be involved to promote quality (Poole, 2017).

Furthermore, DBE is committed to parental involvement and regards parenting as a way of supporting families in creating home environments to support children as learners. Hence it is committed to empower parents on parental skills, understanding child development, enhancing roles of parents and enhancing positive discipline (Poole, 2017).

At the school level, several internal workshops are held on issues related to parental involvement and issues that are often discussed include, supporting learners with homework, school rules, school discipline, taking part in school activities such as sports and so on (O'Toole, 2018). Attempts are also made to call parents individually and grade meetings are held. Although such meetings are held, there is also poor attendance at such meetings. In addition, the White Paper 6 supports the enhancement of parental involvement on learners with disabilities.

The commitments envisioned by DBE are also captured by various scholars like Poole, (2017) and Selolo (2018) who bring out that parents' involvement in the education of their children can make a significant difference in the educational attainment of those children. Furthermore, Lemmer (2007) asserts that parental involvement can contribute positively to the educational attainment of children. Mncube (2009) asserts that parents play a major role in the child's development; it has been found that commitment in this role has a positive impact on the child's learning achievement. Bower and Griffin (2011) concur with this view by stating that when parents provide strong support from an early age, their academic performance improves. Successful students are believed to have strong academic support from their parents. Strong home and school relationships even in poor socio-economic contexts are viewed as a contributory factor to positive academic achievement.

Parental involvement is a process where both teachers and parents should collaborate. According to Epstein (2011), these learners attend school regularly because parental involvement improves learner attendance. Parents who encourage the child to attend school are involved because the parent then gets communicating with the teacher. Parental involvement also helps the learner to behave well in school.

Although there seems to be an enabling legislation Felix, Dornbrack and Scheckle (2008) concur that there is still no progress of parents and school partnerships. The South African DBE seems to show its commitment in partnering with parents, but some parents are not really involved as the South African government's vision.

The absence of parental involvement could be detrimental to teaching and learning. Various barriers could be attributed to lack of parental involvement. Hence, Jeynes (2011) writes that parents are likely to be involved in schoolwork if they see the value of

doing so. Therefore, parental involvement awareness is required. Furthermore, Jeynes (2011) maintains that class hierarchies affect parental involvement where lower-class parents are not involved in their children's education. In addition, schools which are viewed as inflexible to accommodate parents of lower-class group initiate the behaviour of poor parental involvement. This is a gap which needs to be closed. Maluleke (2014) indicates that parents who do not understand the language of teaching at the school are often not regarded as valuable to school activities. As a result, low-class families feel inadequate, ignorant and have poor self-worth and again cannot assist their children with the work given at school and therefore disadvantage them (Maluleke, 2014). Teachers may also view parents as not willing to be involved in schoolwork, yet they are often eager to get involved.

Mncube (2010) also highlights that the South African legislation permits parents to actively participate and work together with teachers. However according to Mbokodi and Singh (2011), Makgopa and Mokhele (2013), parental involvement in South Africa has been a matter of concern because it is not done to what is expected. A study by Jeynes (2011) contends that the achievement results of children whose parents were highly involved were higher than those of absentee parents' children. This scenario may also prevail at the school in which this research was conducted. The research examined the real position of parental involvement at the sampled school in Mafikeng. A limitation emerges where on the one hand the parents are ignorant of how they can help their children and they blame it all on teachers while on the other hand, teachers are not familiar with how to engage or empower parents in children's schoolwork but they blame parents for children's failure. I therefore became curious conducting a research to find out the reality of the situation is at a school in Mafikeng.

The problem relating to parental involvement is noted in other countries. Chindanya, (2011) conducted a study at a primary school in Zimbabwe titled: *Parental Involvement in Primary Schools: A case study of Zaka District* and found out that parents express disappointment with their children's low achievement and others complained that teachers give children too much homework. Similarly, the Parent 24 (2015), the Independent Online media (2017) and Child Magazine, which is a South African guide for parents published articles that parents complain about the amount of homework given. They reported that homework has become a burden to both learners and

parents. Parents lamented that teachers need to be considerate and stop exerting so much pressure on learners with too much homework. Such loads of homework are both stressful and frustrating. Understanding teachers and parents' experiences is therefore necessary, hence my interest in this study

Echaune, Ndiku and Sang (2015) conducted a research entitled: *Parental Involvement in Homework and Primary School Academic Performance in Kenya*. The latter study focused on the effect of parental involvement on homework because some schools got poor results even though the parents were said to be helping learners. The study was conducted at public primary schools in Teso in Kenya. The study also aimed at establishing the type of homework assistance children get from parents. From this study, the scholars established the association between parental involvement and academic achievement. The study targeted teachers, head teachers, parents, and pupils.

Lara and Saracostti's (2019) international study entitled, *Effects of Parental Involvement on Children's academic Achievement in Chile* determined the association between parental involvement and Foundation Phase children's academic achievement. The study involved 16 schools targeting Grade 2 and 3s. The scholars found that there are three different groups of parents' involvement, namely, high, medium and low. They found that children of parents who are less involved achieve lower than those children of parents who are medium and highly involved. Therefore, the regular and consistence of parental involvement rendered to the child the higher the child's achievement at school.

Goodall and Montgomery (2014) argue that parents should be 'engaged', a term which the scholars rate to be more than the term involvement. Engagement brings a sense of ownership when parents are engaged with children's learning. Epstein and Sheldon (2016) prefer to use the term 'school, family and community' partnership. The school is the expert in educating a learner and the parents should support that. These scholars recognise that the child lives within the community in which the school and the family are embedded. Epstein and Sheldon's (2016) findings also support the international cry to get parents involved in their children's work. School, family and community partnership has a positive impact on children's academic, social and emotional development despite the family's economic background. Parental involvement also

improves families and communities in the long run (Jeynes, 2012). When parents are actively involved, children do better at school (O'Toole, 2016). Chile therefore promotes the collaboration of parents and schools. This has led to the development of a *National policy for Father, Mother and Legal Guardian Participation*.

Khajehpoura and Ghazvinia (2011) undertook a study in Iran in Teheran region which also examined the role of parents in their children's school performance. They examined different types of parental involvement which include volunteering, home involvement, attending school meetings, and communicating with the teachers. The study involved 200 boys from ten schools. It is for these reasons that this study explored parental involvement in Foundation Phase from the perspectives of teachers and parents.

## **1.2 RATIONALE FOR THE STUDY**

As a researcher, I have worked in different communities like rural, urban and remote areas. The issue of parental involvement has never ceased to be a topic of discussion in schools whenever we had staff meetings. I noted that dissatisfaction from my peers. Gernetzky (2012) and Savacool (2011) also write that there is no satisfaction in the work done by parents or teachers, which is really appreciated by the two parties. Teachers put more pressure on parents who feel discouraged and they grumble Abdullah, Seedee, Alzaidiyeen, Al-Shabatat, Alzeydeen, & Al- Awabdeh, (2011). Teachers who assume that parents lack interest contribute to poor parental involvement. On the other hand, as a teacher, I have come across parents who complain about how the teachers are working because children do not achieve to their expectations. Therefore, previous researchers may have not made a great impact on the parents and teachers so this research will add knowledge to the readers.

There have been reports that some of the parents feel that they are not obliged and are reluctant to help with schoolwork. The reason is that they are not aware of the benefits of assisting their children with homework (The Sunday Times 2015). Models and suggestions on parental involvement will be discussed satisfactorily.

In addition, some parents feel that teachers are not doing enough if their children underperform (Gernetzky, 2012). Conversely, teachers are quick to blame parents for



learners' low performance and they feel that if parents are detached from the child's work learner performance is compromised (Savacool, 2011). This research therefore presents the insights from the teachers and parents in the case study school selected.

Chindanya (2011), Maluleke (2014) & Parmaswar, (2014) conducted similar studies in South Africa. Their findings were that parental involvement yields fruitful results. So, it must be promoted and practised hence justifying the case for this research on parental involvement in Mafikeng.

The scholars also identified the barriers of effective parental involvement and why parents are not involved. Examples of these are economic situation, lack of knowledge, negative attitudes, commitment to work, and policy issues (Lareau, 2011). The challenges help to identify strategies to use parental involvement as a strategy to cultivate quality education (Dick, 2017 & Durisic, 2011).

### **1.3 STATEMENT OF THE PROBLEM**

Parental involvement is an important aspect in schooling. Jeynes (2011) indicates that the achievement results of children whose parents were highly involved were higher than those of absentee parents. Most learners underperform because of inadequate or lack of support from their parents. Okeke (2014) indicated the fact that there is poor parental involvement in schools. In support of the above statement Makgopa and Mokhele (2013) also noted that the issue of parental involvement has been a matter of concern because it is not done to what is expected especially with South African parents. Enhancing parental involvement in school is necessary and lack of it is detrimental for the teaching and learning.

### **1.4 RESEARCH QUESTIONS**

Based on the introduction and the rationale discussed above, the research question for this study can be phrased as follows:

#### **1.4.1 Main question**

- What are the experiences of Mafikeng teachers and parents regarding parental involvement in Foundation Phase?

### **1.4.2 Sub-questions**

- How do Foundation Phase teachers work with parents to promote parental involvement in their school?
- Which policies and legislation guide parental involvement?
- What challenges and successes do the Foundation Phase teachers and parents' experience in parental involvement?
- How can the Foundation Phase teachers and parents' experiences of parental involvement be used to propose recommendations for parental involvement in Foundation Phase?

### **1.4.3 Objectives of study:**

- To explore the experiences and perceptions of Mafikeng teachers and parents regarding parental involvement in Foundation Phase.
- To establish how Foundation Phase teachers and parents are guided by school policies to enhance parental involvement.
- To establish strategies used by Foundation Phase teachers and parents for the successful implementation of parental involvement.
- To establish challenges encountered by Foundation Phase teachers on parental involvement.
- To use Foundation Phase teachers' and parents' experiences in proposing recommendations for parental involvement.

## **1.5 THEORETICAL FRAMEWORK**

A theoretical framework is a blueprint that the researcher uses to lay the foundation of his/ her research and guides the researcher not to go astray. The researcher used Epstein, (1995; 2001; 2016) "overlapping spheres of influence as a theoretical framework to guide the study. This theory gives support and much detail about parental involvement which teachers can use to intensify the involvement of parents. Epstein's

theoretical framework also helps the researcher to conceptualise the research phenomenon. In the overlapping spheres of influence the school, the family and the community work together to raise the child. This theoretical framework will be discussed in detail in chapter 2. The discussion will include its application to the study.

## **1.6 SIGNIFICANCE OF THE STUDY**

The findings of this study could be used in enhancing policy on parental involvement in primary schools. Schools could use findings for classroom practice. Both teachers and parents could benefit from the findings, thus their relationship could be improved.

## **1.7 RESEARCH METHODOLOGY**

The following section presents a brief description of the research design and methodology. The section focuses the research paradigm, research approach, research design, sampling, collection of data, and data analysis. Trustworthiness and ethical issues that were followed are also discussed. A detailed description of the methodology will be presented in chapter 3. The last section presents the layout of the study.

### **1.7.1 The research paradigm**

A research paradigm is a concept that guides the researcher to undertake the research (Kivunja & Kuyini, 2017). It is a worldview that informs the researcher to get meaning of the research data. A research paradigm also helps the researcher to determine the method to be used in data collection together with how to interpret it (Kivunja & Kuyini, 2017). The researcher has located this research in the interpretive research paradigm. The interpretive paradigm is described by Maree (2010) to refer to realities that people create about their world.

In the interpretive paradigm, there is no right answer (Laws, Harper, Jones & Marcus, 2013). Instead, interpretivism involves finding meanings and explanations of people's behaviour (Terre Blanche, Durreheim, & Panter, 2006). In this study, interpretivism helped in understanding the subjective experiences and perceptions of teachers and parents on parental involvement.

### **1.7.2 Research approach**

This study used a qualitative research approach. According to (Teherani, Martimianakis, Stenfors-Hayes & Varpio, 2015) a qualitative approach involves collection of data in participants' natural setting. Qualitative designs are a very successful means of exploring a phenomenon.

The main focus in qualitative research is to get a deeper meaning of a situation including the people's behaviours in their natural setting (Teherani et al., 2015). The advantage of qualitative research is that it is flexible in nature. Although there are predetermined questions, some questions emerged during the interview as the researcher probed and asked participants for more information (Nusbaum, Douglas, Damus, Paasche-Orlow, & Estrella-Luna, 2017). The qualitative research is used on a few participants presumed to be knowledgeable about the phenomenon under study so as to get a rich detailed account of events and the researcher participates actively (Pietkiewicz & Smith, 2014). Hence, the participants of this study were invited as they were viewed as people who could answer the research questions.

### **1.7.3 Research design**

According to Creswell (2009) and Akhtar and Islamia (2016), a case study is a detailed and deeper systematic inquiry that investigates a phenomenon even if it uses a few participants. Merriam (1998) asserts that a case study provides an empirical framework for collecting and analysing data including documents and interviews.

The researcher chose a case study design because of the qualitative approach of this research. A case study provides how the research proceeds in this study. In addition, the researcher explored participants' experiences and perceptions of parents and teachers in parental involvement in Foundation Phase.

The advantage of using a case study includes dealing with a few participants but getting detailed data directly from the participants. A case study was also used to allow participants to give detailed information for the interviews. To help understand how the participants perceive parental involvement, the researcher employed a case study approach to get a deeper insight into the phenomenon (Akhtar & Islamia, 2016).

#### **1.7.4 Population and sampling**

A population refers to all the individuals that would be considered in research while a sample is a small representative taken from a study population (McMillan & Schumacher, 2010). Sampling is the process of selecting participants from the bigger population for the study. The sampling method in this study is purposive non-random sampling. As Ngozwana (2018) guides, the sample used by the researcher was small and manageable and were viewed as people with information that would be valuable in this research. Participants were selected from the closed boundaries of the school and home for parents. The total number of participants is 12 and it includes three teachers, six teachers and three parents.

The criteria followed to select participants included:

- Selecting teachers who have been in the field for five years.
- Only Foundation Phase teachers were selected.
- Each grade 1, 2 and 3 was represented.
- Parents who have children in Foundation Phase.

### **1.8 DATA COLLECTION METHODS**

Data collection in this study included semi-structured individual interviews, focus group interviews, field notes and document analysis. These are described below.

#### **1.8.1 Individual interviews**

Individual interviews are techniques used in qualitative research to explore individual experiences and perspectives on a certain topic. Semi structured individual interviews were used to derive personal thoughts and feelings and perceptions of individual participants (Keller & Conradin, 2018). Another advantage is that the researcher can get clarity on certain issues from the individual participants. I used English as the main language. Each interview lasted for about one hour. It was also recorded in a voice recorder in order to capture the exact information from the participant.

### **1.8.2 Focus group interviews**

Focus group interviews are methods used in qualitative research to augment individual interviews getting more information (Nagle & Williams, 2013). Focus groups are used to get a deeper understanding of a concept and it improves credibility of the research findings (Ngozwana, 2018). The researcher used focus group interviews to add depth and to get a better understanding of a situation. As in individual interview, the researcher probes for more information and controls the flow of the interview (Creswell, 2012). Focus group interviews were used because they have an advantage of getting more information in a short period of time (De Vos et al., 2005).

### **1.8.3 Field notes**

Field notes are notes recorded by the researchers during the research. The notes help the readers to have a better understanding of the topic under study. According to Mack, MacQueen, Guest & Namey (2011), raw notes enable the researcher to write a narrative report. Field notes are also used to describe what the researcher observed during data collection. In this study field notes supplemented and verified what was recorded during face-to-face interviews.

### **1.8.4 Document analysis**

Document analysis is a research method that uses documents to augment data collected. It is a tool used to collect data. Documents are used as a way of collecting data and they help in making the data more reliable. De Vos, Strydom, Fouche, & Delport (2011) contend that documents analysis is a scrutiny of relevant documents as sources of information as well as getting a deeper meaning of a situation. A variety of documents were used such as letters, agendas and communication book to check how teachers work with parents (O'Leary, 2014).

The researcher used the documents to support what came out in the semi-structured interviews. The advantage of using documents in a research is that they provide the researcher with valuable information (O'Leary, 2014). I then organised the data taking what was relevant in my research. The researcher also included documents which support parental involvement. The documents included letters and intervention forms showing the communication between parents and teachers.

## **1.9 DATA ANALYSIS**

Data analysis is a process in which data is collected and sorted and arranged using the transcript and documents (Poole, 2017). This is done to have a more understanding of the topic researched and the participants' life experiences. The scholar goes on to say that data analysis is done concurrently with data collection. Inductive reasoning is required as the researcher interprets and generates ideas to find meaning from the data collected. Smith (2010) and Strydom (2011) describe data analysis as the organisation and analysis of information. Thematic data analysis method was used to analyse data in this qualitative research (Poole, 2017).

According to Maree and Pietersen (2014), thematic coding is mostly used in qualitative research analysis. Hence it was used in this study. It is suitable for interpretive research paradigm and a case study design because it results in coding, which eventually guides me to formulate my themes (Strydom, 2011). It involves pointing out, studying and noting down patterns or "themes" within data given by participants. The steps that were followed are discussed in chapter 3.

## **1.10 TRUSTWORTHINESS**

Trustworthiness refers to the procedure used to check the degree of confidence in data and the methods used to strengthen research data findings (Pilot & Beck, 2014). In this study, trustworthiness was ensured through, credibility, dependability, audit trail, member checking, transferability, triangulation, and confirmability. This was done to ensure the rigour of qualitative findings" (Lincoln & Guba, 2007; Cohen, Lawrence & Keith, 2011). The procedures are discussed in chapter 3.

## **1.11 RESEARCH ETHICS**

Ethics are considered as the moral, legal and professional responsibility of the researcher (De Vos, 2011). Ethical considerations seek to make the researcher open and honest with participants with confidentiality issues (Ngozwana, 2018). Ethical consideration of this study included applying for ethical clearance requesting permission from the department of education, consent from participants, maintaining respect, anonymity confidentiality. These are fully discussed in chapter 3.

## **1.12 CONCEPT CLARIFICATION**

The following section defines key words used in this case study.

### **1.12.1 Parent**

Parent refers to a person who is “responsible for a child’s welfare, upbringing and education”. Beside the biological parents of a child, a parent may get help from family members, such as grandparents, older siblings, aunts, uncles close family friends, neighbours and members of the community who are taking care of a child’s schooling (Maluleke, 2014). Such a broad definition of a parent allowed for recognition of a variety of family types that exist in South Africa (Maluleke, 2014).

### **1.12.2 Parental Involvement**

In this study parental involvement refers to forms of the parent’s participation the education of children. Parental involvement entails the parent’s knowledge and their role in children’s schoolwork. Parental involvement also considers “engaging parents in homework and activities which are done at school to intensify children’s academic achievement”. In line with the above, parental participation refer to various parental activities, be it direct or indirect with school (Chindanya, 2011).

### **1.12.3 Academic performance**

The Thesaurus (2015) defines academic performance as achievement or fulfilment relating to learning. From Wikipedia academic performance or academic achievement is defined as the extent to which a student has attained his/her short or long-term educational goals. Liem and Tan (2019) contend that academic achievement is a total result of students’ cognitive attributes in which learning takes place. In this study academic performance will mean the level of achievement of individual learner as they progress from one grade to the other. Therefore, academic performance and academic achievement are used interchangeably as they are linked in the above definitions.

### **1.12.4 Foundation Phase**

The Foundation Phase parallels Erikson’s fourth stage of “psychosocial development”, named industry versus inferiority (Woolfolk, 2010). In South Africa Foundation Phase is



a phase which covers the early primary school years from Grade R to Grade 3 who are five to nine years. This study will concentrate on Grades 1 to 3.

### **1.13 CONCLUSION**

Chapter 1 introduced this case study. The background and concerns of parental involvement in this study were given. Following the background was the rationale of study and then the detailed problem statement. After the problem statement came the research questions and study objectives. In detail, the theoretical framework that informs this study was presented in outline form. The key terms used were contextually defined. Then the methodology was described, spelling out the research approach, research design, sampling, data collection, and research participants. Issues of trustworthiness followed. Then the research ethics, delimitation, chapter outline, conclusion and lastly, the references used in this study. The relevant literature review of parental involvement is presented in Chapter 2.

### **1.14 CHAPTER OUTLINE**

This research is presented in 5 chapters as follows:

#### **1.14.1 Chapter One: Introduction to the study**

This chapter discuss the introduction and background of the research. The chapter briefly introduces the research on perceptions and experiences of teachers and parents on the phenomenon of parental involvement. It provides the research focus and a brief rationale on why this study is worth pursuing. It incorporated the gaps that were found in literature as the reasons for doing the research. The statement of the problem is clearly described paving way for the stipulation of the research questions, aims and objectives of the study. Theoretical framework, significance of study and methodological (research approach, research design, sapling method, data collection and analysis are also described. Trustworthiness, research ethics and issues incorporated in them further discussed in this chapter.

### **1.14.2 Chapter Two: Literature review and Theoretical Framework**

This chapter entails literature that was search in journals, books and the internet in relation to the topic. It starts with the theoretical framework that underpins this research. The application of the theoretical framework to the research was described in detail giving justification and contextualising the theory.

Parental involvement concept is also defined. The chapter also discusses other models that support parental involvement. The chapter goes further to discuss parental involvement in South Africa and in other countries. The role of teachers and parents in parental involvement is discussed in detail. Adding on to literature types, determinants, benefits, barriers and models as well as strategies to enhance parental involvement are detailed.

### **1.14.3 Chapter Three: Methodology**

This chapter discusses the research paradigm, approach and design. Sampling method and contextual description are given in detail. Data collection instruments and interview schedules for parents and teachers are given. Chapter 3 also gives the biological information of participants.

The analysis of records is described, field notes and data analysis are described. Measures to enhance trustworthy and ethical consideration are identified and described. The sampling procedure, data collection, analysis of data, and ethical considerations are discussed.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.1 INTRODUCTION**

This chapter presents literature about parental involvement. The researcher begins by describing what is meant by the concept "Parental involvement". This is then followed by discussion on perceptions of teachers and parents on parental involvement. The researcher goes further to describe how parents are empowered to be involved in their children's academic work. Then the researcher describes types of parental involvement which schools can employ and apply. The researcher also describes Epstein's strategies of parental involvement to help teachers and schools. Benefits and barriers of parental involvement follow, and the Epstein's models of parental involvement and theoretical framework are detailed. The chapter ends with the application of Epstein's theoretical framework to this current study.

The researcher has divided chapter 2 into two sections namely: The theoretical framework that guided this study as well as literature review on parental involvement.

### **2.2 ELABORATING ON THE CONCEPT OF PARENTAL INVOLVEMENT**

Parental involvement is defined as the activities that are done by parents and children at home or between the teacher and the parent both aimed at improving the educational outcome of a child (Chiang, 2010). The scholar divided parental involvement into components which are: family involvement, school involvement and persistent school involvement.

Family involvement takes into account parenting, home learning activities, supervision and monitoring children at home (Epstein & Sheldon, 2016). School involvement includes parents participating in school activities such as parents meetings and school activities which involve volunteering, teacher assistance and family communication.

