

**THE MANAGEMENT OF PARENTAL INVOLVEMENT ACTIVITIES BY SCHOOL
MANAGEMENT TEAMS IN PRIMARY SCHOOLS IN TOWNSHIPS SOUTHWEST
OF JOHANNESBURG (SOWETO), GAUTENG**

by

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DECLARATION

I, BHEKIMPILO SIBANDA, solemnly declare that this thesis entitled: THE MANAGEMENT OF PARENTAL INVOLVEMENT ACTIVITIES BY SCHOOL MANAGEMENT TEAMS IN PRIMARY SCHOOLS IN TOWNSHIPS SOUTHWEST OF JOHANNESBURG (SOWETO), GAUTENG is my own work and it has never been presented in part or whole to any institution or board for the award of any degree. I further declare that all the information used and quoted has been duly acknowledged by means of complete reference.

Signature..... Date.....

DEDICATION

This thesis is dedicated to:

- My wife and children,
- My supervisor, and
- Colleagues.

ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to:

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ABSTRACT

Parental involvement is viewed as a major topic in the educational fraternity based on the fact that it is a worldwide and internationally-acclaimed practice in school governance and in current educational reforms. The focus of this study is therefore on the investigation of the management of parental involvement in sampled primary schools in townships southwest of Johannesburg, within the jurisdiction of the Johannesburg North Education District (JNED) in Gauteng province. In order to bring all stakeholders on board so as to achieve quality in education as well as improved learner performance, a holistic approach to parental involvement and its management thereof was employed. The current educational reforms are major characteristics in various countries in the world such as Canada, United States of America (USA), New Zealand (NZ), United Kingdom (UK) and Republic of South Africa (RSA). I undertook literature study on the educational reforms in the above countries where the legal statutes which mandate parents' involvement in the support of their children's education are explored in detail. To produce data during the course of the study, a qualitative approach was used where interviews from a sample of six principals, thirty-six educators and thirty-six parents were used. Observations as well as document review were used during the data production process. As part of the findings of the study, the programmes aim at improving the knowledge and skills of the parents in the township schools were supposed to be developed by the Department of Basic Education (DBE) through the schools to help these parents to assist their children at home. Educating the township parents on their roles and responsibilities in the implementation of parental involvement in the school and its benefit is very important as it leads to the realisation of quality in education as well as improved learner performance. The effective management of parental involvement by the principal and the School Management Team (SMT) is enhanced by the collaboration of efforts and minds which lead to schools achieving excellence in their academics. The parents in these townships are not hands-on when it comes to the day-to-day running of the school due to some reasons that would be concluded after the findings. As a result a recommendation is made to engage all the parents, regardless of their social and economic status, in the affairs of the school according to the democratic framework within school governance. The approximation of the customised educational menu will be realised through effective and proper planning.

Key Terms

Management, parent, parental involvement, public primary school, townships, Bronfenbrenner's ecological model, South African Schools Act, School Management Team, School Governing Body

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LIST OF ABBREVIATIONS

Soweto	Southwestern Townships
SGB	School Governing Body
SASA	South African Schools Act
ACE	Advanced Certificate in Education
BA Hons.	Bachelor of Arts Honours

BEd	Bachelor of Education
BEd Hons.	Bachelor of Education Honours
BEd (Sc.)	Bachelor of Education (Science)
Matric	National Senior Certificate (Grade 12)
NPDE	National Professional Diploma in Education
MEd (EM)	Master of Education (Education Management)
FGD	Focus Group Discussion
USA	United States of America
UK	United Kingdom
RSA	Republic of South Africa
SA	South Africa
GDE	Gauteng Department of Education
SMT	School Management Team
MEC	Member of the Executive Council
CDF	Cape Digital Foundation
SIP	School Improvement Programme
DCSF	Department for Children, School and Families
DBE	Department of Basic Education
JNED	Johannesburg North Education District
SACE	South African Council for Educators
NEPA	National Education Policy Act
KZN	KwaZulu-Natal
GDE	Gauteng Department of Education
GDES	Gauteng Department of Education and Sports

UNISA

University of South Africa

CHAPTER 1

POSTULATION OF THE PROBLEM, AIM OF THE STUDY AND METHOD OF INVESTIGATION

1. Introduction

In this study the management of parental involvement by school management teams in primary schools in townships southwest of Johannesburg, (Soweto) is explored in detail. The chapter looks at the problem statement, research questions, aims and objectives, significance of the study, preliminary literature review, research design and methodology, research paradigm, research approach, population and selection, data production, analysis of data, validity, credibility and trustworthiness, ethical consideration as well as the definition of key terms.

1.1 Background to the study

Parental involvement in schools has become a focal point in the formal education of children and has led to the present reforms in the education systems of many countries in the world, including Canada, the United States of America (USA), New Zealand and the United Kingdom (UK) (Wylie, 2012:111). These reforms which are aligned to parents' participation in support of the education of their children were brought into effect by educational laws. According to Wylie, (2012:111), they were "brought in New Zealand, for example, by the Education Act of 1989 and in the UK by the Education Reform Act of 1988".