Lemmer, Meier and van Wyk (2012) describe parental involvement as the act that brings home and the school together to benefit the child's academic progress. In

parental involvement parents supplement the teacher's work at home helping children with homework. Mncube (2010) adds that parental involvement entails awareness of the fact that a parent should be involved in a child's academic work.

Parental involvement is associated with learner academic achievement, improved behaviour, self-efficacy on the part of the parent, reduced truancy and absenteeism (Reynolds, Crea, Medina, Degnan and McRoy, 2015). It is also the total amount the parent spends on issues concerning the child's schoolwork (Kay, 2010). Volunteering to do something in the school also forms part of parental involvement because there is direct and indirect involvement as long as the intension is to support the child (Nokali, Bachman & Votruba-Drzal, 2011).

## **2.3 SOUTH AFRICA'S POLICIES ON PARENTAL INVOLVEMENT**

Parental involvement has been disseminated in South African schools after it was incorporated in the legislation. Examples of such policies and legislation that will be discussed in this study include the South African Constitution, the National Executive Policy Act (NEPA) 27 of 1996, South African Schools Act, (SASA) No. 84 of 1996, The National Screening, Identification, Assessment and Support (SIAS)

### **2.3.1 The South African Constitution**

Before South African independence the education for black South Africans was a watered down curriculum which prepared them to be cheap labourers (Mestry 2017). After independence the government led by the blacks tried to solve the imbalances of the past in education. In a bid to eradicate poverty within the black people the government needed an improved education system which was included in the South African Constitution Act 108 of 1996 (South African Human Rights Commission 2012 and Mestry 2017). The Bill of Rights (1996a) in the constitution stipulates that all children have a right to education and the government must provide it (SAHRC). The constitution has tried to balance the injustices of the past by giving rights and responsibilities to parents to be part of the school governance. The South African Constitution (RSA 1996) expects parents to ensure children's rights on education (Selolo, 2018). The South African Constitution mandates parents to make sure children attend school regularly and they

must provide a conducive environment for children to learn. The (RSA 1996) also expects parents to form partnerships with schools. The Scholar goes further to say that the RSA constitution gives parents the power to determine school policies, support curriculum, control and maintain physical resources of schools.

### 2.3.2 The National Executive Policy Act (NEPA) 27 of 1996

From the constitution the National Education Policy Act (NEPA) 27 of 1996 guides the country's education which also mandates parents to be in school governance (NEPA, 1996) mandates the school governing bodies (SGB) to draw admission policies. This has put parents to be directly involved in school policies. NEPA stipulates that parents must be consulted if a child is to be re-remanded. Parents are obliged to school fees and code of conduct for the school and children's behaviour. Another responsibility of parents is to make sure learners attend school regularly (NEPA section 40). Parents should, where practically possible, be allowed to educate their children at home. NEPA Act 27 of 1996 section 3.4 stipulates that parents should be part of their children's education, supervising and monitoring their homework. This places parents in direct involvement and they are required to attend parent teacher meetings. Parents should motivate and encourage children to work hard at school (Selolo, 2018). Parents are also tasked to work together with schools attending meetings and partnering with the teachers and forming parent /teacher associations.

### 2.3.3 South African Schools Act, (SASA) No. 84 of 1996

Following the education imbalances of apartheid education the South African Schools Acts (SASA) of 1996 came up with parental involvement implementation to improve school success (SASA, 1996, Mbokodi and Singh, 2011). The South African Schools Act (SASA 1996) describes the roles and responsibilities of parents in the education of their children. SASA 5.1 stipulates that a learner is subjected to compulsory education and parents must enforce that. Section 8.1 SASA highlights that schools, together with parents should draw up the code of conduct. Parents are involved to help instill acceptable discipline and behaviour at school.

SASA (1996 section 20.1h) gazettes that the school governing bodies should encourage

parents, learners and educators to volunteer doing some services at schools. Parents are stakeholders in schools. SASA permits parents to form the majority for voting purposes so that they can vote and win on the decisions they make (Mnube 2009, SASA 1996).

#### 2.3.4 The National Screening, Identification, Assessment and Support (SIAS) policy document

The White Paper 6 details the implementation of inclusive education in a policy named Screening, Identification, Assessment and Support (SIAS) which is run by the Department of Education. SIAS involves the parents in the early identification of learning difficulties. This policy determines who of the learners need support. SIAS also give detail on the levels of support required by learners Poole (2017).

SIAS (2014) section 12 stipulates the role of parents in children's education. Parents are involved in the early identification of barriers helping teachers to identify the problems that learners experience. SIAS highlights that parents are equal partners in the process. Section 12.2 goes on to give parents the leeway to initiate contact with teacher regarding learner progress.

SIAS (2014 section 12.5), advices that schools must empower parents to understand how to academically develop their children. Parents are also involved in finding out the level of support needed (Selolo, 2018). They may be required to take the child to relevant specialists (Dreyer, 2013). SIAS recognizes the decisions made by parents.

It has been noted that even though the constitution is in place, the interpretation by users differ. South Africa has failed to give clear policies that are understood and followed by the schools as expected. Parents still lack knowledge on the issue of parental involvement in their children's work (Okeke 2014 & Selolo 2018).

## **2.4 PERCEPTIONS ON PARENTAL INVOLVEMENT**

### **2.4.1 Teachers' perceptions on parental involvement**

It is not always a fact that teachers do not value parental input. Studies carried out by Dor and Naidu (2012) highlight that teachers have positive perceptions on parental

involvement. They note that teachers value parent participation in children's education. Teachers are willing to work in partnerships with parents when they give homework for parents to help children at home. They believe that parental involvement has a positive impact on student success academically and that is the reason why they contact parents if there are problems with the learners.

Aslan, (2016) mention that teachers are very positive they work in a mutual understanding with the parents. The parents were said to approach teachers with respect and in relaxed manner.

Despite the positive views given above Aslan, (2016) conducted a study in Turkey and observes that attitudes of the stakeholders affect the smooth issue of parental involvement. Of the six teachers that were used in this study 50% were not happy and were negative about the conduct of parents. In Turkey parents phoned 147 which is a toll-free line that allows parents to make complaints about teachers. It has been brought out that parents exaggerate issues and threaten teachers to act in ways they expect of them (Aslan, 2016). The scholar goes further to say that teachers also complained that some parents expect teachers to be child minders and nannies and that parents think they have the right to interfere with the teachers work (Dor and Naidu, 2012).

#### **2.4.2 Parents' perceptions on parental involvement**

Petron (2016) reported that teachers were worried and blamed Latino parents for the failure rate of their children in USA. There was need to form a strong home school partnership because there were language and cultural differences. In this instance it comes out that it is universal for teachers to expect parental input in a child's education. In contrast with teachers blaming parents (Gernetzky 2012). Interestingly teachers and parents blame each other for the underperforming of children.

In a study in USA, Dor and Naidu (2012) quoted a positive commend from parents as saying *"we do need to work together because ultimately we have the same goal which is to educate a healthy, well-rounded human being to be successful in this complex world."* This implies that some parents are keen to partner with the school on the education of their children.

A description of parents' perception on parental involvement in South Africa is described below.

In USA in South Africa some parents are supportive but others think that it is the teacher's duty to take full responsibility when it comes to teaching children (Gengler, 2018).

Daniels (2016) conducted a study at a primary school in Cape Town of the role played by parents in their children's academic progress. This research explored aspects which are similar to the ones in this current study. Parents feel that they must be involved in a variety of ways such as encouraging and supporting children, have meetings with teachers if need be.

Parmaswar (2014) carried out a similar study in KwaZulu Natal about parental involvement in children's homework in South Africa. Parents agreed that parental involvement yields fruitful results even in higher grades; therefore, it must be promoted and practised.

Maluleke (2014) carried out a study in Limpopo and found that low-class families feel inadequate, ignorant and have poor self-worth and again cannot assist their children with the work given at school and therefore disadvantage them. Teachers may also view parents as not willing to be involved in schoolwork, yet they are often eager to get involved. The scholar comes to this conclusion after the "National Centre for Education in the United States" notes that, in the years 1996 and 1999, a larger percentage of 86% of primary school parents as compared to 50% of high school parents in America know their children's teacher. Language barrier may affect parental involvement in South Africa.

Jeynes (2011) carries out a "Meta-Analysis on Parental Involvement and Student Achievement" with 77 studies, of more than 300,000 students. The results were that, out of the 77 studies 25 drew data from elementary schools. In this study the achievement results of children whose parents were highly involved were higher than those of absentee parents' children. There is a perception that in South Africa parents do not really commit themselves. They are not available when children need them.



Mncube (2009) carried out a study in KwaZulu Natal and teachers concluded that migrant parents participate less because of language differences. We have such parents in South Africa due to family migration thus it is necessary to involve the parents who speak the same language as the child. The use of South African local languages at parents' meetings keeps these parents out of discussion. An example is a parent who did not attend school. These parents do not believe that they will contribute anything valuable. Schools must find ways of reaching out to all parents for example getting interpreters or send the letters. There are parents who don't even understand English which may be presumed to be the common language at a school.

Also, on language barriers Makgopa and Mokhele (2013) studied on Teachers' perception on parental involvement in South Africa. Teachers conceived that parental involvement activities include constant home-school communication. Makgopa and Mokhele (2013) noted that on many occasions, there is a breakdown of communication and parents and teachers end up blaming each other. The scholars noted that there must be communication strategies for home and school to help the learner. Participants highlighted that communication helps in that problems are spotted early. The section below discusses the empowerment of parents.

## **2.5 EMPOWERING PARENTS**

Even though the policies and acts are in place in South African schools, parents need to be empowered (Mncube, 2009). According to Selolo (2010) parents are still not empowered to work with teachers and that is why their relationship is not strong. The scholar also mentions that parents do not even see the importance of attending meetings called by the schools.

Furthermore, Mncube (2010) adds that the acceptance of collaboration between home and school drives parents to work faithfully with the teachers making parental participation a success.

Hornby and Blackwell (2018) highlight that there is need for good parenting to roll effective parental involvement. Therefore, parents need to be taught of good parenting

practices. The scholars go on to say that the best we can get from the engagement with parents is to empower parents and form partnerships with them.

Okeke (2014) asserts that parental roles involve helping a child with everything that is required for school, monitor and track the child's progress, hence they need to be empowered. On the other hand, Hayes (2012) mentions that parental roles involve attending school and parent/teacher meetings, offering to help in school or outside school for example school trips and helping children with homework for the benefit their children. For these reasons, they should be empowered to realize the importance of their involvement. The parents actively work in partnership with school personnel to cultivate a stronger educational vision thereby enhancing partnerships with schools.

## **2.6 TYPES OF PARENTAL INVOLVEMENT**

The two types of parental involvement to be discussed here are the traditional method and the partnership orientation method.

### **2.6.1 Traditional orientation method**

According to Sheridan (2007) the traditional orientation method emphasizes on the role of the school in promoting learning. The communication is downward from the school and usually when there is a problem. In this method there is no acceptance of different cultures. All children are treated the same. Those who are different are treated as having barriers. The school is the one which set goal and rarely involve parents. Parents are not involved in the teaching plans which is a duty done by teachers.

Vera et al (2017) note that the traditional methods are most frequent and commonly used by most schools. These are attending school meetings, paying school fees and fundraising activities as well as socialising the children at home.

### **2.6.2 Partnership orientation method**

In this method the home and the school are committed to work together to promote the child's educational achievement (Gengler, 2018). There is frequent two-way communication meaning that parents can start the communication if there is need.

This partnership orientation method recognises cultural differences and appreciates the contribution to the learning arena (Hornby, 2011). The school and the home agree on

and share the goals for students and the parents are involved in the school plans. This method brings better academic achievements (Goshin & Mertsalova, 2018).

## **2.7 STRATEGIES OF PARENTAL INVOLVEMENT**

The following section discusses six strategies of parental involvement as laid out by Epstein (1987, 1995). They include parenting, communication, learning at home, volunteering, decision making and collaborating with the community.

### **2.7.1 Parenting**

Epstein (1995, 2009) highlights that parenting calls for the teachers to help parents with good “parenting and childrearing skills” and ideas. Schools must assist parents on child rearing skills to support children’s development. The home environments must be established to make learners benefit. Parents’ gatherings are the best platforms to educate and train parents about good practices relating to the child’s success at school. Schools must be hospitable for parents to feel welcome to those meetings and workshops. Mcube (2010) reiterates that parenting includes monitoring and helping the children through. Providing an enabling home environment also help children to do well at school boosting their independence and confidence.

Epstein (2016) assert that parenting benefits learners to develop personally, socially and educationally. When these skills are well developed at home the learner settles well in school and teachers will not witness learners suffering from inseparable syndrome and crying on the first day at school wanting to go home with the mother. Good parenting improves the child’s skills in time management of home chores and homework completion. School attendance and staying in school also improves because of good parenting.

Parents become aware of parenting problems through sharing with other parents and thereby getting skilled on how to solve them. In the transmission model (Yamamoto & Brinton, 2010) concluded that parents of low academic levels also contribute to the children’s success. Parents will have a fuller understanding of parenting, child and adolescent development which makes the strong foundation of positive parental involvement in academic work (Epstein, 2016).

### **2.7.2 Communicating**

According to Epstein (1995) home school communication is of paramount importance. It promotes parental involvement. Beveridge (2013) also affirms the importance of the home and the school communication for any child's education and that there must be a strategy to develop positive communication with parents. Two-way communications bring an inviting school climate (Chu & Garcia, 2014). To promote effective conveyance of messages with families, schools should use different communication methods (Aslan, 2016)

O'Toole (2016) asserts that good home/school communication is a foundation for positive parental involvement. Schools and families should share information concerning learners using a variety of communication tools like newsletters, progress reports, e-mail or verbal to accommodate all parents, even those who are illiterate. Torres-Burgo et al. (2010), Chu & Garcia (2014), point out that lack of communication between teachers and parents has negative impact on academic performance.

The parents who are unreachable cause barriers to teacher parent communication and there will be problems (Chu and Garcia, 2014). This is caused mainly by parents who hover negatively on their children's school experiences (Jackson & Harbison, 2014). The scholars advocate for parent school communication rather than school parent communication meaning that communication can start from home to school.

Communication with parents is done regarding both positive and negative student behaviour and achievement, not just regarding misbehaviour or failure. Schools must therefore practice an open-door policy to welcome parent issues to have a smooth running of parental involvement (Epstein, 1995; Dor & Naidu, 2012). Some schools arrange sport and other informal activities with parents, staff and community members so as to interact and partner with parents (Epstein, 1992).

### **2.7.3 Volunteering**

According to Epstein (2001) schools should involve parents more as volunteers at schools to support and improve learner and school programmes. Schools should take cognisance of parents' contributions and create favourable conditions for engaging

parents. Volunteering has benefits of learners developing knowledge and gain skills when communicating with parents, parents gaining confidence and experience satisfaction by being welcomed and recognised at school and again as Lemmer (2007) reports that learners whose parents volunteered improve on late coming and dodging school.

#### **2.7.4 Learning at home**

According to Epstein (1987, 1995) schools must share information on homework policies and how to monitor children. Maluleke (2014) posits that early involvement in the child's school works for example in foundation phase, has positive effects on educational attainment especially when parents are directly involved with the child.

Learning at home is similar to Epstein's (1995) Teachers Involve Parents in School Works (TIPS) where teachers involve parents in schoolwork. Epstein (2001) states that "learning at home" involves parents working with their children to complete school tasks given by the teacher. Parents must be made aware of what is to be done. This takes in what parents do for the child which is related to school. Example may be preparing the child for school, monitoring and helping in schoolwork, giving the child space to work in the house and joining the library for the child (Epstein & Sheldon, 2005).

Information should be shared with parents to help them carry out their responsibility properly. Interactive homework needs to be scheduled and not given haphazardly. This is explained in detail under TIPS below. Homework activities are prepared by several subject teachers across the curriculum should be implemented by schools (Epstein et al., 2005). Learning at home has the advantage that children will complete homework, build confidence and improve their examination marks. All in all, learner performance improves greatly. They will appreciate the work that was done by their parents even after finishing school and they will also do the same to their children. Dor and Naidu (2012) assert Parents also view their direct involvement as the one which is fruitful that school involvement. Parent involvement in planned interactive homework is worthwhile even in child behaviour (Epstein & Van Voorhuis 2001).

### **2.7.5 Decision Making**

Parents need to be included in school decisions so as to make them partner with teachers. Epstein (1995), Van Wyk (2008) and Selolo (2010) agree that parents should be given room in school governance. Lemmer (2007) gives examples of areas in which schools can involve parents and examples are: parent advisory body, SGB members, school improvement councils and parent teacher associations though it does not improve the learner performance. Direct involvement with the learner is required.

### **2.7.6 Collaborating with the community**

Epstein (2001) sees collaboration with the community as the community supply of resources to augment and support parents and school programmes. Learners learn a lot from their communities and it is to their advantage if there are school-like communities. They also benefit from community services. Collaboration with the community is recognizing and integrating the community resources with other institutions for example business (Epstein & Sheldon 2005, van Wyk, 2008)

The Harvard Family Research Project (HFRP) (2006:49) in line with Epstein (2001) posits that children must be exposed to an educationally rich environment to complement their learning. Examples of such learning environments are the family, parks, swimming pools, crèches, and learning institutions such as libraries and museums. This implies that communities are conducive to children's academic development. Mahlangu (2014) points out that the community builds the learners cognitive environment. This inclusion of the community has influences in Epstein's views which stipulate positive development of a child within the community. This implies that educational conducive environment equips the child with valuable knowledge for example community libraries, game parks and museums to mention just a few.

## **2.8 BENEFITS OF PARENTAL INVOLVEMENT**

### **2.8.1 Helping learners to have a positive attitude towards studies**

Parental involvement helps the learner to have a positive attitude towards their studies thereby improving school performance (Jeynes 2011). Effective parental involvement also increases teachers' commitment to teaching. Both the teacher and the parent will be committed to teaching the child which will in turn improve learner attainment. Lemmer (2013) points out that those teachers who involve parents experience higher job satisfaction. Dor and Naidu (2012) found out that another benefit of parent-teacher communication is that of motivating students to finish reading and homework.

### **2.8.2 Curbing truancy and dropout rate**

Duricic (2017) and Boonk (2018) agree that parental involvement helps to curb truancy and dropout rate. Sheldon (2009) also added the benefits of improved academic performance and a decrease in delinquency. Children will not miss school or bunk lessons and it helps them in their school years not to drop out of school. Epstein (2001) and Siririka (2007) affirm that when children continue with school they enroll in greater programs, gain more educational endurance, improve behaviour, and social competencies and adapt to high school.

### **2.8.3 Improved and focused behaviour and better school performance**

Literature has found that there are strong links between parental involvement and improved behaviour and this would in turn influence self-regulation in children and academic excellence. O'Toole (2017), Siririka (2007) & Jeynes (2012) gave the contention that parental involvement influences students' educational achievement no matter the learner's age or subject. Jeynes (2011), agree that parental involvement helps learners to do well in reading, writing, language and Mathematics. This view is supported by Lemmer and van Wyk (2004) who added that reading at home increases vocabulary and cognitive improvement. Sheldon and Epstein, (2005) concur that parental involvement has been located to be beneficial for pupil improvement and educational fulfillment, and that there's a positive relationship among parent involvement and scholar educational consequences. In a quality and healthy cooperation between teachers and parents, Aytan (2016) points out that reaching to all

parents aids the child's academic achievement. The scholar goes on to say that the teacher would know the child better and help accordingly if working together with a parent. Echaune *et al.* (2015) carried out a study in Kenya and found another benefit that parental involvement helps learners to view their homes as sources of knowledge because they will look school-like as advocated by Epstein (2001) in her overlapping spheres of influence. It has been found therefore that good behaviour is linked to parental involvement and greater attention in class as well as academic achievement (Hoover-Dempsey et al 2001, Hornby & Lafaele, 2011).

#### **2.8.4 Improved teacher parent relationships**

Lemmer & van Wyk (2004) assert that the fruits of parental involvement are first the improvement of the relationship among parents, teachers and school which makes them work together as they fight for the common goal to educate the child. Effective parental involvement positively increases commitment to teaching. It is motivating to the teacher who will attend to the child more. Home school relations help the child to do well (O'Toole, 2016). Both the teacher and the parent will be committed to teaching the child. Lastly parental involvement reduces the teacher's workload because the parent also does his or her own part thereby reinforcing what the teacher teaches at school. Lemmer (2013) also adds that parental involvement helps parents and the school to enjoy their work respecting each other. Parental involvement paves manner for communication among parents and instructors and is vital in preserving the important thing stakeholders in children formal training geared toward the improvement of learner fulfillment. Echaune et al., (2015), go further to note that homework enables the child to understand the work given by the teacher better. Furthermore, homework done at home with parents compliments the teacher's effort.

#### **2.8.5 Teachers empower parents**

Savacool (2011) points out that parental involvement improves parents' self-worthy and appreciation of the learner's efforts. It feels good for a parent to realise that the effort he/she puts goes a long way to help the child academically and socially (Jeynes, 2012). If parents are active and putting greater effort in working with the school, the school will reap school improvements and institutional harmony as a result of real empowerment of parents. Kurtulmus (2016) states that, parents can be forces of positive change for the



school. Parents who are involved view the school positively unlike parents who are detached from schools.

Eita (2007) adds that when teachers initiate, guide and provide vital knowledge and skills parents become fruitfully involved in school programmes and this will reinforce the instructor's goals for better schoolwork.

### **2.8.6 Community improvement**

If the home and schoolwork together sharing available resources the communities improve (Lemmer & Van Wyk, (2004a), Gwija, (2016). For this reason, the community should contribute to uplift schools in their areas for the schools are embedded in the communities after all. Parental partnership with schools is very important (Naidu, Muthukrishna & Hobden, 2011).

In this regard, Smit & Driessen (2007), indicate that "parental and community involvement in the schools can also contribute to the advancement of a more democratic and equitable society". The educationally conducive community will therefore look school-like which is beneficial to children's educational development. Smit & Driessen (2007) bring out that increased links between school and community brings an improved community. Therefore, parental involvement is a cause for community development.

## **2.9 BARRIERS TO PARENTAL INVOLVEMENT**

The section below describes the barriers which hinder the smooth running of parental involvement. The challenges are described below.

Although parental involvement has taken a step ahead in schools it still has its own challenges which are parents' lack of knowledge, interference by parents and parents' attitudes towards school. These challenges are described below.

### **2.9.1 Family economic situation**

Many South Africans are unemployed and live in poverty (Mestry, 2017). Mavhungu (2013) relates poverty to non-involvement of parents in school matters. Mmtlane et al., (2009) mention that families with economic problems often distance themselves from

participating in school. Mestry & Grobler (2007) & Mmotlane et al., (2009) find out that nowadays parents face hardships in running their families and households.

Okeke (2014) asserts that poverty discourages parents to be involved because they cannot provide resources needed by the schools. In South Africa, schools do not have proper methods of incorporating parents meaningfully in their children's work (Savacool, 2011). Vellmally (2012) & Okeke (2014) add that poor parents are haunted by inferiority complex to the teachers and also have negative attitudes towards this issue of parental involvement whereas parents with a better economic life are involved. Ngwaru (2012) adds that poor parents do not value the education of their children.

Furthermore, Mestry and Grobler (2007) indicate that nowadays parents face so many economic challenges ranging from the work schedules, busy working days, nurturing children and economic pressure to feed the families. To make ends meet some parents are working two jobs which demand their attention and they do not have time for children's schoolwork. These factors hold them away from making partnerships with schools. Low-income parents who live in urban areas have too much to bear in terms of paying municipality bills, electricity and food (Hill and Torres, 2010). Family obligations such as childcare and personal work hinder parents from attending school functions (Vera et al., 2017, Hill and Torres, 2010).

Parents who struggle economically have limited contact with schools (Vera et al., 2017). They may not have transport to visit schools and others are just held back by their own issues of searching for a life in the harsh economic conditions they live in (Lareau, 2011). Felix, Dornbrack, Scheckle (2008:103) refer to these parents as "the absentee" parents because they are never there for their children.

Lareau (2011) used the term classism as often a major barrier to the involvement of parents in that poor parents are undervalued and assumed to lack knowledge by school personnel and they are not consulted in school issues as they are taken to be less interested. Dockett (2012) also mentioned that disadvantaged parents are rarely acknowledged as partners of the schools and are left out of the empowerment processes.

Vera et al., (2017) & Okeke (2014) point out that multiple demands placed on parents outside of schools, such as working at one or multiple jobs and taking care of other children, American Latino parents often struggled to juggle the multiple obligations in

order to take part in schools regularly. This is also true in the African countries where parents are hard hit by the economic situation (Vera et al., 2017). Well to do families are positive about school more than their disadvantaged counterparts (Fishman & Nickerson, 2015).

### **2.9.2 Attitude barriers**

Negative attitude from stakeholders also affect parental involvement Lareau (2011), Erdođan & Demirkasımođlu (2010) note that some teachers and administrators feel uncomfortable with the conduct of parents who frequently interfere with their work by telling teachers what activities they must do and how. Such experiences could cause barriers that hinder the smooth running of parental involvement cause of barriers hindering smooth running of parental involvement in schools. Therefore, Vellymally (2012) guides that mutual understanding between teachers and parents is important especially in lower grades to help boost learner achievement.

Petrone (2016) brings out that there are teachers who do not tolerate “unwarranted intrusions” from parents and they don’t usually invite parents to school. Because of parent interference in school matters Petrone (2016) mention that in Mexico, teachers expect parents to focus only on home activities examples are childcare, providing for the child and taking them to school as well as imparting good morals to their children.

The relationship of parents and teachers is emphasized to be mutual understanding between the parents and the teachers. Mbokodi & Singh, (2011:39-40) declare that “schools must take cognizance and embrace parents as equal partners in their children’s education leading to a greater achievement irrespective of whatever the challenges they may encounter”.

Hill and Torres (2010) report that negative attitudes from staff as well as other parents mitigate against parental involvement. Jeynes (2012) recommends that schools might take the lead to support parents and they will in turn support the school. If the teachers look down on parents’ abilities, then they don’t give the learners homework. Workshops to empower teachers are needed so that they can work in harmony with parents (Michael, Wolhuter, Charl & van Wyk, 2012).

Jeynes (2012) assessed different parental involvement programmes and found that the most effective programs were those that fostered positive attitudes and home/school

collaboration. Michael, et al., (2012) reiterate that the intensity of parental help rests on teachers' initiatives to involve the parents. A teacher's deficit view is that of treating parents as non-equals, think that parents are inferior and looking down upon them (Lai & Vadeboncoeur, 2012).

### **2.9.3 Family obligations**

Parents are loaded with childcare and work responsibilities that make it difficult for them to work with schools (Vera et al, 2017). Parents end up with no time to focus on children's schoolwork (Torres-Burgo et al., 2010). Chu & Garcia, (2014) and Gonzales (2017) agree that parents' educational levels may also be a barrier to parental involvement because they end up in informal jobs which demand so much of their time.

Some parents complain about homework in the social media. They cited lack of quality time with their children, and that homework is a burden to both parents and learners (Parent 24 (2015) # homework must fall). Echaune, Ndiku & Sang (2015) made a follow up on homework and found out from the teachers that participation of parents is very low. Parents are not happy that teachers give homework because they don't have time to help children (IOL 2017, child magazine and Sunday Times 2015). To add to the issue of homework, Echaune (2015), Atieno & Ayodo (2011) concur that parents clearly see homework as a burden on top of the workload that they already have. Children have to help them with house chores when they come from school.

### **2.9.4 Difficulties of parents to deal with learning difficulties.**

Stephinah (2014) in Parental Involvement by African Parents reveals that some parents do not tolerate children who struggle with school and they are not patient with them. They even beat up their children for failing. Stephinah (2014) brings out that tension between parents and their children is a barrier to parental involvement. The scholar adds that tension causes children to be moody and to refuse help from parents. She also adds that this may stress and frustrates parents.

Punter (2016) also adds that tension between parents and children yields negative results and may impact negatively on the self-worthy and performance of the child at school. This tension can be detrimental to parental involvement. According to Punter (2016), the tension may impact negatively on the child's self-worthy and performance at

school. The child maybe disadvantaged if parents are not sufficiently equipped and feel isolated, ignored, and unwelcomed in schools hence the need to guide parents on how to help.

Jackson & Harbison (2014) also added that homework put strain on family life and that some parents are not sure of how they can support their children. They end up policing homework instead of monitoring. Parents agreed that they are not familiar with homework content.

### **2.9.5 Language barrier**

Chu, Garcia, (2014) & Gonzales (2017) mention that parents with limited educational exposure and lack of English proficiency pose a challenge to work with and they cannot help their children. They don't understand why they must partner with teachers Gonzales (2017) agree that many parents are affected by language differences or deficits and that affects their communication with teachers. This problem is also caused by the migration of families due to work commitments (Torres-Burgo et al., 2010). South Africa is becoming a host nation for foreigners who do not understand South African local languages. Okeke (2014) mentions that some teachers like to use a foreign language which parents do not understand. This disappoints parents who never again attend such meetings.

Limited educational experience and lack of English proficiency make parents unaware of the importance of parental involvement (Chu & Garcia, 2014). Low levels of education may also cause parents not to value the children's education. Mahlo (2011) highlights that teachers complain that some parents just leave children to look after siblings when they go to work and that "parents are not supportive, they do not even come when you call them to the school, there are some problems which you cannot solve without the parent's consent". Limited intellectual resources impact negatively on parental involvement (Mncube, 2010).

Mncube (2009) also finds out that language barrier is a limitation making parents fail to carry out their obligations of working with teachers. Teachers also experience language and communication problems when communicating with migrant parents who speak other languages different from the teachers. Hall & Quinn (2014) report that parent

teacher communication problems hinder student success and limits dialogues with the family because of language barriers.

The section below discusses Epstein's TIPS models of parental involvement as well as Gengle,r (2018) Cooperative model of parental involvement

## **2.10 MODELS OF PARENTAL INVOLVEMENT**

### **2.10.1 Teachers involve parents in schoolwork model (TIPS) Epstein (2002)**

Epstein (1995) developed a model called "Teachers Involve Parents in Schoolwork" (TIPS) in which learners and parents work together to complete tasks. In the planning of TIPS, many teachers are involved. It is set in a way that the learner cannot do it without the involvement of parents. Parents also evaluate the work. According to Epstein (2002), TIPS activities are linked to the curriculum. An example of TIPS by Epstein is when the learner may enquire from parents what was done in the past on certain issues like hair styles. Teachers will select TIPS interactive topics from the curriculum that benefit learners.

Epstein (1995) describes that TIPS model is in seven steps which are: choosing the subject(s) for TIPS interactive homework, picking out one skill for each week for the TIPS homework or project, match TIPS activities to the curriculum, conscientised learners and families of TIPS interactive homework process and assign TIPS on a regular family-friendly schedule to learners. Then evaluating the learner's work and act on family queries and questions regularly, revising and making amends or additions where possible. Epstein (1995) explains the steps below.

#### **2.10.1.1 Selecting the subject(s) for TIPS interactive homework**

There is need to select the subjects in which TIPS can be implemented. According to Epstein (1995) the teacher must select the grade and subject for TIPS for example teachers can take English and Mathematics for Grade 3. This involves a panel of teachers for the different subjects selected per grade. They work on TIPD planning as a team.

#### **2.10.1.2 Select one skill for each week for the TIPS assignments**

In the second step teachers should look at skills lined up in TIPS for the year per subject. They plan a weekly concept that is user friendly learner-parent interaction. The objectives should be clearly defined and achievable for they become the topics for TIPS interactive homework. The work assigned must be manageable and it would be evaluated later.

#### **2.10.1.3 Adapting and developing TIPS activities to match the curriculum**

In the third step teachers should team up during vacation breaks to “examine existing TIPS manuals and prototype activities”. This implies that preparation should be done before schools reopen. Teachers do the selection of the best skills to include in TIPS or the design new homework. Learners will be equipped with skills if the TIPS steps are clearly and carefully set out.

#### **2.10.1.4 Orientation of students and families to the TIPS interactive homework process**

In the next step teachers must make learners and parents aware of TIPS and what is involved. Teachers may send letters home to educate parents on TIPS or drill it with learners at school. Parents must be helped especially those who have language difficulties so that all parents are catered for. To add to the above points Landsberg (2011) brings out the issue of migration which has caused many parents to work in places other than their original places. For this reason, it is important that parents should be oriented by schools. The TIPS model also encourages learners to work or collaborate with parents when doing TIPS assignments.

#### **2.10.1.5 Assign TIPS on a regular, family-friendly schedule to learners**

Epstein (1995) explains that this stage is when teachers allocate adequate time to learners to complete tasks at home working with a family member. This will make learners get used to the routine of TIPS activities.

#### **2.10.1.6 Evaluating the learner's work and responding to family questions regularly**

In the following step teachers evaluate TIPS activities as for other subjects. They are checking whether the work given was managed by learners helped by their parents. Teachers also ask for and evaluate feedback from parents and work on it in their next planning.

#### **2.10.1.7 Revise and improve activities as needed**

Epstein (1995) concludes that in the last step teachers identify problems noted in areas of TIPS assignments for the whole year and work on it which helps the teachers plan for the next group of learners.

The aims of TIPS "interactive home works are to build the learner's confidence" when they show their work, consult parents to get ideas and interview parents. Another merit of TIPS is that it links schoolwork with real-life situations (Voorhuis and Epstein 2002). They go on to add that children are prepared for life situations. Parents will be able to assist the child overcome challenges that may slow down progress. It also helps the teacher and the parent to liaise and help the child. The school and the home will therefore work as partners to help the learners improve academically.

In summary, the TIPS model promotes learning and parent child interaction. It is a strategy that is well designed from the curriculum. TIPS strategy does not overload the learner and the parent because it is given once a week or month and ample time is given for the work to be finished. Parents who make an effort to make their homes school like as suggested in the theoretical framework do not do it in vain. The child's performance improves as there is extrinsic motivation in the home. The section below describes yet another model of how teachers should involve parents in their children's work.



### **2.10.2 Gengler (2018) Cooperative Model**

According to Gengler (2018) schools value and acknowledge parents contributions. Interactions between home and school is recognized and encouraged. Teachers can use parents' contributions to improve their teaching. Like in Swap (1993) Curriculum enrichment model, parents' contribution can be used to enrich the curriculum. Parents are viewed as having vital knowledge needed by teachers. Cooperation between teachers and parents is therefore required. It is believed that the interaction between the teachers and the parents will enhance the curriculum and teaching in schools. This is because parents were the first teachers of their children so they know their weaknesses and strengths better (Ngwenya 2010). In Cooperative model both parents and teachers recognise the continuity of parental involvement between homes and school they support teachers who value children's culture (Hornby 2011) The scholar added that involving parents would help in behavioural and learning problems through constant communication.

Swap (1993) suggests that schools should not have boundaries. Parents and the community should be involved in schools shown in the overlapping spheres of influence to share their expertise with the school Epstein (2001). Parents can also serve at schools by volunteering, reading to children and assisting with homework. A child belongs to the community in which the home and the school are (Epstein 2001). The problem noted in this model is that it gives the parents too much power to intrude in school matters Durisic & Bunijevac (2017).

In the next section, the theoretical framework that guided the study is discussed.

## **2.11 THEORETICAL FRAMEWORK**

A theoretical framework details the direction of the research and grounds it firmly. Adom, Husein and Agyem (2018) state that theoretical framework substantiates and stimulates the research providing knowledge in the study and also increases its credibility. Imenda (2014) adds that a theoretical framework gives life to the study. This study is rooted in Epstein's theoretical framework described below.



**Figure 2.1: Epstein's (1995) overlapping spheres of influence**

### **2.11.1 Epstein's theory of overlapping spheres of influence**

Epstein's overlapping spheres of influence is used in this study as it applies to parental involvement. There is interaction among the school, family and community as illustrated in the diagram above. There is growth in the home, school and community if they interact and work together (Westergard, 2013). Epstein (1995, 2001 & 2016) lays out the "theory of overlapping spheres of influence" explaining that the home/school/community collaboration has positive results in the success of a child at school.

Epstein's (2001) illustration represents the learner growing within the family, school and community. Schools can apply this theory by encouraging and forming partnerships with parents and the community. Teachers are also encouraged to form bonds with parents. The child is at a position where the three influences which are school, family and community interact. This illustration shows that some activities are done separately by the school, family and community and others are done jointly to strengthen children's learning (Epstein, 2009). Westergard (2013) agrees with Epstein that the three structures can be pulled apart or pushed together by their beliefs, experiences and children's ages. Teachers feel competent and confident if they work with parents (Westergard, 2013). The scholar goes on to say that teachers who are insecure are reluctant to work with parents.

This therefore means that both teachers and parents need to be empowered to work together as advocated by Epstein (2001). The same goes with the community and the school or the family. Communities need to be developed to support the child's educational growth for example by providing community libraries. When there is collaboration among the three it implies that they work towards the same goal of educating the child. The structures are moved apart if there are barriers hindering them from working together (Westergard, 2013).

The learners themselves come from the communities which are made up of families therefore the community is already involved. Epstein (2001) also point out that a rich community has a lot to offer to the child, thereby influencing schools positively and improving the academic performance of learners.

This collaboration among the family and the school and community creates an environment for learning. As children grow, they are influenced by the home, school and community developing the child's academic achievement. The interaction may be at institutional level where teachers and parents and community, working together or individual level with only the parent or teacher working with the child (Epstein & Sheldon, 2016; Herrel, 2011).

The overlapping spheres of influence suggest that teachers must create family-like schools, families create homes which are school-like and school like communities must be provided by the communities (Epstein and Sheldon 2016). This implies that conducive learning environments must be created for children to succeed in their learning (Epstein, 2009).

According to Epstein (1995) the community creates the learning environment that children need for their achievement. Communities can also be family-like when they empower parents on supporting children and go a step ahead in providing health and social services to children and families which according to Epstein (1995) is parenting. An example is the Ireland programme called Delivering Equality of Opportunity in Schools Scheme which provides for disadvantaged schools thereby helping parents and children (Smyth, 2017). Epstein (2001) asserts that "home, school and community"

share the responsibility of nurturing the child and is the reason why they should work together. Schools cannot act in isolation of the communities in which they belong. Without the environmental inputs from the community, schools cannot survive (Berkhout 2010). This is because of the fact learners come from families which are embedded in the communities. van Wyk (2010) also agrees that the home and the school are socialisation agents of the child offering a platform whereby children acquire knowledge. The section below is a summary of how Epstein's theoretical framework is applied in this study.

### **2.11.2 Application of Epstein's (1995, 2016) overlapping spheres of influence**

Epstein's (1995, 2016) overlapping spheres of influence is the base of this study and has been applied to justify the rationale of the study which is to have parents get involved in their children's education. Epstein's theoretical framework informs on the use of an appropriate qualitative research approach, the research design and tools to use to collect data. Epstein's (2009, 2016) theoretical framework assisted me in choosing the research design which is case study to carry out this qualitative research. This framework made it easy to position the study in scholarly and academic fashion as the researcher kept on referring to it. The theoretical framework links all the other sections of the research such as research questions and the problem statement.

## **2.12 CHAPTER SUMMARY**

This section discusses what the whole chapter is about. After the introduction, literature review was given. The literature pertains to all aspects linked to parental involvement. The concept parental involvement is described to give the reader a clear understanding of the study.

Policies pertaining to parental involvement were also listed and a description given to show how they link to parental involvement. Teachers and parent' perceptions on parental involvement were also described.

The researcher also described types of parental involvement. Many benefits of parental involvement were listed and described in this chapter and examples of these are to instill a positive attitude to learning in children, to curb truancy and drop out, improving teacher parent relationships and to instill positive behaviour in children.

The chapter also describes the strategies used to enhance parental involvement according to Epstein (1995). Models of parental involvement were also detailed following Epstein & Gengler (2018) models. Epstein's theory of overlapping spheres of influence informs this study and was discussed in this chapter as well as how it can be applied and relates to the research.

## **CHAPTER 3: RESEARCH METHODOLOGY**

### **3.1 INTRODUCTION**

This chapter describes the research method and design which the researcher used to conduct this research. The aspects discussed in this chapter are the research paradigm, the role of the researcher, qualitative research approach, study design and the methods of sampling, contextual descriptions of the study, data collection instruments, trustworthiness, and ethical considerations. The chapter also contains the ethics applied to this research.

### **3.2 RESEARCH PARADIGM**

In chapter 1, the research paradigm was briefly introduced. Guba (1990) defines a paradigm as “a basic set of beliefs that guide action”. Bogdan and Knopp-Bilken (2007:274) describe a paradigm as “a loose collection of logically related assumptions, concepts or propositions that orient thinking and research”. A paradigm helps the researcher to follow a certain direction and to find out which methods work in collecting and interpreting data. This study used interpretivism research paradigm. Interpretivism relies on reality that people create basing on what they think of their world (Thanh, 2015). This implies that people are viewed as the origin of their thought and feelings. In using interpretivism, it becomes important to view the world through the experiences and perceptions of participants. Terre Blanche, Durreheim and Panter (2006:9) add that interpretivism explain the subjective reasons and meanings that lie behind certain behaviour.

In interpretive paradigm, knowledge is socially constructed by each participant and single objective reality does not exist, but rather several interpretations of a phenomenon (Merriam, 2009). Interpretive paradigm recognises multiple and subjective realities and from different sources (Thanh, 2015). The scholar therefore asserts that the use of multiple perspectives leads to a better understanding of the phenomenon under study. In this study, different interpretations regarding parental involvement in Foundation Phase were gathered from teachers and parents.

Maree (2007) notes that in interpretivism, the participants' natural setting and the context in which they are, help to shape their realities. The natural setting in this study is the research school located in Mafikeng North West Province. The interaction between the school and parents shape the meaning of parental involvement.

### **3.3 THE RESEARCHER ROLE**

My role in this study was requesting permission from gate keepers such as the Department of Education and the school principals; selecting the research design and methods; use relevant literature to substantiate on the findings; conducting both individual; focus-group interview and substantiated these with analysis of records; analyse and presented data.

### **3.4 RESEARCH APPROACH**

This research follows a qualitative research approach. Teherani, Martimianakis, Stenfors-Hayes, and Varpio (2015) describe qualitative research as the "systematic inquiry into social phenomena in participants' natural settings". This study uses a qualitative research methodology to explore and describe the Foundation Phase teachers and parents' experiences and perceptions of parental involvement. According to Merriam (1998), four features apply to the qualitative study, namely, the researcher is seen as a data collection tool hence he/she should be intimately involved and be a participant observer carrying out interviews as well as taking field notes up to the time of analysis and reporting of finding. Secondly, participants are observed and interviewed in their natural setting and the researcher immerses herself in their natural setting. Thirdly, qualitative research is viewed as an inductive inquiry which means exploring and clarifying situations, perceptions, attitudes, beliefs, and experiences of a group of people Lastly, data is recorded, analysed and reported in a descriptive manner.

This research is descriptive and explorative in nature and conducted in the natural settings of participants which is the school (Sandelowski, 2010). The research was also descriptive in that the experiences teachers and parents are described. The advantages of a qualitative research approach are that the researcher gets a

deeper meaning of a phenomenon under investigation using a few participants. A qualitative research approach is also flexible. The researcher has predetermined questions but others can crop up during the face to face interview (Nusbaum et al., 2017).

### **3.5 RESEARCH DESIGN**

Creswell (2009) and Yin (2011) mention that a research design is a plan and procedure of the researcher's intentions focusing on the inquiry of a single subject but requires collecting and analysing data from multiple units within the context of the study. According to Merriam and Tisdell (2016), a case study is an "empirical inquiry that investigates a phenomenon in depth" which in this study is parental involvement in Foundation Phase. Bertram and Christiansen (2013) write that that a case may be a person, a group of people, a school, a community, or an organisation. The case in this study is the experiences and perceptions of teachers and parents on parental involvement. This case study design is used to describe a phenomenon in the real-life context in which it occurred (Bertram & Christiansen, 2013:42). Kumar (2011) posits that a research design gives detail of how the researcher gathers data. The case study provides evidence and gives the researcher the process which other researchers have used and links the data to the results of the study (Yin, 2011). Yin (2003) and Stake (1995) assert that researchers need to guard against being too broad in their research by binding the case. Therefore, one school in one was selected for this research with a manageable size of 12 participants. More importantly, a case study has an advantage of using a variety of sources of evidence (triangulation) like interviews, documents, together with observation of actions by participants during the interview (Akhtar & Islamia, 2016).

### **3.6 SAMPLING METHOD**

A sample is a small representative taken from a study population (McMillan & Schumacher, 2010). Purposive sampling was used in this research. Described below is the criteria followed to select participants:



The researcher visited the site and introduced myself to the participants. As I was talking to the teachers I selected only Foundation Phase teachers who were not new in the field of teaching.

As Foundation Phase learners waited for their parents I greeted the parents and introduced myself. I gave letters to more than the 3 I wanted so that if others fail to avail themselves I would not start the process again. Each grade 1, 2 and 3 was represented. I then gave details of the research to the selected participants. They signed consent forms and interview dates were set.

In this research, a sample size of 12 participants (9 teachers and 3 parents) was purposively selected. Purposive or selective sampling is when the researcher uses own judgement to select participants. This type of sampling was effective since only a small number of participants believed to be information rich was used. Teachers and parents who are directly linked to Foundation phase were sampled for they have valuable information relevant to the study (Ngozwana 2018). Of the teachers 6 were in the focus group which was used to augment and get a deeper understanding of the phenomenon. The researcher used this small sample to acquire detailed data from a participant by asking for elaborations, explanation while probing for more information and to give full attention to everyone’s experience until data saturation (Pietkiewicz and Smith, 2014). Creswell (2012) also asserts that the qualitative approach uses a few participants to get detailed individual experiences. It is very time consuming that is why the sample needs to be small to concentrate on depths not breadth.