A number of significant changes aligned to worldwide trends in self-managing schools became a feature in the Republic South Africa (RSA) owing to its democratic freedom that was attained in 1994. (Gauteng Department of Education, 2013:18). The major focus was to shift towards the self-management of schools from a centralised and bureaucratic control of education. According to Gauteng Department of Education, (2013:18), "Giving the powers to the communities and other key stakeholders in school-related issues ensures that the running of the schools are effectively, efficiently and smooth in the realisation of quality education as well as an improved learner performance".

Jackson, (2012:142) also stated that the ushering of the new educational dispensation according to the Constitution of the RSA, through the South African Schools Act

(SASA), led to the establishment of public school governance based on specified criteria. In the new educational dispensation, the School Governing Bodies (SGBs) in the public schools were established and all the parents were mandated to play a key role in support of the education of their children through the provision of basic needs. The governance of public schools, according to the South African Schools Act 84 of 1996 [SASA (RSA 1996, section 16)], is vested in its governing bodies. The SGB is dominated by parents who are elected by other parents to become members. (Gauteng Department of Education and Sport (GDES) 2017:55-56) The idea behind the new system of educational governance in South Africa (SA) is captured by the preamble of SASA. The country required a new national system for schools that would provide quality education to all the children as a means to address the educational injustices of the past uphold the rights of all parents, educators and learners, protect and advance our diverse cultures and languages and also promote their acceptance of responsibilities for organisations. (RSA, 1996:1).

To ensure maximum realisation of effective classroom delivery, the inclusion of parents in schools is consolidated in SASA where provisions are made for parents to take equal responsibility with the school management team (SMT) in the day-to-day running of the schools. SASA mandates the establishment of SGBs in all public schools in RSA as a positive move to ensure that all the stakeholders in the education of the children such as learners, parents, teachers and non-teaching staff play active roles in school management and governance with a view to provide a conducive teaching and learning environment as well as improved learner performance in SA schools. (GDES, 2017:55).

There are huge challenges that the public schools in SA, especially those in the townships, are exposed to regarding the active participation of parents in the formal education of their children, even though some of them are members of the SGBs. The Member of the Executive Council (MEC) for Education in the Gauteng Provincial Government, Mr. Panyaza Lesufi (2017: online), stated that, "Parental involvement in schools is being negatively impacted by the factors among others such as time constraints, work as well as household-related issues". The participation of parents in the support of the education of their children, according to the MEC, is further complicated by the era of single and foster parents within societies. The number one priority in public schools in the Gauteng province is parental involvement although

most of the teachers are demotivated by the lack of support by the parents to the formal and informal education of their children (Lesufi, 2017: online). There is a tendency by learners to perform badly where parents are not actively involved in their education (Lesufi, 2017: online).

According to the Cape Digital Foundation, (CDF) (2017: online), “Parents’ involvement in the formal education of their children is very important as it leads to the realisation of quality educational delivery in the classroom as well as an improved performance in learners”. The ineffective functioning of the system of education in SA is attributed, among other things, to the dysfunctionality of schools, according to the foundation. It views both the in-school factors, such as leadership and management, and the out-of-school factors as essential aspects because they have a huge influence on the educational fraternity within SA. The socio-economic circumstances and parental involvement are some of the key examples of the out-school factors as they are considered as feasible and cost-effective means of raising the level of a culture of teaching and learning in the classroom, especially in SA public schools.

Parental involvement has a number of barriers that need to be addressed positively in order to achieve quality education for children. Bhekimpilo, (2015:36) posited that, “The participation of the majority of parents in both the formal and informal education of their children is not adequate to yield an improved learners performance especially in the SA public schools where parents don’t fully support the school activities of their children”. The researcher observed that parents do not take part in their children’s school-related activities such as school-organised meetings, assisting children with homework as well as attending other school events.

According to Gounden, (2016:2), “The hindrances to effective parental participation should be fully identified by the education authorities in a move to mitigate the barriers to parent involvement and enhance an effective learning environment in the schools that will facilitate an improved learner performance”. It should, however, be highlighted at this point that the literature on parental involvement in most cases do not include the departmental or provincial guidelines on the management of parental involvement, except the guidelines that relate to the SBGs. The focus of this study, which adds to the tapestry of inadequate parental involvement, is on the selected primary schools in the townships southwest of Johannesburg in Gauteng province. The primary schools,

compared to high schools, feature prominently in this study due to the fact that learner performance is not that impressive and urgent solutions are needed when these learners are still very young. The aim of the study was to equip the principals, SMTs, educators and parents with adequate knowledge on the implementation and management of parental involvement in SA schools. This would be done through the formation of new strategies and techniques to strengthen the stakeholder partnerships in the process of implementing parental involvement in SA schools. The findings of this study can be used at departmental and governmental levels to bring about diversified guidelines for managing parents' involvement in the education of their children. It has been noted that improved learner participation and performance can be accelerated by the participation of parents in the school affairs of their children.