Table 3.1 below shows the participants sampled.

**Table 3.1: Overview of participants**

<b>Participant for individual interviews</b>	<b>Gender</b>	<b>Age</b>	<b>Qualification</b>	<b>Work profile (years teaching)</b>
<b>P1</b>	F	36	Honours Foundation Phase	14
<b>P2</b>	F	34	Bachelor of Education Foundation Phase	12

<b>P3</b>	F	41	Bachelor of Education	18
<b>Participants in Focus Group</b>				
<b>P4FG</b>	F	24	Honours Foundation Phase	2
<b>P5FG</b>	F	36	Honours in Education	13
<b>P6FG</b>	F	42	Bachelor of Education Foundation Phase	21
<b>P7FG</b>	F	28	Master in Education	6
<b>P8FG</b>	F	33	Bachelor of Education with Specialisation in Inclusive Education	9
<b>P9FG</b>	F	30	Masters in Learner support	5
<b>Participants who are Parents (individual interviews)</b>				
<b>P10P</b>	F	32	Matric	Shop attendant
<b>P11P</b>	F	35	Diploma in Finance	Bursar/Buying and selling
<b>P12P</b>	F	29	Matric	Entrepreneur

### 3.7 CONTEXTUAL DESCRIPTION OF THIS STUDY

The next section will describe the context of the study. The first part illustrates the Map of Mafikeng in the North West Province. The second part describes the research school.

**3.7.1 The location and the contextual description of the research school are presented below.**



Figure 3.1: Map showing Mafikeng in North West Province

### **3.7.2 Description of the research school**

The research school is a primary school located in Mafikeng medium density suburb with more than 1100 learners during the research period. The school started in 2007. There is a fence around the school. Visitors enter through one entrance point which passes through the reception. From the reception there is a corridor which goes to the principal's office. The reception area is neat with sofas and children's learner artwork displays. There are 16 teachers in Foundation Phase of which two are heads of departments, one deputy principal and one school principal. The subjects offered at the school are English, Afrikaans, Setswana, Mathematics, and Life Skills. The school has 16 classrooms with three blocks allocated to Foundation Phase classrooms. There is green lawn which makes the school very beautiful and dust free. There is a staff room with computers and desks for teachers and a photocopying room near classrooms. There are toilet blocks for boys and girls

which are well kept. The school ground was clean and well kept. The playgrounds are behind the classrooms.

### **3.8 DATA COLLECTION INSTRUMENTS**

Data collection is a systematic approach to collect information from a variety of sources and get answers to the research questions (Denzin & Lincoln, 2011; O’Leary, 2012). As indicated in chapter 1, the researcher used semi-structured interview, document analysis and field notes as data gathering tools. These are discussed below.

#### **3.8.1 Individual interviews**

As indicated in chapter 1, Semi-structured interviews used to collect data. The interviews took approximately an hour per participant. The interviews were recorded to obtain the verbatim utterances from the participants and helped the researcher not to distort information. The following questions were asked:

##### **3.8.1.1 Research questions for teachers**

- What are your experiences of parental involvement in your school?
- As a Foundation Phase teacher, what informs you to promote parental involvement?
- How do you promote parental involvement as a Foundation Phase teacher?
- What does the Department of Education policy say about parental involvement?
- In your view, what are the benefits of parental involvement in the Foundation Phase?
- What challenges or barriers do you encounter about parental involvement?  
In your view, how can the school enhance parental involvement?

##### **3.8.1.2 Interview questions for parents**

- What are your experiences of parental involvement within a school context?
- In your opinion, what do you think are some aspects that promote parental involvement in your child’s schools?

- How do you promote parental involvement as a parent?
- What is your opinion of educational policies about parental involvement?
- In your view, what are the benefits of parental involvement in the Foundation Phase?
- What challenges or barriers do you encounter about parental involvement in your child's school?
- In your view, what do you suggest must be done to promote parental involvement?

### **3.8.2 Focus group interviews**

Focus group was used to get a deeper understanding of parental involvement from different participants on the predetermined questions (Hoover-Dempsey & Sandler, 2005). The advantage of focus group interviews is that the researcher gets deeper information within a short period saving more time unlike the individual interviews which captured information from one individual given the same time (Nagle & Williams, 2013). Nyumba, Wilson and Mukherjee (2018) highlight that the advantage of using focus groups is that it provides a social environment where participants speak about a common topic and simultaneously interact with the researcher. However, different scholars indicate that researchers using this approach should guard against getting a biased sample and to guard participants from just agreeing with the more respected participant or the vocal one. To guard against this, the researcher encouraged participants to add more to each contribution made. From this approach, the researcher noticed that participants tried their level best to come up with new ideas to add to what others were saying.

#### **3.8.2.1 Interview schedule for the focus group**

The opening question was phrased as:

- What are your experiences of parental involvement in your school?

To probe, the researcher asked the following questions:

- As a Foundation Phase teacher, what informs you to promote parental involvement?
- How do you promote parental involvement as a Foundation Phase teacher?
- What does the educational policy say about parental involvement?
- In your view, what are the benefits of parental involvement in the Foundation Phase?
- What are some of the success you have experienced as a Foundation Phase teacher on parental involvement?
- What challenges or barriers do you encounter about parental involvement?
- In your view, how can the school enhance parental involvement?

### **3.9 ANALYSIS OF RECORDS**

Document analysis is a systematic process of evaluating documents as secondary data (Bowen, 2009) It is a method of collecting data which is very applicable in a qualitative study (De Vos et al., 2011). In this research documents such as communication notes between teachers and parents and teacher meetings with parents were used to augment and verify data since qualitative research uses a number of data collection methods (Bowen, 2009). The documents were used for triangulation which improves credibility of the study. Samples of these documents are in Appendix N.

### **3.10 FIELD NOTES**

As Merriam (2009), de Vos, Strydom, Fouche, and Delport (2011) posit, the researcher captures field notes in a journal with the purpose of using raw data that indicates personal meaning to what is observed and thought. During and after each interview session the researcher was writing down notes of what was observed. The researcher also documented how the methods used were going and reflected on strategies used. In the field notes, the researcher also jotted down her feelings and perceptions of the research process (de Vos et al., 2011). Each observation made gave the researcher a world view of why it was like that. Examples of field notes are given in the Appendix M.

### **3.11 DATA ANALYSIS**

McKinney (2011) asserts that data analysis is a process that involves converting the information that is collected into meaningful themes and patterns. In addition, Pietkiewicz and Smith (2014) highlight that data analysis can be very rewarding and inspiring although it is complex and time consuming at the same time.

Springer (2010) concurs with the above statement highlighting that “*qualitative studies tend to incorporate multiple measures that yield substantial amounts of information. Some analysis and interpretation may take place while a qualitative study is still underway, with analysis conducted through organising, coding and interpreting*”.

#### **3.11.1 Method used**

This study used thematic data analysis. Smith (2010) and Strydom (2011) describe data analysis as the organisation and analysis of information. Thematic data analysis was used in this research because it provides rich and detailed data that readers can understand. The following steps were followed:

##### **3.11.1.1 Stage 1 familiarisation with data**

The first step after collecting data is that the researcher listens to the recorded data several times so as to be accustomed to it and then transcribe it. The researcher had to familiarise with audio recordings, transcripts from individual interviews, focus groups, document collected, and field notes (Lincoln & Guba, 1985). As a researcher, I had to immerse myself in the data. The researcher initially named participants using codes such as 1, 2, 3 for anonymity purposes. Headings were also made to identify the different sources of data collected. Raw data was kept safe for audit. In this research, the researcher transcribed all verbatim interviews and did a thematic analysis (Hoover-Dempsey & Sandler, 2005). Even after transcribing, the researcher read the transcript many times in order to understand it and then started coding which is described below.

##### **3.11.1.2 Stage 2 generating initial codes**

Maree and Pietersen (2014) note that thematic coding is one of the common forms of data analysis in qualitative research. and it involves “pinpointing, examining and

recording patterns or themes within data". The researcher went through this stage which involves seeking connections between data from participants grouping those that are similar and provide categories or descriptive labels for them forming thematic groups (Pietkiewicz & Smith 2014; Nusbaum et al., 2017). The researcher interacted with the data by formulating codes. These codes were generated from the data that from different participants in each group of participants. Coding helped the researcher to simplify the data. The researcher linked the codes to the themes that were generated during the coding (Creswell, 2014). Some codes were combined and recorded as the researcher fine-tuned the categories.

#### **3.11.1.3 Stage 3 searching for themes**

After finding connections, the researcher formed groups of data to make meaningful categories that were derived from participant interviews. The researcher derived themes from the literature that was collected at the beginning of this research and the codes were linked to those themes. After the codes were identified, the researcher then made themes from the categories of codes which were established (Nowell et al., 2017). Themes gave meaning and identity to the groups of ideas coded. The researcher also had sub-themes from the themes generated at first. Similar themes were combined during the process. The researcher used different highlighters were used to colour code for easy identification. More importantly, the codes were determined by the data collected not to the researcher's perceptions or subjectivity.

#### **3.11.1.4 Stage 4 Reviewing themes**

When themes are set up, they still need to be refined (Braun & Clarke, 2006). The researcher checked for coherence between the themes and the codes. Some themes require changes if they do not relate to the whole data. As the researcher, I also inserted some codes left out in the data. Some codes were deleted if there was sort of repetition or overlap as the researcher re-checked the codes. I deleted other themes that did not have much support from the data.

#### **3.11.1.5 Stage 5 defining and naming themes**

The researcher should then capture data under each theme and identify aspects of interest from the themes. Researchers then analyse the themes and write a detailed



report (Nowell, 2017). The themes need to be able to inform readers what comes from them (Braun & Clare, 2006). The researcher then put the themes in order which followed the data. The researcher identified and themes by grouping data that was recurring.

#### **3.11.1.6 Stage 6 producing the report**

The final stage of the process of thematic analysis was the write up (Pietkiewicz & Smith 2014). According to Pietkiewicz and Smith (2014) “both participants’ and researchers’ interpretations of phenomena is taken into account in the process of analysis”. In this qualitative research, the researcher was intimately involved in the data so as to recall the proceedings of the interview and even the non-verbal instances when analysing data (Pietkiewicz & Smith 2014).

An example of data analysis is that of building blocks to explain the connection of ideas when analysing data. One cannot just stake the bricks to make a wall. Mortar is needed to seal the building blocks together. It is the same with the researcher who would come up with a whole after putting the bits of data together just like in a building (Springer 2010). The researcher got the meaning of the participants’ experiences after interpreting the data relating to what was collected in the study (Pietkiewicz and Smith 2014).

The researcher guarded against repetition establishing coherence and logic in an interesting way. Quotes from participants were included in the write up. This was done to improve the analysis with first-hand information to give merit and richness to the data. Field notes were also revisited to add meaning to the analysis. The researcher also referred participant contributions to the literature review. This was done for confirmation or challenging findings on experiences and perceptions of teachers and parents on parental involvement (Nowell 2017). Data presentation is given in detail in chapter 4.

### **3.12 MEASURES TO ENHANCE TRUSTWORTHINESS**

Trustworthiness strengthens the findings so that the reader finds them worthy paying attention to (Lincoln & Guba 2000; Cohen et al., 2011). The researcher bears in mind the arguments that can be made by the reader and guards against

them by laying out the issue of trustworthiness asking the following questions (Lincoln & Guba, 2000).

How can the research findings be established as the truth? How can it be established that the findings are applicable with other respondents? If the research is repeated, how can it be established that the same or similar results may be obtained? How can the findings pass as free from researcher bias as well as showing the truth from respondents? The steps which were used to ensure trustworthiness of the study are discussed below.

### **3.12.1 Credibility**

Lincoln and Guba (1994) guide that credibility deals with truthfulness of data from the readers' views which means that there is trust that the study is believable and it presents credible information. Pilot and Beck (2014) concur that credibility is the confidence that the study has true findings. Readers need to be confident that standard procedures were taken into account. Credibility is one of the crucial elements in promoting trustworthiness in research and that is why I employed different methods of collecting data (triangulation) such as interviews, documents, persistent observations, and the data are safe in a computer with my password (Gwija, 2016).

In this study, data were verified using triangulation which is the use of different tools to obtain data, member checking which is to seek clarity with the participants. In this research, the researcher also audio-recorded the data and transcribed it word by word. Transcribing was also done immediately while the researcher still remembers the interviews. The researcher also went back to the participants to check whether the researcher understood the participants well. There was room for participants to alter what the researcher wrote if they so wished.

To add on to credibility, the researcher recognised the importance of using appropriate research methods and employed the use of well-established qualitative research methods.

### **3.12.2 Dependability**

Dependability refers to the stability and consistency of a similar result if repeated with a group of participants over time (Cohen, 2011). Dependability can also be referred to as the evaluation of the findings by readers (Korstjens & Moser, 2018). Polit and Beck (2012) concur with Cohen (2011) that dependability refers to the extent to which the results of the study can be replicated in a similar context.

To address dependability, the researcher was transparent with the data to the participants on member checking and the records of the research including documents used are kept safe where they can be retrieved if there is need for auditing (Korstjens & Moser, 2018). Dependability was further checked when the researcher listened to audio recordings and looked back at the interview transcripts to verify information. Coding was done several times with the researcher re-reading the transcripts and comparing the responses making categories and themes.

### **3.12.3 Audit Trail**

Korstjens and Moser (2018) state that audit trail is a strategy to increase the dependability of a research and its findings. Audit trail examines the inquiry process to prove the validity of the data. Guba (1985) highlights that “an inquiry audit cannot be conducted without a residue of records stemming from the inquiry”. Therefore, the researcher keeps research data. The researcher has to account for the research process in case of an audit. As a researcher, I kept raw data in a secured device, interview audios and observation notes and documents that were collected in the field in case of an audit.

### **3.12.4 Member checking**

According to Guba (1985), member checking is when the data categories, interpretations and conclusions are tested with the participants who supplied the data. In the current study, the researcher clarified facts with the participants during and after the interviews and also made room for participants to check if their responses were captured accurately (Creswell, 2003). I visited participants twice to clarify issues especially where the facts were not clear as well as probing further. Re-reading the transcripts and listening to audio recording helped me to understand

better the data collected and to take it as it was from the participant. This is done to establish credibility. To improve the quality of data, the researcher allowed for member checks after the first interview.

### **3.12.5 Transferability**

Creswell (2007) defines transferability as the extent to which the data findings are transferable or consistent with another group within the same population (Merriam, 2009). According to Cope (2014), limitations in transferability arise because of the uniqueness of context in which studies are carried out. The scholar goes on to say that the study may be a guide for other people who may want to consider the research but in their own communities. Transferability can be achieved through a thick description of participants and the research process. This helps the readers to make a judgement whether the research can be transferred to their contexts (Korstjens & Moser 2018).

The researcher has described the research site, sample and sample size, sampling method, and demographic information of participants (Korstjens & Moser 2018). Field notes are also supplied. In this case study, however, the findings may not be generalised to other areas. It depends on whether the methodology and results fit other communities.

This case study is not generalised because it only included one primary school. The circumstances for that site may be different from other primary schools (Steinberg, 2015). Therefore, making a general statement covering areas which were not studied is not proper because participants were drawn from one site (Cope, 2014). It will mislead the readers who may doubt the study credibility (Kukull & Gangulli, 2012). The results of this study are specifically lined to a particular context which was under study. They can only be used to get the in-depth understanding of parental involvement at a particular site. Getting the same results if the research is repeated under the same conditions may yield different results because human beings are different and unpredictable.

### **3.12.6 Triangulation**

Triangulation refers to use of various means of gathering data in a study and it helps in establishing trustworthiness (Lincoln & Guba, 1985; Cohen et al., 2011). Furthermore, triangulation improves the credibility of data. If the researcher depends on one method of gathering data, it may be biased or distorted. Therefore, triangulation reduces the problem of biases and depends more on information gathered through different methods of data collection. In this research, multiple data sources were used to collect data to improve credibility of my research. These were face-to-face individual interviews, focus group interviews, field notes and documents analysis were employed so that the data can be depended on (Cope, 2014).

### **3.12.7 Confirmability**

Moon, Brewer, Hartley, Adams, and Blackman (2016) refer to confirmability as the extent to which the research findings are from the participants and not the biased interests of the researcher. It is a level at which other researchers confirm that the results are free from bias if they undertake a similar study given the same conditions. The results must not be skewed but reveal the participants' views (Moon et al., 2016). In this research, the researcher describes in detail all the steps taken to increase confirmability of this study (Moon & Blackman, 2014). The researcher also gave a detailed methodology description to determine confirmability (Moon et al. 2016). More importantly, keeping a journal for field notes helps the researcher to record all issues about the research thereby improving confirmability. The researcher also communicated with the supervisor throughout the process of the study and effected feedback under the supervisor's guidance.

## **3.13 ETHICAL CONSIDERATIONS**

Getting permission to conduct this research requires getting consent from the relevant authorities for the researcher to be allowed to talk to people doing research and the researcher also makes people aware of what the research involves (De Vos et al. 2005; Mahlangu, 2008). In this research, an application was made to the Ethics Committee in the College of Education at the University of South Africa seeking permission and was granted in June 2017 with the registration number

2018/06/13/54875625/36/MC (see *Appendix B*). With that permission, the researcher then went to seek permission from the North West Superintendent of the DBE to conduct the research in the province and it was granted (see *Appendix C*). At the regional office, the researcher was given permission since the Superintendent covers them too. That official letter helped the researcher to visit the school where the research was conducted and got the principal's approval (*Appendix F*). Furthermore, consent was sought from the teachers and parents and focus group of teachers (see *Appendix G, H and I*) respectively.

The researcher also ensured that all considerations of morals like informed consent, confidentiality, voluntary participation, anonymity, respect and shading light on what the study is about were met Merriam (2009).

### **3.14 CONCLUSION**

The chapter on methodology has provides information on the research paradigm, research approach and research designs. The sampling methods and participant' demographic information is also laid out in this chapter. The researcher discussed the data collection instruments used which are face to face individual interviews and focus group interviews, field notes and documents.

Thematic analysis was done following steps laid out by Terre Blanche (2002). Four criteria used to enhance trustworthiness (credibility, transferability, dependability and conformability) are discussed in the chapter. Measures to which were used on ethical consideration are discussed in this chapter too to meet the moral standards required.

## CHAPTER 4: DATA ANALYSIS AND PRESENTATION

### 4.1 INTRODUCTION

This chapter presents the findings and discussion from data that came out of semi-structured individual interviews with the teachers and parents and focus group discussions. The chapter also discusses reflections from the field, individual semi-structured interviews for parents and teachers, focus group interviews and documents collected. The discussion is also elaborated with literature; thematic analysis described in chapter three and quotes from participants. A table is used to summarise the findings.

### 4.2 PRESENTATION OF DATA, ANALYSIS AND LITERATURE

As discussed in chapter 3, in-depth, semi-structured individual interviews, focus group interviews, and documents used by teachers to involve parents were useful in this research. The codes used as a key to transcript references are listed in Table 4.1. The chapter also presents the discussion of findings that the researcher obtained from the face-to-face interviews with the participants in response to research objectives of this study as stated in chapter one. In the next section, the themes and sub themes will be discussed and selected extracts from participants will be presented under each sub-theme.

**Table 4.1: Key for interpreting findings from the interviews**

Key of abbreviations
P: Participants
P1-6: Individual interviews
P4-9: Focus Group 1
P11-12: Parents
<i>For example,</i>
P1 will refer to: Participant 1
P5FG will refer to Participant 5 in Focus Group
P11P will refer Participant 11 who is a parent

**Table 4.2: Identified themes and sub-themes**

Themes	Sub-themes
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<p>4.2.1 Nature of parental involvement observed in the Foundation Phase</p>	<p>4.2.1.1 Attending school meetings, intervention sessions and fundraising activities  4.2.1.2 Empowering parents to monitor homework  4.2.1.3 Providing moral support and discipline children  4.2.1.4 Providing learning gadgets and socialising the child</p>
<p>4.2.2 Understanding experiences and perceptions on the South African education legislation and policies on parental involvement</p>	<p>4.2.2.1 Lack of awareness of parental involvement policies  4.2.2.2 Parental involvement and its role to discipline  4.2.2.3 Teachers and parents need to collaborate and communicate.  4.2.2.4 Parents are stakeholders  4.2.2.5 Parents and teachers should share the responsibility</p>
<p>4.2.3 The benefits of parental involvement in Foundation Phase</p>	<p>4.2.3.1 Tracking learner performance and progress  4.2.3.2 Home and school partnerships  4.2.3.3 Adequate and effective mentoring and motivation  4.2.3.4 Improves learner obedience and attendance  4.2.3.5 Fosters continuous support and academic excellence</p>
<p>4.2.4 Challenges encountered by schools on parental involvement</p>	<p>4.2.4.1 Lack of clarity on DBE policy  4.2.4.2 Communication gap and absentee parents  4.2.4.3 Curriculum changes  4.2.4.4 Work commitments and time constraints  4.2.4.5 Ignorance and negative attitudes of parents and teachers  4.2.4.6 Poverty /economic hardships</p>
<p>4.2.5 Specific strategies used by the school to enhance parental involvement in the Foundation Phase</p>	<p>4.2.5.1 Giving adequate time for homework and projects  4.2.5.2 Teacher/parent partnership, communication and collaboration  4.2.5.3 Learner discipline  4.2.5.4 Creating parental involvement awareness workshops  4.2.5.5 setting aside time to monitor children's work  4.2.5.6 Being positive and appreciate those making an effort</p>

Table 4.2 presents themes and sub-themes which emerged from the face-to-face interviews.



**4.2.1 THEME 1: NATURE OF PARENTAL INVOLVEMENT OBSERVED IN THE FOUNDATIONS PHASE**

Participants described ways in which they involve parents in schoolwork. Evidence on the nature of parental involvement in Foundation Phase is shown in Figure 4.1.