Parental involvement is very key in both the formal and informal education of children and it is deemed impossible to reach its full potential. (Meier and Lemmer, 2015: online). Despite the fact that an award for excellence at a provincial level was handed to a well-established public primary school in the suburbs of Gauteng, the minority of parents expressed their concern based on the reporting system of the school. (Meier and Lemmer, 2015: online). According to Meier and Lemmer, (2015: online), "The school reports on the progress of individual learners, their performance academically, their emotional and social wellbeing as well as strategies for parents to support and assist in the education of their children".

The need for improved parental involvement by means of improved management by the principal and SMT is expressed through the implementation of the School Improvement Programme (SIP) which is aimed at very poor performing schools in Gauteng province. According to the Gauteng Provincial Department of Education, (GPDE 2011:6), "The school principals and teachers according to the SIP were conscientised on the key roles and responsibilities of parents in the implementation of parental involvement in the school and how to facilitate meaningful interactions among the stakeholders to improve classroom delivery and the performance of the learners". The basis of the SIP is on the knowledge that effective classroom delivery works hand in glove with effective implementation of parental involvement in the school (Cozett and Condry, 2016: 67).

The programme expresses the need for the principal and SMT to acquire relevant knowledge, attitudes and skills to enhance an effective implementation of parental involvement in the school that leads to effective classroom delivery as well as an improved learner performance. The benefits of parental involvement in the school can be fully realised through effective engagement of all the key stakeholders such as parents, learners as well as teachers. Topor, Keane, Shelton and Calkins, (2010:100) stated that, “The advancement of the effective and quality education can be realised through the expansion of the programmes of parent involvement in the schools”. It is very important to strengthen parental involvement within the framework of providing greater autonomy for schools as parents constitute a force with vested interest and an effort to balance the efforts of school boards as well as directorates.

The success of learners in school work as well as in their life in general is greatly influenced by the support that the parents give to these learners in as far as their school work is concerned (Van Wyk 2010:200). According to the Department for Children, Schools and Families in Nottingham, (DCSF 2016:6), “The benefits to the education of the child such as an improved performance, better academic and professional qualifications, success in life as well as positive attitudes are brought about by the interest and support that these parents give to the education of these children”. Hamlin, (2017:5) posited that the behavioural trends as well as learner performance improve as a result of an effective implementation of parental involvement in schools.

Parental involvement in a child’s education takes various forms. Based on Project Appleseed, (2008:9), the events that are organised by the schools such as workshops, conferences and meetings have a positive impact on the behaviour of their children not only at home but also in the larger society. Learners can be trained by their parents on such co-curricular activities as traditional dances (Epstein, 2018:78). Shezi, (2013:65) stated that, “The performance of the learners can greatly be improved by the support that they get from their parents”.

1.2 Motivation for the study

I, a former teacher in the Eastern Cape Province, previously conducted a study on the relationship between literacy and parental involvement in the province. I worked closely with parents of learners in the Libode Education District. Based on the findings

of that study, there was lack of effective implementation and management of parental involvement in those selected schools despite the parents having interest in supporting their children's education. The findings also revealed that the **SGB and parents** had inadequate knowledge of their roles and responsibilities in the implementation of parental involvement in the schools. The principals and SMTs had a huge responsibility to ensure that all the parents, with those big knowledge gaps, were empowered with the necessary knowledge and skills to support their children.

The Department of Basic Education (DBE) expects parents to support their children with homework and other school-related activities (Austin and Jones, 2015:148). Malone, (2017:5) stated that, "It is a huge struggle for parents to learn their roles and responsibilities in parental involvement due to the fact that their literacy levels are very low and cannot effectively support the academic processes of their children resulting in poor classroom delivery as well as poor learner performance."

1.3 Problem statement

According to Valerie, (2019:140), "The relationship that exists between the families and the school as well as the engagement of parents in the school affairs of their children leads to the reduction in the demographic gaps in the performance of learners as well as in the maximisation of the achievement in the learners". William, (2012:44) adds that, "There is a huge impact of families on the academic achievement of the learners especially where there is a strong unison between the families and the school with the adoption of the competent approach to education as well as the advocating of the proper management of the whole process". Further, William, (2012:44) stated that, "To ensure the success in the implementation of parent involvement in the school, the principal has to play an active role as the school manager assisted by the SMT in motivating parents to support the education of their children in a move towards the realisation of the vision and mission of the school". The importance of the leadership qualities by the principal is stressed by William, (2012:45) as being fundamental if parental involvement is to be effectively implemented in the school environment. The concept of engaging parents in the education of their children is more effective if the idea is embraced by the principal and other leaders in the school as non- approval of the idea by the school leaders contributes to failure in implementation (William, 2012:45). There are so many challenges that are associated with those leaders who

do not believe in the power of partnerships between the community and the schools. Where the schools and the communities work in collaboration, the mission and vision statements of the school are realised and learners perform well in all the school-related activities (William, 2012:45).

In working towards the common goal of effective teaching and learning in the classroom, the principal together with the SMT have a mammoth task to ensure that all the stakeholders are motivated and equipped with relevant knowledge and skills with regard to the importance and implementation of parental involvement in the school. The teachers, non-teaching staff, learners, department officials and non-governmental organisations, to mention a few, are some of the stakeholders that need support from the school in terms of the knowledge and skills gaps essential in the implementation of parental involvement. In the initial strategic planning of the school, all the stakeholders should be involved as this leads to the improvement of the school as an institution of learning. The comprehensive policy usually emerges at this stage as this is done towards the end of the year. The SGB, in collaboration with the SMT at this stage, appoints a committee responsible for various levels, depending on which model is followed. Chris Hart, (2018:96) stated that, “There are six areas of parental involvement according to Epstein and those are parenting, communication, learning at home, volunteering, decision-making, and collaborating with the community”. Thorough planning, organising, leading, controlling and evaluation by the appointed committee is very essential in each of the areas that were identified by Epstein. Van der Westhuzen, (2013:201) posited that, “In the seven-point minimum plan, the strategy was devised, an inviting climate was created, parents and teachers were instructed, communication between the home and the school was established, the establishment of class parents’ committees, creation of contact opportunities as well as drawing up of an annual programme”. There are barriers according to Crosnoe, (2012:175) which are associated with parental involvement. The researchers such as Cooper cited socio-economic status as a major barrier to parental involvement as children from the higher income families had huge educational benefits with their parents getting more involved in their educational activities compared to those children from low income families who lack educational support from their parents (Crosnoe 2012:175). According to Cooper and Crosnoe, (2012:175), “Financial and time constraints that relate to poverty are the major contributors. The complexity and sizes

of primary schools; the sizes of classes; departmentalisation of instruction by academic subject; the ratio of teachers to learners across the subjects as well as the broadness of the curriculum all constitute to the complexity of the implementation of parental involvement by the principal and the SMT in the school (Valerie, 2019:140) Jeynes, (2011:125) posited that, “Lack of knowledge by the parents on their roles and responsibilities in parental involvement developed in them a feeling of “unconnectedness” owing to their children’s progression from one grade to the next”. The duty of the principal and the SMT, at this juncture, therefore, is to ensure that meaningful strategies are designed to eliminate the barriers to parental involvement before the commencement of the implementation phase.

Mavuso, (2014:85) posited that, “The lack of relevant knowledge and skills among the parents constituted the major barriers to parental involvement as these parents failed to perform their duties as per expectations and that adversely affected quality classroom delivery as well as the performance of the learners”. It is the responsibility of the government, through the schools, to ensure that the parents are equipped with the necessary knowledge and skills to ensure the effective implementation of parental involvement in schools. Despite the fact that the promulgation of SASA gives the black parents their legal right to participate through the SGBs in the education of their children, these parents remain unwilling to take part in the SGBs due to lack of knowledge. The problem becomes a common feature especially in township primary-schools, hence the need to investigate the problem and come up with comprehensive strategies to improve the performance of learners. There are a number of reasons parents do not partake in the school activities of their children (Mavuso, 2014:95). Some of the reasons, among others, include the level of education of the parents and well as differences in languages. In light of the issues that have been highlighted, a need exists to investigate the role of management in parental involvement in selected primary schools in the townships southwest of Johannesburg in Gauteng.

1.4 Research question

The research question of the study is as follows:

What are the processes and specific steps taken by the principal and SMT to ensure there is an effective management of parental involvement in primary schools in townships southwest of Johannesburg, Gauteng?

1.4.1 Sub questions

The sub questions are as follows:

- What are the problems regarding the management of parental involvement in primary schools in townships southwest of Johannesburg?
- What are the strategies taken by the principal and the SMT to ensure the implementation of the roles and functions of parental involvement in primary schools in townships southwest of Johannesburg as stipulated in the policy document?
- What strategies are employed to ensure successful management of parental involvement in primary schools in townships southwest of Johannesburg?
- What are the perceptions and attitudes of teachers, principals and SGB members regarding the management of parental involvement, especially in primary schools in townships southwest of Johannesburg?
- How can the findings of the study contribute to assisting township primary school managers in managing parental involvement more effectively?

1.5 Aim and objectives of the study

1.5.1 Research aim

The aim of this study is to explore the management of parental involvement by principals and SMTs in primary schools in townships southwest of Johannesburg, Gauteng. The following are the objectives of the study:

1.5.2 Research objectives

The study is structured according to the following objectives:

- To describe the problems regarding the management of parental involvement in primary schools in the townships southwest of Johannesburg, Gauteng.
- To identify and describe the roles and functions of principals and SMTs, especially with regard to the management of parental involvement in primary schools in townships southwest of Johannesburg.
- To provide strategies that can be employed to ensure successful management of parental involvement in primary schools townships southwest of Johannesburg.