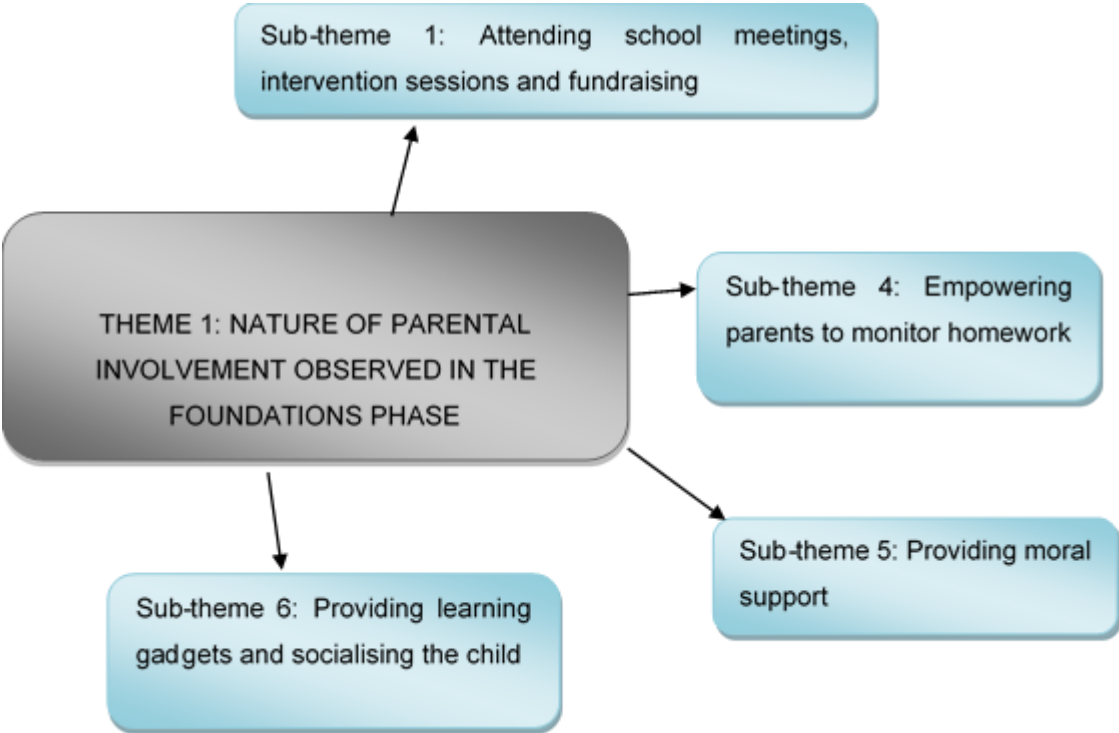


Figure 4.1: Nature of parental involvement observed in Foundation Phase

**4.2.1.1 Sub-theme 1 Attending school meetings**

Evidence reveal that parents are invited to schools when there is need. In this research it was revealed that schools call meetings every year where they make parents aware of the school expectations. There are also meetings in which parents meet teachers of their children.

*“.....yes we mostly communicate about problems but also other staff where we remind them that there is a parents meeting.” (Participant 8 in Focus Group)*

*“From the beginning of the year, we call meetings and sensitise the parents on school expectations and what the school does for their children. They must be available.”* (Teacher participant P1 seconded)

*“We have meetings for all parents and then we tell them what we expect from them and we also have meetings to tell them how they can help their children.”* (P6FG asserted)

Findings also reveal that parents are part of the school academic issues as they take part in intervention and fundraising.

*“It is good that the school arranges parent/ teacher meetings for we get to know the teachers.”* (Parent participant P11P asserted)

*“We also involve parents for intervention if the child has learning problems.....”* (Teacher participant P1)

*“I think we actually involve the parent on the intervention forms that we complete.”* (P9FG)

On intervention parents said:

*“...the teachers call us for intervention to discuss challenges children face.”*

*“...when my child was struggling in grade one I was called for intervention. We discussed how I was going to help the child at home.”* (P12P seconded)

In this study parents reported engaging with the school for fundraising activities

*“...ee if it’s something like fundraising it benefits the school to grow and it goes forward because we have the support of the parents.”* (P8FG)

*“On fundraising, schools we invite parents because we support schools financially.”* (P11P)

The issue of attending meetings, intervention and fundraising was also confirmed by Selwyn (2011) whose study was carried out in England. In a study by Vera these activities were found to be the traditional method of parental involvement. Similar

results were also confirmed by Daniels (2016) whose study was at a previously disadvantaged school in Cape Town.

#### **4.2.1.2 Sub-theme 4: Empowering parents to monitor homework**

Evidence from data reveals that teachers engage parents when they give homework to learners. Parents also acknowledged helping with homework.

*“.....parents help kids with homework...” (P5FG)*

*“I involve parents by giving children homework. (Teacher participant P3)*

*“I tell the parents that it’s either you get help now or you make peace with it that your child is gonna repeat the grade. I am very frank with them.” (P2)*

*“Workshops must be set up to educate and empower parents on this issue of parental involvement.” (P10P)*

This sub-theme confirms Epstein (1995) model which states the importance of empowering parents about good practices relating to children’s success at school. SIAS also suggests that schools must empower parents to understand how to academically develop their children. However in a study by Selolo (2010) it is confirmed that in South Africa parents are still not empowered to work with teachers.

*“...We are not trained to teach the homework so we need to be empowered with the helping tactics.” (P11P)*

In a study by Daniels (2016) mentions that teachers engage parents by giving children homework. For parents to help with homework Selwyn (2011) confirms that in England parents are empowered through the use of Learning Platforms which is an online activity.

#### **4.2.1.3 Sub-theme 5: Providing moral support**

Parents and teachers identified moral support as a way of giving love and encouragement to learners and parents should support their children.

*“I instil good moral also. I know the schools are doing that; so, I emphasise at home. The behaviour of children is also shaped from home.”(P10P)*

*“Parents need help give moral support to children and school work.” (P1)*

In a study with children Ibrahim and Jamil (2012) confirms that learners themselves reveal that they need encouragement and moral support from their parents in various ways. Similarly Vera et al (2017) also highlight that parents have a duty to socialise children at home.

#### **4.2.1.4 Sub-theme 6: Providing learning gadgets and socialising the child**

During the interviews, parents and teachers agree on the importance of providing learning gadgets to learners and socialise children.

*“I buy educational toys like the computer for children. It is very helpful with spelling and mental sums.” (P11P)*

*“When we watch TV, I engage my child into a discussion. I involve my child in a discussion even when we go shopping.” (P10P)*

*“We play chess and have dialogues together. We visit the zoo and discuss different animals and their characteristics. (P12P)*

*“Parents can buy books for the child to read at home to motivate the child to read. There are also toys which are educational.” (Teacher participant P2)*

*“...parents must buy support material for the child like the stationery and computer games were children can learn.” (P4FG added)*

*“I always encourage parents to buy things that help children to learn.” (P9FG)*

The findings are consistent with studies by Mncube (2010) and O’Toole et al (2017) who concluded that the provision of learning resources by parents has a positive impact on the child’s learning. This study has revealed that schools use different methods described above to involve parents in their children’s work. (See section 2.8)

I also understand that in South Africa efforts are at an advanced stage to use electronic gadgets in schools with some organisations offering Wi-Fi at their schools. Learners are also exposed to online learning; a tool there was greatly encouraged during the country’s lockdown from (26 March -16 April 2020) because

of the spread of Covid-19 pandemic which affected the whole world. Learners were not attending school therefore there was need to use online teaching with children at home.

#### 4.2.2 Theme 2: understanding and perceptions on the South African education legislation and policies on parental involvement

The South African constitution, NEPA and SASA (1996) mandate parents to be involved in the education of their children.

Results from this study are described below.

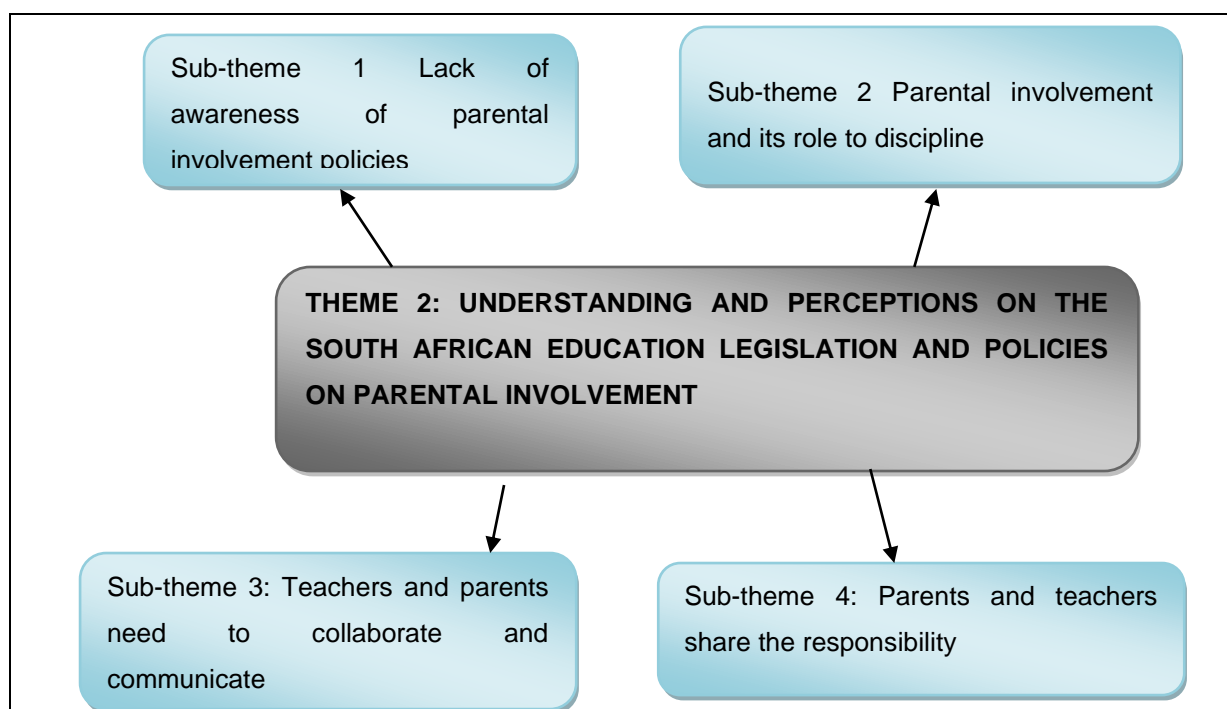


Figure 4.2: Understanding and perceptions on the South African education policies

##### 4.2.2.1 Sub-theme 1: Lack of awareness of parental involvement policies

From the interviews conducted it was clear that the participants were ignorant of the legislature and policies regarding parental involvement although they believed that the school and the home should work together.

*“I am not really sure but I believe there is a policy.”* (Teacher participant P1)

*“I am not really aware if there is a policy on parental involvement but I think there is something in line with that...”* (Parent participant P11P)

P10P was also clueless of any policy pertaining parental involvement and had this to say:

*“...these issues about the policy for the department of education are known better by the schools not us parents.”*

All the participants portray ignorance about the policy and legislation concerning parental involvement even though they may be working together.

*“I believe that the policy is not clear that there is no policy that we are all aware of. Even us teachers we must guide the parents; so, I think the policy is not supporting us.....”* (P5)

*“...about the policy Mam! It’s there in the SASA but am not sure what it says.”* (P3)

*“I think that there must be more workshops and campaigns running to make parents and teachers understand the policy on parental involvement.”* (P9FG)

Okeke (2014) carried out a study entitled “effective home-school partnerships...” in which it was found that South Africa’s national policy has little influence on home/school partnerships. Contrary to that a study by Dick (2016:15) confirmed that England has a policy which holds parents accountable for their children’s education.

#### **4.2.2.2 Sub-theme 2: Parental involvement and its role to discipline**

From the interviews, it came out that acceptable behaviour helps learners to get focused and succeed in school.

*“I think SASA says parents must help children especially with discipline issues but as i said I don’t remember what it exactly says.”* (Teacher participant P3)

*“... if the child is more disciplined, he will perform better or I will tell them your child needs extra attention.”* (P7FG)

*“Parents need to help schools especially with behaviour. I think the policy needs to make this very clear so that we understand as parents.”* (P10P)

Focused behaviour therefore improves their academic achievement of learners. The findings confirm Epstein (2008) and Jeynes (2011) agree that parental involvement

has a role to discipline learners. Similarly, Sreekanth's (2011) explored indicators of level of involvement in India and found out that parental involvement yields positive behaviour.

#### **4.2.2.3 Sub-theme 3: Teachers and parents need to collaborate and communicate**

Evidence from the data reveals that the teacher and the parents must work as a team for the success of the child. Below are excerpts from the participants.

*"...the policy must state that we have to work together with parents. It is like a three-legged pot. If one leg does not stand properly then there will be a problem."* (P6FG)

*"I have experienced that if you communicate with the parents and involve them. Communication is number 1. ..."* (P7FG)

*More letters! ...writing more letters to the parents. In those letters we will discuss homework, what is expected and food they must give children ...* (P9FG)

In a study in London, Okeke mentions that collaboration and communication are very important for the smooth running of parental involvement. A similar finding was also confirmed by Makgopa and Mokhele (2013). Letters, message books and telephone are means used by participants in this study.

#### **4.2.2.4 Sub-theme 4: Parents and teachers share the responsibility**

Evidence from the study show that both teaches and parents agree that educating the child is a shared responsibility of both parents and teachers.

*"The school and the home must share the responsibility of educating their children helping with homework."* (Teacher participant P1)

*"I think immediately as we put a homework in learners' work obviously it involves a parent so that we share the work."* (P4)

*"The department wants parents to be responsible taking control of their children's schoolwork and to give children all the required materials."* (P3)

*“Yes, they must realise their responsibility the day they had that child. The parents need a mind shift...” (P7FG)*

*“Parents and teachers must share the responsibility of teaching the child even though parents do it to a lesser extent than the teacher. (P12P)*

The findings of this research confirm Epstein’s (2001) “theory of overlapping spheres of influence” and a study by Olatoye and Ogunkola (2008:33) in Nigeria highlight the need for home/school partnership (See section 2.6). My understanding of the theme is that the intended targets of the South African legislation laid down seem to be in the dark. Participants showed eagerness to find out more about policies pertaining to parental involvement. I feel that lack of awareness campaigns needs to be solved. For all the stakeholders to be active, they must be knowledgeable of what needs to be done.

#### **4.2.3 Theme 3: The benefits of parental involvement in foundation phase**

The theme on the benefits of parental involvement was discussed by many scholars. Jeynes (2011) and Epstein confirm that there is a positive link between parental involvement and learner achievement. Below is a diagram showing participants’ responses. The sub-themes are participant contributions on the benefits of parental involvement.

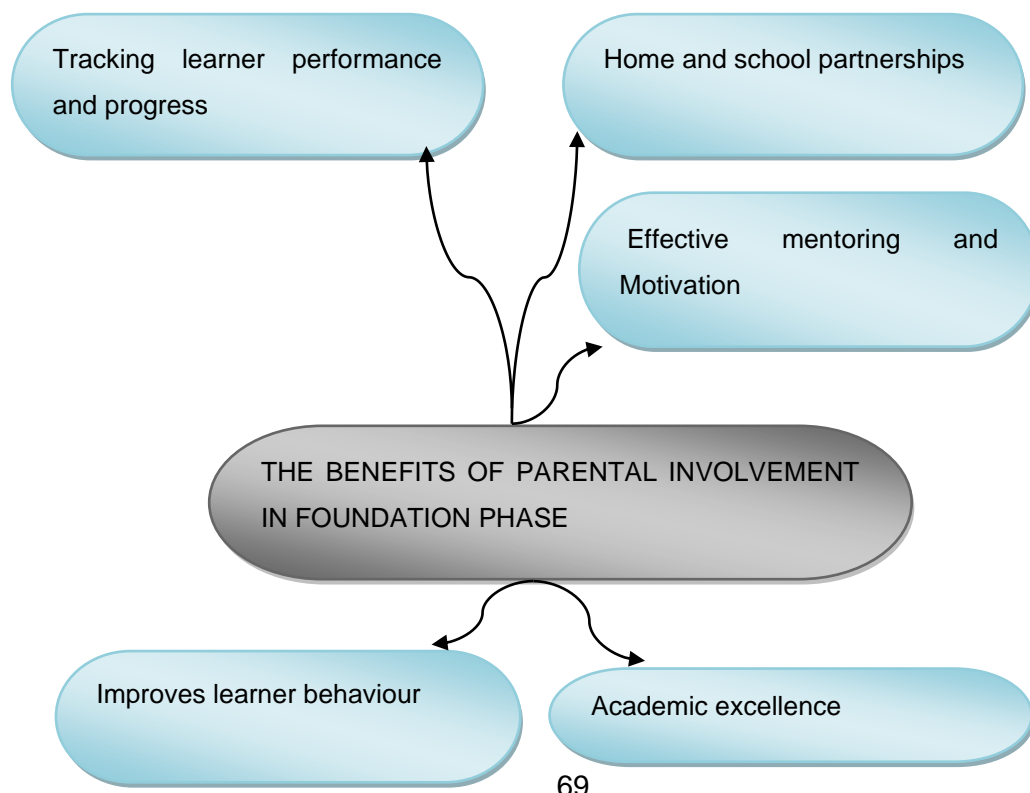


Figure 4.3: Benefits of parental involvement in Foundation Phase



#### **4.2.3.1 Sub-theme 1 Tracking learner performance and progress**

Below are the excerpts from the parents on the benefits of parental involvement.

*“...it helps me as a parent to know if my child understands or participate in class as I will ask the teacher.”* (Teacher participant P1)

On the issue of tracking performance P12P asserted:

*“The benefit of parental involvement is that as a parent I get to know where my child needs help. I will also know if she is copying or lacking with schoolwork.”*

*“Parental involvement is the only way I as a parent can be aware of my child’s strengths and weaknesses.”* (Parent participant P10P)

*“...The benefits of parental involvement are that as a parent I can keep track of my child’s progress.”* (Agreed P11P)

#### **4.2.3.2 Sub-theme 2: Home and school partnerships**

Below are examples of participants’ contributions on home school partnership.

*“As far as I am concerned mam the school, the home and the learner must work together to make the child succeed.”* (Teacher participant P1 asserted)

P2 agreed with P1 saying that:

*“If the home and the schoolwork together children will definitely improve and do well socially and academically.”*

*“... I mean when a child misbehaves, we tell the parent so that we work together to stop that. We try as much as possible as teachers to partner with parents.”* (Teacher participant in the focus group P5FG)

Parents also mentioned home school partnership as a merit to parental involvement and had this to say:

*“If we do not work together with teachers the child will be left to struggle and then become very discouraged.”* (Parent participant P11P)

*“We even struggle to have time to help children with homework. This factor pushes the parents and the home apart.”* (P12P noted)

Additionally, P10P agreed:

*“I am a working parent so sometimes I don’t have time to sit with my child doing homework every day. It is not easy to be available every time.”*

On the sub-theme of home school partnership, Lemmer (2012) highlights that the South African educational legislation mandated parents and communities to be partners so as to educate children. This sub-theme also confirms Epstein’s (2001) “theory of overlapping spheres of influence where the parents and teachers need to work together. Similarly, Abdullah et al, (2011) also found that effective home/school partnership bring greater success in child development.

#### **4.2.3.2 Sub-theme 3 Effective mentoring and motivation**

*“... if parents are on board there is effective mentoring since the parent is only dealing with one child as compared to a teacher having a full class.”* (Parent participant P11P)

Teacher participant P3 concluded that

*“Parental involvement results in effective guidance of parents on how they should be involved because it is one on one interaction.”*

*“Parents are very good mentors of their children if they are committed.”* (Teacher participant in the focus group P5FG)

*“If parents help children it helps with one on one interaction. The child will understand better unlike in the class.”* (P1)

*“We know how quickly children catch up. The teachers actually build up to the foundation laid by parents. ...a parent knows how to go about making children understand.”* (P12P)

*“...to the child, parents are helpers, mentors, and teachers in one.”* (P9FG)

The participants mentioned learner motivation as a benefit of parental involvement. Below are excerpts from participants on how children are motivated.

*“Parents can buy books for the child to read at home to motivate the child to read.”* (Teacher participant P2)

*“Our children are motivated at school by family support.”* (P1)

*Parents need to support their children to motivate them and the support they can give is that of helping children when we give them homework.* (P3 added)

*P7FG supported the issue of motivation:*

*.....so you see the benefits of parents helping and motivating the child at home.*

*“We may think parental involvement is nothing but the child will be motivated to do school work and continue schooling.”* (P10P)

*“Incentives from parents to children are essential to motivate the child to work harder.”* (P11P)

*“Sometimes you realise that even the parents need to be motivated to motivate their children.”* (P4FG)

The above quotations show that both teachers and parents acknowledge the importance of motivation to the child’s learning and are consistent with Dor and Naidu (2012) who confirm that the learner would be motivated to study if parents are involved. Similarly, the same results were also found by Mncube (2009) and Dick (2016) that children whose parents are actively involved in mentoring them are intrinsically motivated to learn and have more self confidence in school.

#### **4.2.3.3 Sub-theme 4: Improves learner behaviour and attendance**

The section below discusses what the researcher found from participants regarding improved behaviour as a benefit to parental involvement.

A teacher in the focus group of teachers P7FG asserted:

*“Positive behaviour supports the teacher maybe social maybe discipline maybe whatever... behaviour of children is shaped from home.”*

*“At home, we monitor, reinforce and raise children the way we want them to be especially on behaviour.”* (Parent P10P)

*“Parents must help and work with the teacher to instil good behaviour on the part of the child.”* (P5FG)

*“The children also display good behaviour if parents are involved.”* (A teacher participant P1 asserted)

*“Then nicely say to the parent ‘you know what her behaviour is getting worse.’ The parent may help to check and monitor the behaviour of the child.”* (P3)

*“Children improve their behaviour from the support and guidance they get from parents.”* (P12P)

*“Parents may control the child’s behaviour helping so that the children will not be troublesome at school.”* (P11P added)

*“If parents get themselves involved, the behaviour of the learners change positively so.”* (P8FG)

The above excerpts show that teacher and parents agree that parents play a major role in shaping the children’s behaviour. Reynolds et al. (2015) carried out a study on the involvement of parents in urban schools and the results confirm that apart from academic achievement parental involvement also cultivates improved learner behaviour and school attendance. Similar results were also found by Dor and Naidu’s (2012) study in USA and confirm that parental involvement improves children’s behaviour.

#### **4.2.3.4 Sub-theme 5: Fosters academic excellence**

Participants mentioned that parental involvement helps the learner to be continuously supported, hence producing excellent results. The following is what came from the participants.

*“I can say with certainty that we have prize giving days when we appreciate the academic and sports achievers. Most children who get awards are those whose parents are involved and they get very high marks.”* (Teacher participant P1)

*“Children who are helped are excelling in reading, writing and other classroom activities. Children who get help and support from home improve academically.”* (P10P)

*“Yes these children get very high marks. If a child gets help the better for academic achievement.”* (P3)

*“Helping my son helps him to improve academically. I encourage other parents to work with their children so that they improve academically.”* (P10P)

*“This makes the child succeed at school getting better marks... SGBs can help encourage parents to be part of the school.”* (P9FG)

*“What they miss is that if the home and the schoolwork together children will definitely improve and do well socially and academically.”* (P2)

Despite the benefits of parental involvement agreed upon by the participants it is however unfortunate that some parents are not supportive as the teachers expect.

P8FG complained:

*“...and they tell you if they had to choose they will never have another child again. They have got such a bad attitude instead of listening, supporting, helping and wanting a better future for their own child.”*

The benefits of parental involvement discussed above were also found in other studies. Jeynes (2011) carried out a meta-analysis to determine the relationship between parental involvement and learner achievement and the results are consistent with Epstein (2016) that there is a positive link between parental involvement and learner achievement. Similarly Dor and Naidu (2012) confirm the same results from the study about teacher attitudes on parental involvement that parental involvement make children get higher scores on standardized tests. For more on the benefits of parental involvement (See section 2.11)

My understanding of this theme from literature and findings are that both teachers and parents agree that there are benefits if parents get involved in their children’s work. The benefits of parental involvement are not only for the teacher but for the child parents and the community at large.