- To determine the perceptions and attitudes of teachers, principals and SGB members with regard to the management of parental involvement in primary schools in townships southwest of Johannesburg.
- To utilise the knowledge gained from this study to make recommendations with a view to improve the management of parental involvement in primary schools in townships southwest of Johannesburg.

1.6 Delineation and limitations

The study was limited to the primary schools in townships southwest of Johannesburg, based on the various challenges that township primary schools faced during the education reform period in SA. Purposive sampling procedures were used to select the primary schools that formed part of the study. The information-rich participants according to Xaba, (2011:81) were chosen by the researcher since they have adequate knowledge of the concept of parental involvement. Springer, (2010:109) states that “The major aims and objectives were to obtain rich descriptions of people’s beliefs, behaviour and experiences rather than **the generalisation** of the findings to a wider population from which a sample was drawn.” Most primary schools in the Johannesburg North Education District (JNED) where the study was conducted are located in the townships southwest of Johannesburg, and the sample was drawn from the primary schools in Soweto. These schools did not form part of the study as I regarded them as better in terms of managing their education and how they ran other school affairs. The research was therefore limited to the selected primary schools in Soweto as the residents in these communities are predominantly black, and the schools appeared to have challenges in managing their education and other school-related affairs with a deterioration in learner performance.

According to **Springer, (2010:109)**, “Qualitative research aimed at obtaining rich descriptions of people’s beliefs and the information obtained from each participant tended to be more extensive and required more contact with participants”. It is fewer participants according to Springer that supply suitable and reliable information, hence the researcher selected six Soweto primary schools that formed part of the research study. During the **data production** process the observations, interviews and document analysis were used and all these data production methods required a lot of time. This

serves as a justification as to why the sample of the study comprised only the six primary schools.

During the period of data production, I did not face any challenges as the school principals and the rest of the participants gave me their maximum cooperation. The interview, observation and document analysis schedule went according to plan.

1.7 Significance of the study

The intention of the study that was conducted was not only to assist the GDE and the JNED but also to assist South Africa and other countries on how to improve strategies and gather adequate knowledge on the implementation and management of parental involvement in schools. The benefit of the success in the implementation of these strategies will not only be limited to primary schools in Soweto but rather to other challenged schools within the Republic of SA and possibly beyond. Jeynes, (2011:126) stated that, "The knowledge of the importance of parental involvement was very essential for teachers to acquire prior to their entry into the teaching profession". The study is aimed at equipping the district senior officials with adequate knowledge and skills to enable them to organise in-service training programmes for principals, SMTs as well as educators.

The trainees, through the in-service training courses and other related programmes, acquired relevant knowledge and skills on management and also had an opportunity to refine and improve the existing skills especially on the implementation of parental involvement in primary schools. According to Jeynes, (2011:126), "The main focus of the Pre-service education programmes was to educate the student teachers on how to motivate parents towards the programmes of parental involvement and also to equip them with relevant knowledge and skills on the design of meaningful strategies to effectively deal with barriers to parental involvement". It is very essential for the institutions of higher learning to consider "Parental Involvement" in their pre-service programmes as a course of study for student teachers in a positive move to empower these teachers with knowledge and skills that relate to the implementation and management of parental involvement especially in township primary schools.

The working together of all the stakeholders in the education of the child is very important as all the stakeholders are supposed to be educated in their roles and responsibilities in the implementation of parental involvement in the school. Working

hand in gloves with all the stakeholders ensures effective classroom delivery and an improved learner performance in all the school-related activities. Primary schools in townships southwest of Johannesburg, through this research, would be in a better position to embark on programmes based on the effective implementation and management of parental involvement in the school.

1.8 Preliminary literature review

The section below deals with the preliminary literature review.

1.8.1 Introduction

I read several literature on parental involvement and its management to gather adequate and relevant information on the topic under investigation. The work of Joyce Epstein who is well-known for her theory of the overlapping of spheres and the typology of parental involvement is most stressed upon in the study. Apart from Epstein, the ecological model of Bronfenbrenner allowed me to view the topic of parental involvement holistically and also constituted a significant section of the literature study. The research conducted by other scholars received great attention in this study as the fundamental aim was to gather enough information to enhance the study's relevant findings. The research method that informed the research questions and the key questions that were posed during the interview process came from the literature that was reviewed during the course of the study.

1.8.2 Conceptualisation of parental involvement

According to Mmotlane, Winnaar and Kivulu, (2019:128), parental involvement refers to "The engagement and active participation of parents and other relevant stakeholders in school-related activities such as, among others, volunteering in classroom activities, open days, parents meetings as well as consultation days". Parenting, communicating, volunteering, learning at home, and decision-making, and collaborating with the community also form part of the definition of parental involvement according to Epstein, (1991:63). She further expands the definition of parental involvement in that "it is attached to some other responsibilities such as to ensure basic needs of kids such as food are met before they leave for school and parents should ensure maximum support in homework and other school-related activities to instill confidence in the learners" (Epstein, 1991:63). More comprehensive

and detailed definitions of the concept of parental involvement will be presented in chapter 2.

1.8.2.1 Significance of parental involvement in their children's education

Epstein, (1987:123) states that, "Where there is effective parental involvement in the school, the children tend to show some positive attributes towards their education leading to an improved performance in their school work". Heystek, (2011:129) posited that, "a sound-working partnership between the school and the community leads to a sound and effective management of parent involvement which subsequently leads to effective teaching and learning in schools". A popular African proverb, "The entire community or village is involved in bringing up the child", confirms the fact that raising a child is not a one-man's effort. According to Davids, (2010:17), "The behavior, attitudes, attributes, actions of the parents are clearly modeled by the children if these parents are actively involved in their school work". Children from the systems of parental involvement benefit more in as far as their learning is concerned. Parental involvement can only be of benefit to the children if the systems are properly implemented in the school to cater for all the children, the parents and other relevant stakeholders. Mavuso, (2014:82) also posited that, "a variety of positive outcomes have been associated with effective parental involvement in the education of the child and these include an improved learner performance in school work and other school related activities".

Other researchers in the field of parental involvement have validated the positivity of the involvement of parents in school activities and how it impacts on the education of the child. (Mavuso, 2014:82) The assumption has been that where parents are interested in the education of their children, those children tend to be motivated and also show more confidence in their school work. Mavuso, (2014:82) further argues that, "the knowledge by these children that they are being supported by their parents will enable them to develop self-confidence and improve their attitudes as well as their general conduct towards their school work". The involvement of parents in schools means that they gain more knowledge of the activities in their children's schools and how best they can work hand in glove with the teachers in order to improve the performance of their children. According to Epstein, (1987:125), "The smooth

operation in the school milieu can only be realised if there is an extreme emphasis on the systems of parent involvement within the school”.

1.8.2.2 Barriers to parental involvement

Barriers to parental involvement are those factors that hinder parents from being fully involved in the education of their children. According to Mutch and Collins, (2012:92), a barrier is “anything that prevents the interaction between the school and the families”. Through these barriers learners are deprived of effective learning because parental involvement and participation in the education of these learners are compromised. Where parental involvement is compromised, there is destruction of the rapport between the home and the school and the performance of the children is negatively affected as they do not receive the support that they need from their parents. The impediments from parents, educators and learners themselves become a characteristic feature. The school principal and the SMT are responsible for making the stakeholders aware of the impediments as well as the possible measures to effectively deal with them. According to Kwatubana and Makhalemele, (2015:315), “the effective strategies to deal with the impediments enable improved family-school relations that lead to an improved performance by the learners in their school-related activities.”

The parent governors have very little knowledge and skills to function effectively in the SGB (Mavuso, 2014:75). These parents are not educated about their key roles and responsibilities within the SGB. Some of the SGB roles are fully performed by the principal, making it very difficult to execute his or her own duties as per his or her job description. The implementation of the programme of parental involvement is challenged by, among other things, the negative attitudes by teachers to the parents at the schools. Mavuso and Duku, (2014:101) posited that, “school governance in township schools is dominated by the school staff as parents are not involved in the day-to-day running of the school. Most decisions regarding the school issues are deliberated by the SMT rather than the SGB”. Mavuso and Duku, (2014:100-110) refer to some of the impediments as the lack of education among the parents, inadequate parental involvement and support of their children, as well as the parents’ inability to communicate with teachers in the medium of instruction, English, as a result of them being from different ethnic groups.

The lack of education, according to Jeynes, (2011:105), breaks the bond between the children and their parents as these children think they are not getting enough support especially as they move up the grades. It is very important for the parents to keep the bond with their children through tireless. On the lack of involving parents by the teachers, Jeynes, (2011:105) states that, “The schools as well as districts do not do much in terms of workshops to equip the teachers with adequate knowledge and skills on the implementation of parent involvement in schools”. Parents are also challenged as they also lack knowledge of their roles and responsibilities in as far as parental involvement is concerned. Further barriers to parental involvement will be discussed in chapter 2.

1.8.2.3 Management of parental involvement

The improvement of education, according to policymakers and educators, is very essential if a partnerships is to be formed between the school and the community to promote some educational programmes. Van Wyk, (2010:116) states that, “The government isn’t doing much to engage the schools and the communities to encourage meaningful interactions to promote parental involvement through effective management strategies to improve the quality of education”. According to Llamas and Tuazon, (2016:59), “There are tremendous impacts of the parent-teacher partnerships if quality is to be achieved in education and delivery improved in the classroom”. The relevance of parental involvement has led to the formation of the SMTs to assist the principals in its implementation and management. Meaningful strategies are essential if the programmes and activities of parental involvement are to be effectively implemented in schools.