**4.2.4 Theme 4: Challenges encountered in parental involvement**

Evidence from this study shows that parental involvement has challenges which hamper the smooth running. The diagram below highlights the results of this study and each sub-heading is described below.

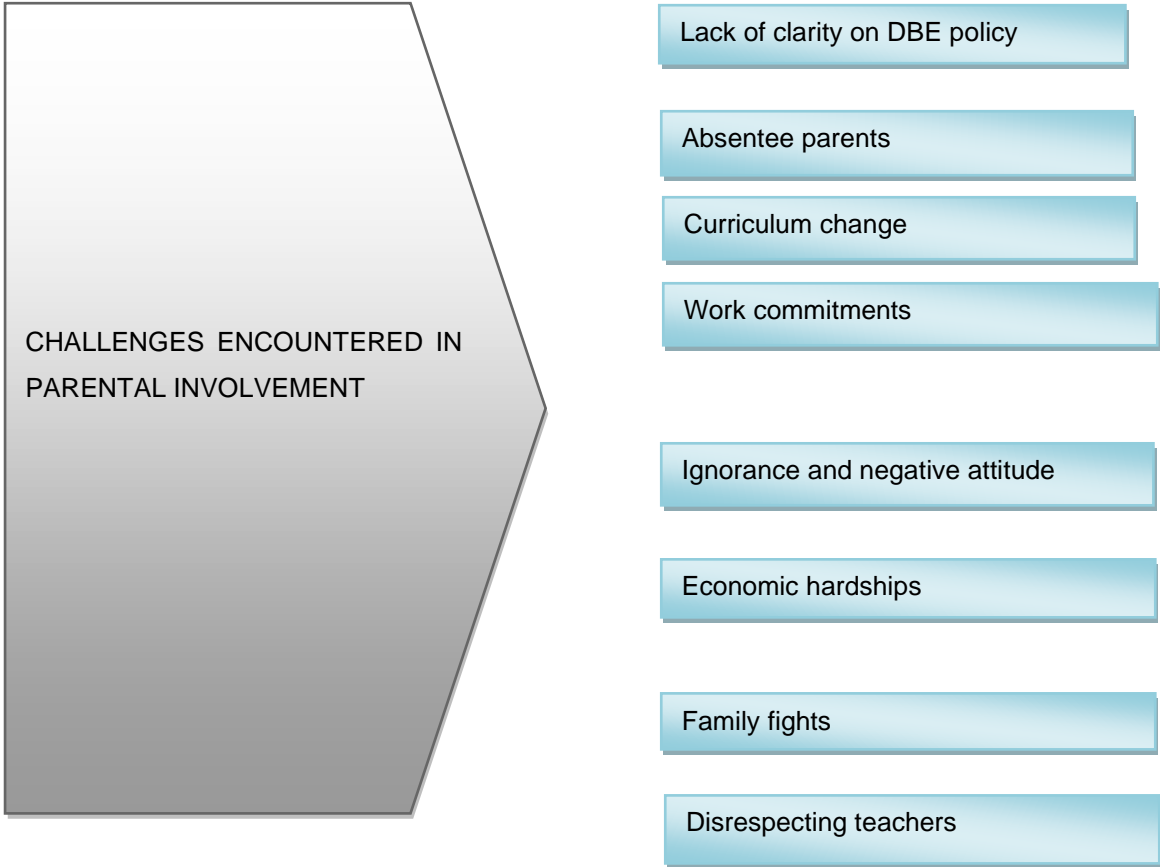


Figure 4.4: Challenges encountered in Parental Involvement

**4.2.4.1 Sub-theme1 Lack of clarity on DBE policy**

*“The department should have done more to make this parental involvement clear to all stakeholders...”* (Parent participant P11P)

*“...the department must explain what we must do.” (P12P)*

*“I am not really sure but I believe there is a policy. The department wants parents to support the schools in whatever is done.” (P5)*

*“The schools do not show us the policy so we do not know if we parents must help to teach.” (P10P)*

The evidence shows that both teachers and parents are not aware of their expectations from the department of education.

*“If the policy was known it will make the teacher’s work easy. Policy makers must also make or create a clear policy like one of the children’s rights.” (P5FG)*

*“It’s only that we are not sure of the statement about the policy but I know it’s part of the policy.” (P3)*

*“The policy is supposed to guide us as teachers. We are not sure if we are doing things right.” (P1)*

Lemmer and Van Wyk (2004a) assert that policy plays a major role to empower and motivate parents to engage in school issues. Okeke (2014) carried out a study entitled “effective home-school partnerships...” in which it was found that South Africa’s national policy has little influence on home/school partnerships unlike in England where Dick (2016) confirmed policy which holds parents accountable for their children’s education. Still on policy issues, Selolo (2018) and Okeke (2014) agree that South Africa has failed to give clear policies that are understood and followed by the schools as expected.

#### **4.2.4.2 Sub-theme 2 Communication gap and absentee parents**

It was agreed in this study that sometimes there is no communication between home and school. Some parents do not avail themselves. Participants’ contributions are given below.

*“Parents leave everything for the school to do. We have to work together.” (P9FG)*

*“The distance between the parents and the children is also a barrier. Some parents go to work very early leaving children sleeping and come back late when they are again sleeping. They are not there for the children.” P1*

*“In another case the mother is forever travelling. The father is working far.”  
(P5FG)*

*“Most of the fathers are the disciplinarians but now they are not in the family.”  
(P6FG)*

Participants shared that some fathers are not in the picture and this also affect parental involvement. This is also supported by the following quotation.

*“Single parenting and divorce also affects the smooth running of parental involvement. They have a lot on their plate already.” (P4FG)*

*“...parents give all sorts of excuses. They leave children with helpers.”  
Teacher participant in the focus group P8FG)*

*“Some parents don’t answer calls from school. They do not see where they feature in children’s education...” (P7FG)*

On this sub- heading Dor and Naidu (2012) found that teachers’ lack of communication skills with parents spoil the process of passing messages to parents. Furthermore, Amatea (2013) highlight that there is lack of communication and suggests that schools should develop communication mechanism to get all parents.

#### **4.2.4.3 Sub-theme 3 Curriculum change**

A change in school curriculum was identified in this study as a factor that makes parents unable to help their children, so they need guidance.

*“Yes! I think parents need to be trained on the new curriculum so that they can assist their children at home...” (Teacher participant P1)*

*“Another barrier is that the curriculum has changed so we need to be helped.” (P10P)*



*“The parents are really surprised with some of the homework. It’s so difficult.” (P4FG)*

*“There is this curriculum change. First time we were doing OBE and it changed from there now it is this national curriculum.” (P5FG)*

*“Curriculum change neh! Many times since grandparents was in school. So, parents don’t have a clue.....” (P9FG)*

The evidence shows that some parents are not able to help children because the curriculum is new to them. *The statement below comes from a parent who is a high School teacher.*

*“I was like Oh! I’m a Maths teacher and I find these sums difficult. What about ordinary parents?” (P12P)*

#### **4.2.4.4 Sub-theme 4 Work commitments and time constraints**

Participants in this study stressed the issue of time as a major hindrance to parental involvement. Quotations below reveal how the situation is like for parents. Even the teachers confirm the issue of busy lives the parents are living.

*“Time is really a major barrier. Most parents are at work when we need them. When they finish work, it will be late for them to visit schools. So, they struggle to have time to help children with homework.” P3*

*“Some parents go to work very early leaving children sleeping and come back late when they are again sleeping.” (P1)*

*“I am a working parent so sometimes I don’t have time to sit with my child doing homework every day.” (P10P)*

*“We also work up with the children to prepare them for school and then remain at home working. We don’t have time to see the teachers so that we talk about children. Everyone is busy nowadays.” (P12P)*

*“And parents also tell you that they are busy! How do you expect them to help their child when they do not have time?” (Teacher P8FG)*

*“There is too much mobility of parents due to work commitments. They are too busy to focus on their children’s work.” (P3)*

*“There are also parents who work late or those who work out of town. When most children get home, there is no one to help them unlike in the past when the mothers were not working.” (P9FG agreed)*

On a positive note, P4FG pointed out that:

*“There are however some parents who are taking time to check what is happening at school.”*

This sub-theme confirms Mahlo (2011) who found that some parents just leave children to look after siblings or grandparents when they go to work. Savacool (2011) undertook a study on barriers to parental involvement and confirms that parents agreed that not having enough time was a big problem and kept them from being actively involved.

#### **4.2.4.5 Sub-theme 5 Ignorance and negative attitudes**

This negative attitude deprives the opportunity of a positive contribution of parental involvement and participants had this to say:

*“Most parents have a bad attitude; they are just not interested in joining hands with the schools. The issue of working together may thus be everyone’s problem except the parents. Therefore, the teachers will fight a lone battle.” (Teacher participant P1)*

*“Some parents speak negatively about teachers even in the presents of their children so what can we expect from such children.” (P2)*

*“If we as parents are negative the children will also be negative.” (P10P)*

*“Parents are negative. They wish they can jump on you. They do not want to listen to what is happening to their child.” (P7FG)*

*“It’s like the parents don’t care. They do not work with us as we advise them.” (P5FG)*

*“It is true Mam because other parents may not care thinking that teachers are forcing them to do the work which they must do as teachers.” (A parent P11P added)*

P12P defended why parents do not help children:

*“We parents have to find money to take care of these children. If I, as a parent do not look after my businesses who will pay school fees?”*

Ignorance and negative attitude by parents also affects parental involvement. This sub-theme is confirmed by Stephinah (2014) that some African parents may be unable to assist their children with schoolwork due to ignorance. Gwija (2016) carried out a study in Western Cape on the role of parents and the results indicated that some black parents have negative attitudes and are put off by their poor backgrounds. In addition, Jeynes (2011) and Aslan (2016) confirm that negative attitudes of the stakeholders (teachers and parents) affect parental involvement.

#### **4.2.4.6 Sub-theme 6 Poverty and economic hardships**

The section below describes poverty and economic hardships from participants.

*“Another barrier is when parents fail to provide for the child. Parents need to buy supporting material at home but if the money is not there, it becomes a problem.” (P12P):*

*“Parents’ economic hardships distract their attention to the children.” (P1 agreed)*

*“Parents’ economic hardships distract their attention to the children. They are only focusing on matters that are monetary.” (P4FG said)*

*“Most parents here in South Africa are faced with financial crisis. Some earn very little so they find other things to do like buying and reselling.” (P6FG)*

Parents are therefore finding other means to supplement what they earn in order to take care of their children.

*“I have two jobs that I am working and I am not getting support from anyone else and you are placing this burden of homework on me as well.” (P11P complained)*

*“Just yesterday a parent came to tell me that there are two learners who eat her son’s food every day. This shows that some children are not getting enough food at home.” (P7FG)*

*“Incentives are essential to motivate the child to work. If incentives are not provided the child may just slow down the effort. Some parents are not managing. They struggle a lot.” (P3)*

*“Many parents are struggling and its worse in single parent homes where one parents can only afford the basics.” Parent participant P10P said:*

The last sub-theme on this section is on poverty and economic hardships. Ngwaru (2012) carried out a study in parental involvement and confirm that poverty hinder parents from participating in the education of their children. Similarly, Vellmally (2012) found that poor parents are haunted by inferiority complex to teachers and therefore don’t get involved. For more information on challenges affecting parental involvement (See section 2.12)

What I have picked out on barriers to parental involvement is that both teachers and parents face some challenges but if they work together, they may be able to iron out some of them.

#### **4.2.5 THEME 5: Specific strategies used by the school to enhance parental involvement in the foundation phase**

Evidence on the strategies to enhance parental involvement in schools is given in the diagram below.

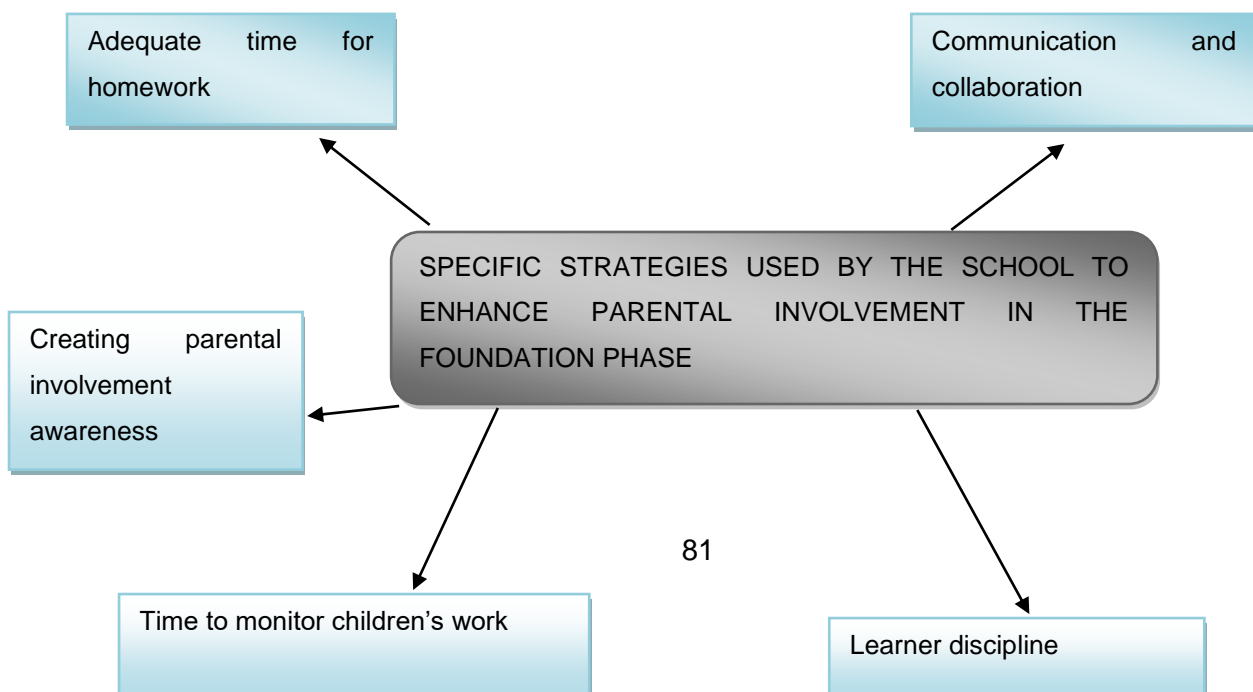


Figure 4.5: Strategies to enhance parental involvement

#### **4.2.5.1 Sub-theme 1: Giving adequate time for homework and projects**

Enough time is required for children to do the work better. Here is what came out from face to face interviews.

*“Teachers must give learners projects in time not on a one or two day space of time. We are busy parents these days. Teachers cannot give projects today and the next day they expect it back.”* Parent participant P11P)

*“...teachers give too much work to the children and in most cases it’s needed like tomorrow. This is not fair on us. We have a lot on our plate.”* (P3)

*“After teaching I give learners work to do at home for reinforcement. The work is only to be done in a short time like 30 minutes.”* (P4)

*“Parents and teachers must share the responsibility of teaching the child even though parents do it to a lesser extent than the teacher.”* (P5 asserted)

Evidence from the participants confirm Epstein’s (1995) strategy named TIPS in which teachers are advised to give parents and learners enough time to complete tasks such as homework and projects. The issue of homework is also mentioned by (O’Toole, 2018) that parents should support their children.

#### **4.2.5.2 Sub-theme 2: Communication and collaboration**

There is need for teachers and parents to communicate and collaborate.

*“...more letters. yes...writing more letters to the parents. I would also say letters and more meetings.”* (P9FG stated)

*“I sent a special message at least thanking them “Thank you for those parents who support us and support their children we really appreciate but... (P7FG)*

*“We inform them through letters of all activities we do and invite them but most of them are too busy running after the success of their lives.”* (P1)

*“Communication is number 1. You must communicate, keep on communicating...” (P3)*

*“There must be communication between the parent and the teacher. We have the homework book which we use as the communication book.”  
(Agreed P1 and P2)*

*“If I am impressed by the child’s work I also cut pictures and send to parents. Communication must not only mean that there is something wrong...” (P3 added)*

*“ ...everyone knows that they are busy, but they must all help children. If they really eeee (tries to think of a suitable word and then continues) everyone knows of the hard economic times but we have to work. Whatever.... We are all struggling. They must help.” (P4 emphasised)*

*“I think the issue of parental involvement will never be meaningful. Teachers will say they are doing their level best but as a parent, I will never be satisfied. There are times when teachers and parents pull lone battles. On the one hand, parents blame teachers whilst on the other hand, teachers blame parents for children’s failure.” (P11P asserted)*

*“I also think that social workers must help parents to understand this issue of being involved in the child’s work. Churches and communities must also help to spread the message so as to reach all the parents.” (P10P asserted)*

This sub-theme confirms Jeynes (2012) who carried out a meta-analysis to examine parental involvement programs and found out that the most effective programs were those that fostered collaboration between the home and school. Selwyn et al (2011) and Daniels (2016) share the same opinion but urged teachers to have the skills to collaborate with parents. Another study by Patte, (2011) Rentzos, Chaviaris and Kafoussi 2015) also found that quality and effective collaboration in parental involvement is of paramount importance. The issue of home school partnership also confirm confirms Epstein’s (1995) theoretical framework for building parental partnership.

#### **4.2.5.3 Sub-theme 3: Learner discipline**

Participants unanimously identified discipline as a way of enhancing parental involvement.

*“Teachers must get permission to discipline our children so that they put maximum effort in their work.”* (Parent participant P10P asserted)

*“If parents help the teacher will also get help with discipline problems. Some children are disrespectful to the teachers. Others do drug abuse; they fight and take other learners’ belongings.”* (Teacher participant P5)

*“The parents will also check on truancy, discipline and absenteeism. The child will know that if I do something bad my parent will know from my teacher.”* (P2 added)

*“Until parents realise that discipline, monitoring and control is necessary for primary school kids making sure that they study we will never get that parental involvement.”* (P1)

Epstein (2008), Lemmer and Van Wyk (2004) and Jeynes (2011) concur that parents should instil discipline in learners. A study by Dor and Naidu (2012) confirm that discipline or improved behaviour is a very vital and parents can instill acceptable discipline in their children. Additionally, Yamamoto and Brinton’s (2010) model on parents transmitting cultural capital confirm that even poor parents may also enculture self-discipline in their children.

#### **4.2.5.4 Sub-theme 4: Creating parental involvement awareness**

Participants identified that creating awareness is a way of enhancing parental involvement.

*“Teachers must make parents aware of the methods to be used when helping children.”* (Teacher participant P2 asserted)

*“They need to make campaigns on this parental involvement to link the parents with the school.”* (P4 asserted)



*“Awareness is very important. It makes people know what they are expected to do.” (Parent participant P10P)*

*“The DBE can put more emphasis from their side for the parent to give more parental support and be more involved. And awareness campaigns like they do for other staff.” (P6FG)*

*“Teachers must make parents aware of the methods to be used when helping children. Give them more examples. Sometimes as teachers we assume that parents know but this is not always the case.” (P3)*

*“You never know awareness can make many parents understand and take an active role. Most of them are not aware of this parental involvement and its benefits.” (P4FG highlighted)*

*“The department should have done more to make this parental involvement clear. What I mean is it must be known to us parent how far the parents can help.” (P11P)*

*“Workshops must be set up to educate and empower parents on this issue of parental involvement.” (P1)*

There is need to create parental involvement awareness. Maluleke (2014) and Durisic, (2017) confirm that awareness campaign may be needed to conscientise parents on parental involvement. Epstein’s (1995) typology and models of parental involvement need to be a point of referents for schools. Abdullah et al (2011) reveal that training teachers on parental involvement equips them to deal with the matter when they go out to teach.

#### **4.2.5.5 Sub-theme 5: Setting aside time to monitor children’s work**

Participants agreed that there is need to set time for their children. Parents should be guided to assist children at home and to give feedback to the teachers.

*“If parents schedule their time very well and say as for this time, I will spend it with my child. It will work because you cannot have a child and yet having no time with that child..... Even if time doesn’t allow set aside some time like there are so many things that we are involved in.” (P5FG)*

*“The parent may help to check and monitor the behaviour of the child. You will end up having attitude against the parent.” (P9FG)*

*“Parents don’t have time to talk to the child. They don’t have time to ask the child how the day was or to check the schoolwork.” (P2)*

*“As for other parents they are busy with their work and their lives. For the parents there is no time for children.” (P6)*

*“ As a parent I must monitor homework to check if the child understands. I explain even in Setswana to make her understand.” (P10P)*

*“If I don’t help who will do that? I must monitor to check if the child understands. Our children are motivated at school by family support...” (P11P)*

*“At home we monitor, reinforce and raise children the way we want. I must monitor homework only not to be the teacher because sometimes the child is blank on the work to be done. So it becomes my duty now to teach. It’s not good to have class works given as homework.” (P12P)*

Being positive on issues of parental involvement is confirmed by Attanasio and Kaufmann (2014) and Durisic (2017) who agree that parents’ hopes and aspirations better the child’s future. Similarly, O’Toole (2016) share the same sentiments that good positive parental involvement is required. In support of this sub-heading Dor and Naidu (2012) also confirm that if teachers have positive perceptions on parental involvement parents will feel welcomed. For more on strategies to enhance parental involvement (See section 2.15)

My understanding of this theme is that there are many ways to make parental involvement effective. It is interesting to find out that both teachers and parents realise some loopholes or gaps that need to be narrowed.

### **4.3 RESEARCHER REFLECTIONS**

The researcher was involved throughout data analysis to prevent bias and make the data analysis steps easy to follow (Merriam, 2009). The researcher realised that participants were very cooperative even in questions they were not sure of like the question on department policy of parental involvement but it was clear that they wanted to search more on it.

The researcher realised that probing helps a lot to make the participants say more on an issue. I had to probe and ask for more information until data saturation was reached but still sticking to the ethical responsibility of not being judgmental and biased. Moreover, I also realised that the participants became more and more relaxed as the interaction with the researcher continued. The participants were showing that they were really learning something in this research. In the focus group the teachers actually broaden each other's knowledge. The discussion was very informative.

### **4.4 CONCLUSION**

This research findings indicated that on the issue of DBE policy, participants are not very conversant on it. They had scanty information on that question meaning that there is need to spread awareness to both teachers and parents. On the benefits to parental involvement, participants identified among others improved attendance, parental support, strengthened partnership between home and school as well as academic excellence on the part of the learner.

Participants described how they involve parents. They identified giving learners homework, calling parents for meetings and intervention. Parents described that they help children with homework, they attend meetings at school, they communicate with teachers if there is need and they socialise children.

Participants gave suggestions on enhancing parental involvement. They identified empowerment to parental involvement issues to all. Communication was said to be very important to keep every stakeholder on board and home /school partnership must be cultivated.