According to the DBE, (2011:65), “The principal, deputy principal and the HODs form the SMT”. The key responsibilities of the SMT are to ensure the smooth running of the school through effective and professional management strategies. The principal is at the centre of all the activities. Several areas form part of the school management. Van Deventer et al., (2003:109) state that, “Some of these areas include the affairs of the learners, staff, administrative, financial, physical facilities as well as the community affairs”. Van Deventer et al., (2003:109) state that the principal is seen as, “The person who determines everything that should be done at school and how it should be done

to ensure the effective implementation of parental involvement in the school and to ensure that the community is motivated to participate in school activities”.

Williams, (2012:112) argues that, “The principal’s opinion is very essential in family motivations to engage with school to help improve the performance of the children through an improved classroom learning experience”. The most comprehensive model of partnerships in literature, according to Lemmer et al., (2007:260-261), is the framework of six major types of home school-community involvement by Epstein. These types include parenting, communicating, volunteering, learning at home, decision-making and community collaboration. The type of involvement is a big challenge to implement as parents, teachers and learners experience different outcomes. According to Lemmer et al., (2007:260-261), “Within the model itself, the school is coordinated by an organisational structure that is characterised by the partnerships between the family and the community where the structure has to be part of although different from the SGB”. Lemmer et al., (2007:260-261) further adds that, “There is a need in parental involvement of a broader conceptualisation, which transcends participation in school governance”. There is an uncommon comprehensive model of parental involvement in SA schools according to Lemmer et al. and therefore certain managerial tasks are to be included in the implementation of parental involvement programmes. The examples of the management tasks to be included in the implementation are planning, organising, delegating or leading, coordinating as well as control and are to be thoroughly carried out to ensure the smooth running of the school. A detailed discussion of the activities of the management task will follow in chapter 2.

1.8.2.4 Southwestern townships

Mvunganyi, (2011: 88) states that the term “township” in the South African context refers to, “the often underdeveloped urban living areas that, from the late 19th century until the end of apartheid were reserved for non-white residents, namely black Africans, Coloureds and Indians.” The townships were built on the periphery of towns and cities. The focus of this study is on Soweto, a cluster of. The name is an English syllabic abbreviation for southwestern townships. Formerly a separate municipality, It’s population is predominately black and all eleven of the country’s official languages, including isiZulu, Sesotho, Setswana, Tshivenda and Xitsonga, are spoken there.

Some of the townships in Soweto include Dlamini, Braamfisherville, Dieploof, Dobsonville, Doornkop, Dube, Emdeni, Green Village, Jabavu, Jabulani, Klipspruit, Kliptown, Lakeside, Mapetla, Mmesi Park, Mofolo, Molapo, Moletsane, Moroka, Naledi, Noordgesig, Orlando, Phefeni, Phiri, Pimville, Power Park, Protea Glen, Protea North, Protea South, Senaoane, Tladi, Zola and Zondi, to name a few.

Many parts of Soweto rank among the poorest in Johannesburg, although individual townships tend to have a mix of wealthy and poor residents. In general, households in the outlying areas to the northwest and southwest have lower incomes, while those in the southwestern areas tend to have higher incomes.

Since 1994 education at government school level has been a provincial competency with national standards and policy. The challenge has been to address the gross historic imbalances that existed as a result of the apartheid “Bantu” education policy and the huge disparity in investment per learner between the township and suburban schools. This process is clearly **ongoing** and although progress has been made, there is still a perceived and real gap between the education in township schools and the suburban schools with Soweto having the largest number of underperforming schools compared to other township schools in Gauteng, which is largely attributed to the lack of parental involvement among other things. This explains why the focus of this study is on the management of parental involvement in primary schools located in the southwestern townships of Johannesburg.

1.8.3 Theoretical framework

The focus was mainly on approaches to parental involvement and the theoretical framework that was designed by Shartrand, Weiss, Keider and Lopez in 1997, with its recognition of the four approaches to training in family involvement, to be used alone or in combination. Certain skills, knowledge and attitudes according to the approach need to be acquired by principals and other interested parties to improve the rapport with families of learners. These are functional, parent empowerment, cultural competence and social capital approach (Risimati, 2001:20). Epstein’s theory of parental involvement is discussed in the functional approach. Apart from Epstein, the ecological model by Bronfenbrenner allowed the researcher to view the topic of parental involvement holistically and also constituted a significant section of the literature study.

1.8.3.1 Functional approach

The main emphasis in this approach are the roles and responsibilities of the key stakeholders in improving the performance of learners in schools. As mentioned earlier on, the functional approach also discusses the theory of parental involvement by Epstein.

1.8.3.1.1 Epstein's theory of parental involvement

According to Barbour, Barbour and Scully, (2018: 37), "The theoretical perspective by Epstein on the 'overlapping spheres of influence' was developed in the 1980s in a student's schooling". The emphasis, according to the framework, was mainly on the roles and responsibilities of the major social groups such as the school, the community as well as the home in the implementation of parental involvement in the school. Risimati (2001:20) posits that, "Epstein's theory of parent involvement is based on the perspective of a social organization that believes that the goals and a common mission concerning children overlap in families and schools with most of the tasks conducted collaboratively".