Although there is some form of parental involvement going on participants identified some hindrances that prevent the smooth running of process. Some of the barriers identified are that there are communication gaps between the school and the parents, negative attitude from the teachers and parents is a big problem. Some parents fail to help because of curriculum changes, economic hardships and lack of time owing to work commitments.

#### **4.5 PRESENTATION OF RECORDS USED IN THIS RESEARCH**

The records shown in Appendix N reflect that the teachers and parents work together as early as January. It is shown in the records that the discussions centred on learner progress, reading and intervention. Teachers sent letters or communicated using Whatsapp to get to the parents and the parents responded to the communication. Parents are given the opportunity to choose the days they can be available. As can be noted on the 23<sup>rd</sup> January communication using a letter was used. Teachers do communicate with parents in the hope of helping the child to progress. This is noted on 16 April when the teacher said to the parent “the sooner the better” in meeting the parent.

The teachers make parents aware of the areas of concern where the learner needs to be helped at home. This is reflected on 1 June communication to the parent and the parent acknowledged receipt of such. After the meeting there is a section where the parent is given room to evaluate the meeting to say what happened during the meeting and what she says to that. This is reflected on the letter dated 3 March and the parent signed on 4 March. The results of the records used show that there is continuous communication between the home and school. There was regular communication going on between teachers and parents (see Appendix N).

## **CHAPTER 5: RECOMMENDATIONS, IMPLICATIONS, LIMITATIONS AND CONTRIBUTIONS OF THE STUDY**

### **5.1 INTRODUCTION**

This chapter provides an overview of the entire study on experiences and perceptions of parental involvement in Foundation Phase at a school in Mafikeng, North West Province. In this chapter the researcher describes data collected from face to face interviews, analysis of records and field notes. The researcher also discusses implications of findings referring to policy makers, schools, learners and parents. A discussion of recommendations then follows based on the themes that were identified responding to the following research question.

What are the foundation phase parents and teachers' experiences on parental involvement?

Five themes were generated to answer the research question

- a) Nature of parental involvement observed in the foundations phase
- b) Understanding experiences and perceptions on the South African education legislation and policies on parental involvement
- c) The benefits of parental involvement in foundation phase
- d) Strategies used by the school to enhance parental involvement in the foundation phase
- e) Challenges encountered by schools on parental involvement

All the themes help to understand parental involvement from the teachers and parents.

### **5.2 CONCLUSION DRAWN FROM THE INTERVIEWS**

The conclusion on the experiences and perceptions teachers and parents of parental involvement is presented below.

### **5.2.1 Conclusion on participants' views on the ways in which teachers involve parent as well as how parents engage children at home**

From semi-structured interviews conducted, it emerged that teachers involve parents by inviting them to school for meetings, school functions such as fundraising and fun days (Vera et al 2017). Teachers said that they also involve parents when they give children homework to be helped by parents and parents are also called for intervention purposes for their children. Teachers also invite parents to school for disciplinary purposes of their children.

Parents identified how they get involved in their children's education. They identified buying the necessary gadgets that help children to learn, mentoring and disciplining children. They also mentioned teaching children at home as they help them with homework and projects at home. This concurs with views of Mncube (2010). Parents also added that they take their children through discussions of any topic to develop vocabulary. The conclusion that can be drawn from the study is that there is parental involvement going on. Teachers are engaging parents in their children's work and parents are also involved in their children's work.

### **5.2.2 Conclusion on the South African education legislation and policies on parental involvement**

From interviews with parents and teachers it is interesting to note that the participants were not really sure about the contents of the policy though they are aware that there is somehow legislation on the issue of parental involvement which is found in NEPA (1996). The study clarified that parents must take an active role in the child's learning. Participants stated that teacher parent collaboration is what the department of education calls for. Participants said that teachers and parents must work as a team for the success of the child. Even though they are not sure about their mandate the parents agree that they are also responsible for the child's educational development. Teamwork between the school and the parents could help the child improve in academic, social and emotional development as found in literature study

Communication among stakeholders was also perceived as an integral facet of involvement. Participants stated that the policy needs the parents and the teachers to have dialogues concerning the child. Parents need information about the child's

progress at school because parents are stakeholders. The conclusion that can be drawn from this study is that both teachers and parents are not informed about what the Department expect from them as far as parental involvement is concerned. Dor and Naidu, (2012) also highlighted that there is different interpretation of the policy. It is not uniform. There is need to spread awareness campaigns to let stakeholders know what is expected.

### **5.2.3 Conclusion on participants' views on benefits of parental involvement**

The study revealed that the benefits of parental involvement are that parents are able to follow and monitor the child's progress knowing if the child needs extra help. According to the participants parental involvement strengthens the bond between the school and the family and this helps the child to improve academically, socially and emotionally. Wing et al (2015) and Jeynes (2012) reiterate that parental involvement influences learner achievement. The child would be intrinsically as well as extrinsically motivated to work harder as parents and teachers give adequate guidance to the child. Parents also give continuous support to the child and in turn the child improves in behaviour and school attendance. Participants agree that parental involvement has above all the benefit of cultivating academic achievement and excellence from the learner and they even get educational awards. The conclusion that can be drawn from this study is that parental involvement is related to the learner's achievement.

### **5.2.4 Conclusion on using Foundation Phase teachers and parents' experiences in proposing recommendations for parental involvement/ how to enhance parental involvement**

Regarding the views of participants, the researcher found that there are measures which can be incorporated to propose recommendation or enhance parental involvement. This study revealed that adequate time must be given on projects for them to be able to help children effectively. Participants recommended that there must be collaboration and partnership between the home and the school. They cannot work in isolation of each other. Parents also noted that discipline, on the part of the learners is an important factor to enhance parental involvement.

Participants echoed that both teachers and parents need to be empowered in issues of parental involvement. There must be awareness campaigns so that parents and

teachers really know of their expectations in parental involvement. They noted that this can be done through workshops for parents. Hayes (2012) supports this fact saying that parents really need direction so schools must guide them. The participants highlighted monitoring and controlling homework, meetings and effective communication with parents as a way of enhancing parental involvement as highlighted by Beveridge (2013). The conclusion that can be drawn in this theme is that there is need to enhance parental involvement because it benefits the learner in the end.

### **5.2.5 Conclusion on participants' views on barriers to parental involvement**

Regarding the barriers to parental involvement, it was revealed that negative attitudes of the parents and teachers affect parental involvement. Negative attitude effects were also noted by Lareau (2011). From the semi-structured interviews conducted, some teachers and parents are not committed to meaningful parental involvement. During the interview some parents noted that they are not happy when teachers push work to be done at home. This relates also to a newspaper article where some parents opt out of homework Parent 24 (2015). The sentiments from some of the parents were that teachers want parents to teach when the teachers are specifically mandated to do this chore. Echaune (2015) found out that some parents see homework as a burden to parents. So, in a way it is the reason why some parents are reluctant to be involved in their children's schoolwork.

Lack of communication received great attention from participants as a facet that hinders parental involvement. Parents and teachers should inform each other on the learner's progress. A learner is said to be motivated if the family takes interest in what they do especially young children. Parents act positively if they are informed by teachers. Economic hardships were common amongst participants who said that they are faced with financial constraints so most of the times they are glued to their side businesses after work. This makes them get home late and they do not have time to help their children. Vera et al. (2017) highlighted that parents have a lot to do in this economic condition. The work till late and others are working far from home.

Parents identified lack of time a hindrance to help children. Parents go to the extent of enrolling their children in after care where in most cases the parents are not receiving value for their money. Teachers noted that sometimes children are just given answers



for the homework without making them understand. Parents noted that because of their busy daily routines, they end up enrolling children in after care. Changes in the curriculum was also said to be a problem. Parents said that some concept are new to them especially the breaking down method in Mathematics as well as number sentences. This is the same in teaching sounds. Most parents know the letter names not the phonetic sounds.

Almost all the participants shared that they are not aware of what the policy really states when it comes to parental involvement. Participants were very scant on this issue. They seem ignorant of the department policy. Some children are not staying with their parents. The participants referred to this as the distance between the parent and the child which affects the smooth running of parental involvement. This becomes a barrier when the child is left with someone who cannot help with schoolwork. Some grannies cannot help because they do not know how to or are also working late. There are also child-headed families caused by parents working out of town. The child is left with no one to help him/her.

Language barrier was said to affect parental involvement. Some parents do not understand the languages taught at school and this was also highlighted by Chu and Garcia (2014). In such cases then there is no partnership between the teacher and the parent. An example was made of migrant families who cannot help in the local languages. Family conflicts or separated parents were also mentioned as a barrier. Some parents fight to the extent of including the child in their fights. The child will end up emotionally disturbed. Sometimes the children are spoilt or deprived of what they should use at school because parent disagrees a lot. The conclusion that can be drawn from this theme is that a lot still needs to be done to make improvements in the way parental involvement is done.

### **5.3 CONCLUSION DRAWN FROM FIELD NOTES**

Field notes revealed that the issue of parental involvement is still an issue to be publicised. There is lack of understanding between the teachers and parents. Teachers and parents are not satisfied about how it is done. The department should be at the

forefront to inform teachers on what to do to partner with parents. Schools have to do a lot to incorporate parents in the education of their children. What is really needed is awareness campaigns and empowerment of both teachers and parents on parental involvement.

Several problems were encountered during data collection. Some participants did not turn up forcing the researcher to replace them. Others kept changing the agreed time especially the focus group. It was a challenge having them to agree on a date and time though the researcher managed at last.

During the interviews field notes also revealed that the participants were sometime hesitant to respond until the questions were clarified which showed that parental involvement cannot be taken for granted. There is need for school to really plan how they must do it and empower the teachers first.

#### **5.4 CONCLUSION DRAWN FROM THE ANALYSIS OF RECORDS**

In this study it was revealed that there is parental involvement going on. The homework given to the learners is evidence of teachers involving parents. There are letters to invite parents to school if there is a problem and parents respond to those letters. Communication between teachers and parents takes place because evidence was collected. During the interviews, teachers were worried that not all parents come when they need them. This is where the problem is. Parents sited lack of time to heed all the calls from the teachers. The conclusion from the analysis of record is that although there is evidence of parental involvement it does not show how committed are the teachers and parents to the issue of parental involvement. Some schools now attach a penalty fee if parents miss general parents' meetings.

#### **5.5 RECOMMENDATIONS**

From the study conducted the following recommendations were made.

### **5.5.1 Ways of involving parents and engaging learners**

On ways in which teachers involve parents as well as how parents engage children at home, participants recommended that schools must devise various methods of getting and reaching out to all parents. Most parents raised time constraints since they finish work late. To overcome the problem, the nature and outlook of the involvement process could be discussed during parents' meetings to find out which times and day most parents are free to attend meetings and help with homework.

### **5.5.2 Policy and legislation**

The recommendation on policy and legislation on parental involvement is that the Department of Education should make a clear statement on what parents, schools and teachers are expected to do. This could help to clear the misunderstandings between the home and the school. Given all the benefits of parental involvement it is recommended implementation is required and to make it a point that parents are supported and empowered so that all children, schools and parents themselves benefit from parental involvement.

### **5.5.3 Benefits of parental involvement**

The recommendation in this regard is that parental involvement has positive effects on learner achievement. The department of education and schools should spread awareness of this concept. It is recommended that schools and families should initiate strong bonds and work together to help the child.

### **5.5.4 How to enhance parental involvement**

The ways of enhancing parental involvement identified by the participant leads the researcher to recommend that there is need to improve the partnership between the home and the school. There is need to create awareness of parental involvement to all stakeholders. The department as well as the schools should find ways of making parents know their responsibility. The researcher also recommends that the daily homework must be manageable or else it must be given out at intervals agreed upon by the parents and the school as suggested in TIPS model.

### **5.5.5 Barriers to parental involvement**

On barriers to parental involvement the researcher recommends that parents must be encouraged to put the education of their children first. This can be achieved through awareness campaigns. Communication between the parent and the teacher needs to be cultivated. The department on its own side together with the schools must empower parents to be meaningfully involved. Parents need to be advised on the effects of not staying with their children. Not only does this affect absentee parents even those who are around must supervise and monitor children appropriately not giving them answers.

## **5.6 IMPLICATIONS FOR PRACTICE**

Implications are suggestions which are important to different readers (Creswell, 2008). A discussion follows on implications on the following themes.

### **5.6.1 Implications for policy developers**

Policy makers should take the responsibility to simplify the policies on parental involvement and to make them known by stakeholders. Policies need to be disseminated and implemented. Follow up activities are required to check progress because taking it for granted that parental involvement takes place may not work.

### **5.6.2 Implications for schools**

School principals have to spread the issue of the importance of parental involvement. Teachers should be staff developed through workshops to be able to engage parents in schoolwork. Workshops should be done regularly to ensure there is partnership between home and school.

### **5.6.3 Implications for parents**

For parental involvement to be intensified, parents must be knowledgeable. An informed parent makes a great impact on learner achievement. If parent know the benefit of their involvement, they will do it without grumbling. Parents need to continue teaching their children as they did from the birth of the child.

#### **5.6.4 Implications for the community**

Communities improve if learners achieve higher. They will work and plough back to their communities not only their homes.

#### **5.6.5 Implications for the department of education**

If learners are helped by their parents, the department will realise higher pass percentages in different grades. This goes a long way to improve the lives of citizens.

### **5.7 UNIQUE CONTRIBUTIONS OF THE RESEARCH**

The findings of this research contribute to better practice of parental involvement for schools and families.

#### **5.7.1 Contribution to ways of involving parents and engaging learners**

Teachers should use the model given in this research to find out how best they can involve parents. Schools also need to empower parents on how to engage children at home.

#### **5.7.2 Contribution to policy and legislation**

Policy makers can use this research to amend policies regarding parental involvement making them understood. The policies should clearly spell out what is to be done and by whom?

#### **5.7.3 Contribution from the benefits of parental involvement.**

The benefits of parental involvement are discussed to inform all stakeholders. The benefits of parental involvement help the parents and the teachers to work on something they know would improve the academic achievement of children.

#### **5.7.4 Contribution to how to enhance parental involvement**

The contribution here is to give the readers ways of making improvements on parental involvement. Parental involvement maybe taking place but if it is done poorly that it will not help the learners. Therefore, this research discusses ways of enhancing it.

### **5.7.5 Contribution to barriers to parental involvement**

Barriers of parental involvement are discussed in this research. This helps to find ways of guarding against them. If parents do not attend meetings because of work commitment meetings may be scheduled on Sundays after church. Parents may be empowered so that they are not ignorant on what needs to be done.

## **5.8 LIMITATIONS OF THE STUDY**

Limitations are potential weaknesses that the researcher identifies (Creswell 2008). For this research, the limitations are highlighted below.

### **5.8.1 Site effect**

In this research, only one school was studied. The results may have been augmented if more schools were used. There were also disturbances of teachers who were not in the research. They came to the venues only to find that we were busy. They quickly excuse themselves however curious to know what was going on first before they leave.

### **5.8.2 Participants' effect**

Another limitation encountered during the study is that it was very difficult to gather focus group participants. When they were gathered, they seemed to be in a hurry. This may have caused them to forget vital information which was going to add value to the research. This was also caused by the fact that the research was conducted out of school hours so that it could not interfere with learning time. Participants may also withhold some information for their own agendas or fear of exposing themselves if they are not participating to enhance parental involvement.

### **5.8.3 Document effect**

The documents supplied may not reflect the true position of parental involvement for all the learners in foundation phase. It may be that teachers submitted the best sample.

#### **5.8.4 Recording effect**

Another limitation may have arisen on the use of audio recordings and not video. Video recording could have given the researcher some non-verbal expressions which the eye could have missed.

#### **5.8.5 Time effect**

Time was also a limitation factor to both participants and the researcher being in full time jobs. There is a lot to be done and it may have a negative impact on the outcome of the research. The time to collect data may have been too short to yield best results.

#### **5.8.6 Bias effect**

Bias cannot be ruled out. Since the researcher is a teacher bias may have affected the researcher when collecting data although I tried as much as possible to guard against it.

### **5.9 RECOMMENDATIONS FOR FUTURE RESEARCH**

On the overall recommendation, the researcher takes policy and legislation, awareness of parental involvement issues, enhancing parental involvement, collaboration and partnership among stakeholders to be of paramount importance.

The research findings can help to spread awareness of parental involvement by teachers and parents so awareness campaigns must be done. The findings can also help the teachers and parents to implement the suggestions on improving parental involvement therefore stakeholders and policy makers can lay out platforms to make parental involvement a success. Sampling can also be improved in future research to get participants with more information on parental involvement. These factors can be looked at in future research to make improvements on the issue of parental involvement.

On the issue of empowering teachers and parents, schools should take lead to empower teachers and parents.

Schools must run staff development sessions to help teachers understand the issue of parental involvement. Schools should create good working relationships with parents

and encourage them to monitor their children doing homework as well as improving the partnership between home and school.

For further research the qualitative study can be done also in quantitative approach especially on the benefits of parental involvement. The research was done at an urban school maybe one can do it at a rural setting and find out the situation there.

## **5.10 CONCLUSION**

This study is on the perceptions and experiences of teachers and parents on the issue of parental involvement at a school in Mafikeng, North West Province. Both parents and teachers agree that there is parental involvement going on though it is not intensified. The reasons given for the ineffective of the process is lack of knowledge. Stakeholders must be knowledgeable if this is to succeed. Awareness campaigns must be run from the department to schools and to parents to spread knowledge of parental involvement.

Parents and teachers all identified challenges hindering the smooth running of parental involvement. The suggestions on enhancing parental involvement must be implemented. This will help to improve the academic achievement of learners.

This research's findings contribute vital knowledge to intensify parental involvement. The recommendations can be used in future research. Those tasked to formulate policies can also use this research to make improvements of the current policy on parental involvement to be understood by all stakeholders.



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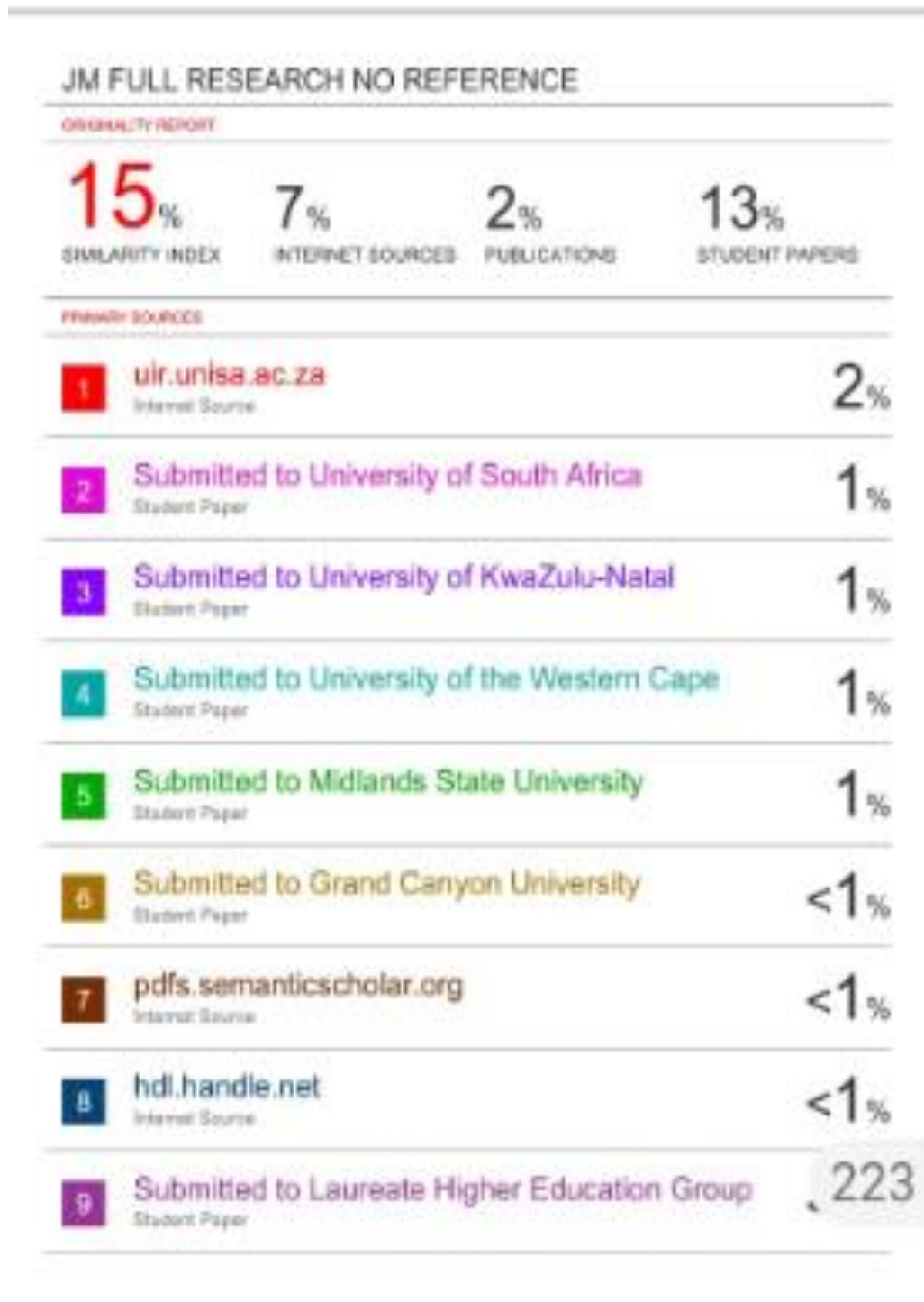
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## APPENDIX A: TURNITIN REPORT



## **APPENDIX B: ETHICS CLEARANCE CERTIFICATE**



UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2018/06/13

Ref: 2018/06/13/54875625/36/MC

Dear Mrs Madzinga

Name: Mrs J Madzinga

Student: 54875625

**Decision:** Ethics Approval from  
2018/06/13 to 2021/06/13

**Researcher(s):** Name: Mrs J Madzinga  
E-mail address: joymadzi@yahoo.com.sg  
Telephone: +27 78 214 6945

**Supervisor(s):** Name: Dr S. Ntshangase  
E-mail address: ntshas@unisa.ac.za  
Telephone: +27 12 429 6929

**Title of research:**

**Parental involvement in Foundation Phase learners at a school in Mafikeng, North West Province**

**Qualification:** M. Ed in Psychology of Education

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2018/06/13 to 2021/06/13.

*The low risk application was reviewed by the Ethics Review Committee on 2018/06/13 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.



2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.
3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
7. No field work activities may continue after the expiry date **2021/06/13**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

**Note:**

The reference number **2018/06/13/54875625/36/MC** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.

Kind regards,



**Dr M Claassens**  
**CHAIRPERSON: CEDU RERC**  
 mcdtc@netactive.co.za



**Prof V McKay**  
**EXECUTIVE DEAN**  
 Mckayvi@unisa.ac.za

**APPENDIX C: LETTER OF APPROVAL FROM THE NORTH WEST  
DEPARTMENT OF EDUCATION**



**Education and Sport Development**  
Department of Education and Sport Development  
Departement van Onderwys en Sportontwikkeling  
Le/apha la Thuto le Tihaboloko ya Metlakantse  
**NORTH WEST PROVINCE**

Garons Building, Mmabatho  
1st Floor, East Wing,  
Private Bag 20244,  
Mmabatho 2725  
Tel.: (018) 388-3433  
Fax.: 080-314-0126  
e-mail: molihale@nwed.gov.za

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**OFFICE OF THE SUPERINTENDENT-GENERAL**

---

Enqj. : Dr TA Phrabatlo  
Tel. : 018 388 3429/3433/3071

To: Dr. S. Ntshangase  
University of South Africa  
Department of Psychology

From: Mrs S M Semaswe  
Superintendent-General

Date : 02 August 2018

**PERMISSION TO CONDUCT RESEARCH: MRS J MADZINGA**

Permission is hereby granted to Ms. J Madzinga to conduct research in the department as requested, subject to the following conditions:

- She contacts the relevant School Principals for her target schools about his request with this letter of permission.
- Considering that your research will involve both Educators and Learners, the general functionality of the school should not be compromised by the research process.
- The participation in your project will be voluntary.
- The principles of informed consent and confidentiality will be observed in strictest terms, and
- The findings of your research should be made available to the North West Department of Education and Sport Development upon request.

Best wishes

**Mrs S M Semaswe**  
Superintendent-General



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"Towards Excellence In Education and Sport Development"

## **APPENDIX D: LETTER REQUESTING PERMISSION FROM THE NORTH WEST DEPARTMENT OF EDUCATION**

Date

.....

### **REQUEST FOR PERMISSION TO CONDUCT RESEARCH**

**Title of research: Parental involvement in Foundation Phase from the perspectives of parents and teachers: A case in Mafikeng, North West Province**

I, Joyce Madzinga, am doing research under supervision of Dr. M. F. Mavuso, a Senior Lecturer in the Department of Psychology of Education towards a Master of Education at the University of South Africa. I request your permission to conduct the research in one of the schools in Mafikeng under your province.

The aim of the study is to explore and describe the perceptions of teachers and parents on parental involvement involving 3 parents and 9 teachers. Parents will be invited to participate in the study. Data will be collected through semi-structured individual interviews, focus group, documents and field notes will be reflected in a journal.

Semi structured questions will be used for, teachers and parents.

Data will be collected through individual and focus group interviews. Additionally, field notes will be reflected in a journal.

Participation in this study will be voluntary, and participants may decide to withdraw from the study at any point without penalty. Participants will be treated with respect and with confidentiality. The name of the school will not be disclosed

There will be no reimbursement or any incentives for participation in the research. The benefits of the study will be that teachers and parents will express their views about parental involvement in the foundation phase. The findings could improve practice on parental involvement in schools and they could also influence policy.

Feedback procedure will entail a research report. I will also give feedback to all participants in the study,

The study may be published in a journal or a book chapter without mentioning the names of participants.

Yours sincerely

Ms Joyce Madzinga (Researcher)

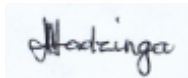
Email: [joymadzi@yahoo.com.sg](mailto:joymadzi@yahoo.com.sg)

Cell: 0782145945

Dr. M. F. Mavuso (Supervisor)

Email: [mavusmf@unisa.ac.za](mailto:mavusmf@unisa.ac.za)

Tell: (012) 4298635

A small, light blue rectangular box containing a handwritten signature in black ink. The signature appears to be 'J. Madzinga'.

## **APPENDIX E: LETTER REQUESTING PERMISSION FROM THE REGIONAL OFFICE**

Dear Superintendent General

I, Joyce Madzinga, am doing research under supervision of Dr. M. F. Mavuso, a Senior Lecturer in the Department of Psychology of Education towards a Master of Education at the University of South Africa. Dr. I request your permission to conduct the research in one of the schools in Mafikeng under your province.

The aim of the study is to explore and describe the perceptions of teachers and parents on parental involvement involving 3 parents and 9 teachers. Parents will be invited to participate in the study. Data will be collected through semi-structured individual interviews, focus group, documents and field notes will be reflected in a journal.

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Feedback procedure will entail a research report. I will also give feedback to all participants in the study,

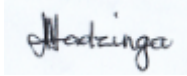
The study may be published in a journal or a book chapter without mentioning the names of participants.

Yours sincerely

Ms Joyce Madzinga (Researcher)

Email: [joymadzi@yahoo.com.sg](mailto:joymadzi@yahoo.com.sg)

Cell: 0782145945



.....

.....

Dr M. F. Mavuso (Supervisor)

Email: [mavusmf@unisa.ac.za](mailto:mavusmf@unisa.ac.za)

Tell: 0124298635

## **APPENDIX F: LETTER REQUESTING PERMISSION FROM THE PRINCIPAL**

### **The School Principal**

**TITLE OF RESEARCH:** Parental involvement in Foundation Phase learners at a school in Mafikeng, North West Province

I, Joyce Madzinga, am doing research under supervision of Dr. M. F. Mavuso, a Senior Lecturer in the Department of Psychology of Education towards a Master of Education at the University of South Africa. Dr. I request your permission to conduct the research in one of the schools in Mafikeng under your province.

The aim of the study is to explore and describe the perceptions of teachers and parents on parental involvement involving 3 parents and 9 teachers. Parents will be invited to participate in the study. Data will be collected through semi-structured individual interviews, focus group, documents and field notes will be reflected in a journal.

Semi structured questions will be used for, teachers and parents.

Data will be collected through individual and focus group interviews. Additionally, field notes will be reflected in a journal.

Participation in this study will be voluntary, and participants may decide to withdraw from the study at any point without penalty. Participants will be treated with respect and with confidentiality. The name of the school will not be disclosed

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Feedback procedure will entail a research report. I will also give feedback to all participants in the study,



The study may be published in a journal or a book chapter without mentioning the names of participants.

Yours sincerely

Ms Joyce Madzinga (Researcher)

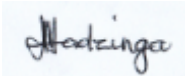
Dr. M. F. Mavuso (Supervisor)

Email: joymadzi@yahoo.com.sg

Email: mavusmf@unisa.ac.za

Cell: 0782145945

Tell: (012) 4298635



If you understand the request and agree that your teachers participate, please sign the declaration form below.

DECLARATION FORM

I ..... (full name of participant) hereby confirm that I have read and understand the contents of this document and the nature of the study and consent to participate in the study.

I understand that I am at liberty to withdraw from the project at any time, should I desire.

## **APPENDIX G: LETTER REQUESTING PERMISSION FROM TEACHERS**

Participant ..... Date .....

I, Joyce Madzinga, am doing research under supervision of Dr. M. F. Mavuso, a Senior Lecturer in the Department of Psychology of Education towards a Master of Education at the University of South Africa. I request your permission to participate in the research in your school in Mafikeng North West Province. I hereby request to have an interview with you.

The aim of the study is to explore and describe the perceptions of teachers and parents on parental involvement involving 3 parents and 9 teachers. Parents will be invited to participate in the study. Data will be collected through semi-structured individual interviews, focus group, documents and field notes will be reflected in a journal.

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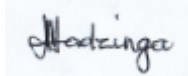
The study may be published in a journal or a book chapter without mentioning the names of participants.

Yours sincerely

Ms Joyce Madzinga (Researcher)

Email: [joymadzi@yahoo.com.sg](mailto:joymadzi@yahoo.com.sg)

Cell: 0782145945

A small, light blue rectangular box containing a handwritten signature in black ink that reads "Madzinga".

Dr M. F. Mavuso (Supervisor)

Email: [mavusmf@unisa.ac.za](mailto:mavusmf@unisa.ac.za)

Tell: 0124298635

## **APPENDIX H: LETTER REQUESTING PERMISSION FROM PARENTS**

Participant ..... Date .....

I, Joyce Madzinga, am doing research under supervision of Dr. M. F. Mavuso, a Senior Lecturer in the Department of Psychology of Education towards a Master of Education at the University of South Africa. I request your permission to participate in the research in your school in Mafikeng North West Province. I hereby request to have an interview with you.

The aim of the study is to explore and describe the perceptions of teachers and parents on parental involvement involving 3 parents and 9 teachers. Parents will be invited to participate in the study. Data will be collected through semi-structured individual interviews, focus group, documents and field notes will be reflected in a journal.

Semi structured questions will be used for, teachers and parents.

Data will be collected through individual and focus group interviews. Additionally, field notes will be reflected in a journal.

Participation in this study will be voluntary, and participants may decide to withdraw from the study at any point without penalty. Participants will be treated with respect and with confidentiality. The name of the school will not be disclosed

There will be no reimbursement or any incentives for participation in the research. The benefits of the study will be that teachers and parents will express their views about parental involvement in the foundation phase. The findings could improve practice on parental involvement in schools and they could also influence policy.

Feedback procedure will entail a research report. I will also give feedback to all participants in the study,

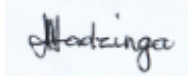
The study may be published in a journal or a book chapter without mentioning the names of participants.

Yours sincerely

Ms Joyce Madzinga (Researcher)

Email: joymadzi@yahoo.com.sg

Cell: 0782145945



Dr. M. F. Mavuso (Supervisor)

Email: mavusmf@unisa.ac.za

Tell: (012) 4298635

If you understand the request and agree to participate, please sign the declaration form below.

#### DECLARATION FORM

I ..... (full name of participant) hereby confirm that I have read and understand the contents of this document and the nature of the study and consent to participate in the study.

I understand that I am at liberty to withdraw from the project at any time, should I desire.

Preferred Interview date .....

Time .....

## **APPENDIX I: LETTER REQUESTING PERMISSION FROM FOCUS**



### **GROUP DISCUSSION FOR TEACHERS**

I, Joyce Madzinga, am doing research under supervision of Dr. M. F. Mavuso, a Senior Lecturer in the Department of Psychology of Education towards a Master of Education at the University of South Africa. I request your permission to participate in the research in your school in Mafikeng North West Province. I hereby request to have an interview with you

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Semi structured questions will be used for, teachers and parents.

Data will be collected through individual and focus group interviews. Additionally, field notes will be reflected in a journal.

Participation in this study will be voluntary, and participants may decide to withdraw from the study at any point without penalty. Participants will be treated with respect and with confidentiality. The name of the school will not be disclosed

There will be no reimbursement or any incentives for participation in the research. The benefits of the study will be that teachers and parents will express their views about parental involvement in the foundation phase. The findings could improve practice on parental involvement in schools and they could also influence policy.

Feedback procedure will entail a research report. I will also give feedback to all participants in the study,

The study may be published in a journal or a book chapter without mentioning the names of participants.

Yours sincerely

Ms Joyce Madzinga (Researcher)

Email: [joymadzi@yahoo.com.sg](mailto:joymadzi@yahoo.com.sg)

Cell: 0782145945

Dr. M. F. Mavuso (Supervisor)

Email: [mavusmf@unisa.ac.za](mailto:mavusmf@unisa.ac.za)

Tell: (012) 4298635

## **APPENDIX J: INTERVIEW FOR TEACHERS**

- What are your experiences of parental involvement in your school?
- As a foundation phase teacher, what informs you to promote parental involvement?
- How do you promote parental involvement as a foundation phase teacher?
- What does the educational policy say about parental involvement?
- In your view, what are the benefits of parental involvement in the foundation phase?
- What challenges or barriers do you encounter about parental involvement?
- In your view, how can the school enhance parental involvement?



## **APPENDIX K: INTERVIEW QUESTIONS FOR PARENTS**

- What are your experiences of parental involvement within a school context?
- In your opinion, what do you think are some aspects that promote parental involvement in schools?
- How do you promote parental involvement as a parent?
- What does the educational policy say about parental involvement within a school context?
- What do you suggest must be done to make parents aware?
- In your view, what are the benefits of parental involvement in the foundation phase?
- What challenges or barriers do you encounter about parental involvement?

## **APPENDIX L: INTERVIEW QUESTIONS FOR THE FOCUS GROUP**

1. What are your experiences of parental involvement in your school?
2. As a foundation phase teacher, what informs you to promote parental involvement?
3. How do you promote parental involvement as a foundation phase teacher?
4. The researcher clarified by asking the teachers what they do to involve parents in their children's education.
5. What does the educational policy say about parental involvement?  
As a follow up, the researcher asked participants if there is legislation which guides parental involvement.
6. In your view, what are the benefits of parental involvement in the foundation phase?  
What are some of the success you have experienced as a foundation phase teacher on parental involvement?
7. What challenges or barriers do you encounter about parental involvement?
8. In your view, how can the school enhance parental involvement? What would you suggest the school should do to enhance parental involvement?

## **APPENDIX M: FIELD NOTES COMPILED DURING THE RESEARCH**

20 August 2018

The selected school is much organised. School out for foundation phase all learners heading to the gate to wait for their parents or transport. Outside the gate the learners wait along the school fence under the trees because it was very hot. Most learners greet the researcher warmly. "Good afternoon!" The atmosphere shows the school itself with displays that seemed to be made by learners. There is also the complete uniform in a display cabinet. I was greeted and offered a seat on one of the comfortable chairs lined up. There are voices of the workers and footsteps could be heard of support staff. There was a parent being helped.

When my turn came, I asked to see the Principal and explained that it was in connection with a research. I was told to wait because the principal was having a class. After about 10 minutes he came. He was the first to greet me. The receptionist went to inform him about what I wanted and he told her that I should get in. His office is very clean and I sat on the visitor seat. He greeted me and asked how he can help me. I explained myself. He then asked for more information. He told me that he was very happy to help those who are doing research and he seemed to like my topic on parental involvement.

He happily assured me that he will ask Foundation phase to participate and that I will do my sampling of participants. He told me to wait for a phone call from the Foundation Phase HOD. For an interview with him he said I will come but he was occupied in the near future, so I propose on 20 September 2019. The following morning the HOD phoned telling me that the school allows me to do the research.

### **23 August interview with P1**

When I got to the reception a friendly receptionist asked me to proceed to the Foundation phase after she confirmed through the phone. A few learners were on their way out. They were all greeting me. There were many classrooms for foundation

phase. Through the windows and open doors, I could see support staff busy cleaning the classrooms. Fortunately, the lady I met first was the HOD. She greeted me and said, "I am sure you are here to see me". We introduced ourselves to each other. She asked me for a minute as she was comforting a grade 3 boy who looked sad. Two girls came to give her a message which I did not get. She responded to them and they left.

She welcomed me into the classroom. It was clean but dusty. Chairs were packed on the desks. There was a bookshelf where books were neatly packed. She answered a call from a parent and she put the phone on silent. After that she excused herself to check the interview paper which the principal gave her just to make sure I was the researcher. We talked briefly about our work. She was very happy that I was also teaching grade 3. The windows were open and there was much light coming in through the windows. Classroom displays were very colourful and pinned up per subject. Window frames and doors were all painted blue. The teacher responded to all questions in a jovial mood laughing and sometimes pausing to give the right answers. She took me halfway to the entrance.

### **28 August interview with P2**

She welcomed me to her classroom at 2 pm. All was quiet no learners were still around. Her classroom was neatly packed. She had a lot of books to mark. We started chatting about our work demands. She was loud spoken and showed that she enjoys her work.

She responded to all the questions, but I had to probe to get more information.

### **25 September interview with P3**

When I got there the teacher who was supposed to be interviewed was no longer interested because she said she was recording her class' marks. So, I went to the other teacher who was also willing to participate. She welcomed me warmly. We sat on the learners table. She wanted to do it quickly as she had an appointment with someone. She responded well too though she sometimes took time to answer thinking deeply on how to respond to the questions. She excused herself ones to answer her call. Her facial impressions were very encouraging showing that she was enjoying the interview.

She seemed to have forgotten that she was in a hurry. She did not mind being asked to explain more.

#### **7 October 2018 interview with P10P**

This parent welcomed me very well. We sat in her lounge. Her sister and her 8 year-old daughter were there. She wanted to respond in the presents of her sister, but I asked if it can be the two of us in the room. The sitting room was very spacious and we sat on the sofas. She offered me cool drink which I said will drink when we finish. She was making jokes that I am too focused on my research.

Her answers were detailed but I probed here and there. The sister's baby came making noise from the kitchen. She carried her on her lap and continued. When she talked about some of the difficult work that teachers give she laughed and called out to her daughter saying, "Baby girl what is the name of that book with difficult sums, that one which mom doesn't want?" After the interview she gave me juice and accompanied me out.

#### **10 November 2018 interview with P11P**

The lady was very welcoming. She was with her elderly mother who started chatting with me about my teaching career and she told me that she was a nurse before she retired. We went into the kitchen for the interview. She answered all the questions and showed a tense face when she complained that sometimes teachers do not consider foreign learners when they give homework but laughing at times to neutralise her anger. She did not hide her disappointment of too much work given to children but nevertheless she helps her son. I also had to keep probing for her to elaborate her answers which she gladly did.

#### **20 November interview with P12P**

This parent was very willing to participate but too busy to get. She was even phoning excusing herself if she won't make it. She was soft spoken but very open. I met her at her house. We talked and she was responding very well. In her responds she showed that she follows current news. She elaborated giving the Minister of education as an example. She said a lot when asked to on issues of drug use. She jokingly said "teachers must give us a break. There is too much work given to the children".

### **Focus group interview**

The focus group interview was arranged and carried out in May 2019 adding to the data collection method.

My reflection on the focus group was that it is very difficult to get people together for an interview. Participants have their own businesses to do after work therefore anything else is not their priority. I struggled until the HOD had to chip in to help because as a school they also had a lot of other things done at 2 pm especially and I could not disrupt classes. Below are the documents which were used in this research.

## APPENDIX N: AN EXAMPLE OF DOCUMENTS SUPPORTING PARENTAL INVOLVEMENT

Appendix K: Documents supporting parental involvement

1.02.2019

Dear Parents

Please come and see me. When will it be possible to discuss progress?

05/02/19

Hi

Will be able to come and see you on Thursday the 7<sup>th</sup> February at 14:00 if it is okay with you mam.

Your response will be highly appreciated.  
My contact number is

6.02.2019

Dear F : mam

Thank you for the response. Thursday 7.02.20 at 14:00 will be perfect. We will meet in my class.

10.04.2019

Dear Parent

I would like to see you as soon as possible in regard to Borshelo's reading. When can we meet?

Kind Regards.

Noted I will whatsapp you the date tomorrow after checking my schedule at work  
10/4/2019  
Thank you.

Morning Maam  
I might come in during the day today if not, tomorrow things are a bit hectic at work.  
10/4/19

16.04.2019.

Good Day

The sooner, the better.

Thank You.

Dear Parent/Guardian

Your child \_\_\_\_\_ in Grade 2017 is not achieving.

Could you please come and see me on the day and time indicated below, concerning his/her progress.

MONDAY	13:00 - 13:30	
Date:	13:30 - 14:00	
TUESDAY	14:00 - 14:30	
Date:	13:00 - 13:30	
WEDNESDAY	13:30 - 14:00	
Date: <u>23/01/2019</u>	14:00 - 14:30	✓
THURSDAY	13:00 - 13:30	
Date:	13:30 - 14:00	
	14:00 - 14:30	

Yours faithfully

\_\_\_\_\_  
Class Teacher

\_\_\_\_\_  
HOD/Principal

Tear-off

I \_\_\_\_\_ parent/guardian of \_\_\_\_\_

In grade 2017 acknowledges receipt of the letter concerning my child's progress.

I am able/unable to meet with you on the day and time indicated. Please will you reschedule me on the following day and time:

DAY: Wednesday TIME: 13:30

Signed

#### INTERVENTION RECORD

Name of learner: \_\_\_\_\_

Grade: 2

The following subjects need to be upgraded:

SUBJECT	
English	X
Afrikaans	X
Setswana	X
Mathematics	
Natural Science	
Social Science: History	
Social Science: Geography	
Life Skills	

I have discussed/shall discuss this with the class/subject educator to determine the best possible ways of assisting my child so that he/she may meet the necessary pass requirements for the subjects/a in question.

Some possible reasons for the learner's underperformance are:

Homework not done	
Incomplete tasks/class work	X
Incomplete projects	
Reading comprehension	X
Discipline/disruptions	
Tables & bonds	

I am aware that this form is part of the school's attempt to do intervention with my child. I shall attempt to work with my child as discussed with the class/subject educator.

Signed: \_\_\_\_\_

Dated: 1/1/2019



3.7 Views expressed by Parent/Legal Guardian/Caregiver/Learner during the consultation(s):

I like there way the teacher explained to me that my son his struggling with his work, so I appreciate that and I will try to work together.

Name of Teacher/ Manager:	Signature:	Date: 20/1/03/04 (yy/mm/dd)
Name of Parent/ Legal Caregiver:	Signature:	Date: 20/1/03/04 (yy/mm/dd)

The documents above seem to prove the communication between teachers and parents. Letters or notes are send from school and the parents respond.

## APPENDIX O: CERTIFICATE OF LANGUAGE EDITING

### **EDITING AND PROOFREADING CERTIFICATE**

7542 Galangal Street

Lotus Gardens

Pretoria

0008

27 October 2020

#### **TO WHOM IT MAY CONCERN**

This certificate serves to confirm that I have edited J Madzniga's dissertation entitled **PARENTAL INVOLVEMENT IN FOUNDATION PHASE FROM THE PERSPECTIVES OF PARENTS AND TEACHERS: A CASE IN MAFIKENG, NORTH WEST PROVINCE.**

I found the work easy and intriguing to read. Much of my editing basically dealt with obstructionist technical aspects of language, which could have otherwise compromised smooth reading as well as the sense of the information being conveyed. I hope that the work will be found to be of an acceptable standard. I am a member of Professional Editors' Guild.

Hereunder are my particulars:

Jack Chokwe (Mr)

Contact numbers: 072 214 5489

[jackchokwe@gmail.com](mailto:jackchokwe@gmail.com)

Professional  
**EDITORS**  
Guild



## APPENDIX P: TECHNICAL EDITING CERTIFICATE



Faculty of Education  
North-West University  
Mafikeng Campus  
P. Bag X2046  
Mmabatho  
2735

26 October 2020

### TO WHOM IT MAY CONCERN CERTIFICATE OF TECHNICAL EDITING

I, **Andrew Mutsvangwa**, confirm and certify that I have technically edited the dissertation, **PARENTAL INVOLVEMENT IN FOUNDATION PHASE FROM THE PERSPECTIVES OF PARENTS AND TEACHERS: A CASE IN MAFIKENG, NORTH WEST PROVINCE**, submitted by student **Joyce Madzinga**, in fulfilment of the requirements for the degree **Master of Education in Psychology of Education** at the **University of South Africa**.

**Joyce Madzinga** was supervised by **Dr M.F. Mavuso**.

I hold a Doctor of Engineering (DEng) in Electrical Engineering degree with a specialization in Computer and Optical Telecommunications Networks and am qualified to technically edit such a dissertation. The views expressed herein, however, remain those of the researcher/s.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Andrew Mutsvangwa', is written over a light blue horizontal line.

**Dr Andrew Mutsvangwa (BSc, MSc, DEng)**

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