According to Epstein, (2001:31), "The model stresses on the mutual interests and influences of families and schools that the policies and programmes of the organizations can promote together with the attitudes and actions of individuals in them". Dreeben, cited in Epstein, (2001:31), states that, "The recognition of the overlap in goals coupled with the similarities together with the responsibilities and mutual influence of the two major environments is beyond the differences that exist between the school and the home which has a negative impact in the development and learning of the children". The theory of the overlapping spheres of influence by Epstein include the internal as well as the external models which will be discussed in detail in chapter three.

1.8.3.1.2 Types of parental involvement

Studies conducted on the concept of parents' involvement reveal improved frameworks of the six major types of involvement in the education of their children. These types of involvement fall within the areas of overlap in the spheres of influence model. There have been a number of practices by schools that were identified and operationalised by each type of parental involvement towards the development of

educational programmes aimed at improving classroom delivery and the performance of learners. The type of overlap as well as the shared responsibilities are determined by the practices in the six types of parental involvement. Another important factor is whether each implemented practice opened opportunities for stakeholder interactions across contexts. According to Epstein, (2001:43), the six types of parental involvement are: parenting, communicating, volunteering, learning at home, decision-making and collaborating with the community and will be fully discussed in chapter 3.

1.8.3.2 Parent empowerment approach

According to Risimati, (2001:24) “The strengths of disenfranchised families who belonged to the disadvantaged groups in society due to lack of power was the major emphasis of the parent empowerment approach”. The belief that schools were in a special position to enhance or retard the empowerment process since they were key institutions in local communities formed the basis of the parent empowerment approach” (Van Wyk, 2010:132). According to Van Wyk, (2010:133), “The assumptions that all families have enough power, knowledge on child upbringing also formed the basis of the parent empowerment approach with the belief that these skills are found in the community at large, in the older generations, in traditions of different ethnicities and also in the social networks”. The training of educators in the empowerment approach should include the knowledge and skills on how to empathise with parents in a move to create a welcoming environment for parental involvement in the education of their children (Van Wyk, 2010:133). The models of the parent empowerment approach will be discussed in chapter 3.

1.8.3.3 Cultural competence approach

According to Van Wyk, (2010:134), “The basis of the cultural competence approach is on the belief of diversity in schools which are characterised by inclusive and respectful settings”. The research model of the cultural competence approach shows the development, transformation and enrichment of the classroom practice through the drawing in minority learners’ households of the “funds of knowledge”. Van Wyk, (2010:134) states that, “The term ‘funds of knowledge’ as it is used in this context refers to the accumulation of the historically and culturally developed bodies of knowledge and skills in the households or individuals that are essential for their functionality as well as their well-being”. According to Risimati, (2001:27) “The

teachers should develop respect of the culture and its diversity within the schools as this theory explains the influence of culture on the education of learners". The curriculum enrichment model of Swap is an example of the cultural competence approach and will be discussed in detail in chapter three.

1.8.3.4 Social capital approach

The concept of community support in the education of children is the basis for the social capital approach. According to Van Wyk, (2010:136), "The shared expectations and goals within the schools and the home in the social capital approach are reinforced through social interactions involving adults and the children". Shartrand et al. (1997) in Risimati, (2001:29) stated that, "Coleman's theory of parental involvement is one of the examples of the social capital approach which deeply considers the views, opinions, ideas as well as the attitudes expressed by the learners themselves on the importance of education".

1.8.3.5 Bronfenbrenner's ecological model.

The ecological model by Bronfenbrenner takes into account the interactions between the factors in the family or community which are the child's immediate environment, the societal landscape that facilitates child development as well as some factors within and beyond the immediate community are some of the issues that are outlined in the ecological model. According to Bronfenbrenner, (1979: 22), "Each activity within a layer of the model has an impact on the other layers". The interactions within the larger environment as well as the child's immediate environment are very imperative in the study of the development of the child.

According to Bronfenbrenner's ecological model, (1979:3), the micro-, exo- and macro- systems are embraced in this ecological model as they have a huge impact on the development of the child. Bronfenbrenner, (1979:22) stated that, "The major characteristics of the microsystem are the set of activities, roles and interpersonal relations that are experienced through the development of a person in an environment with certain traits." According to Epstein, (2002:9), "The mesosystemic interaction are being catalysed by the homework given to the children as well as the support that the children get from their parents at home".

There are various settings within the exosystem which have no consideration of the development a person as an active participant in a given event (Bronfenbrenner, 1979:25). According to Keenan, (2016:160), “The dysfunctional exosystem in terms of the child’s development produced negative results”. Bronfenbrenner, (1979:24) further stated that, “Unemployment according to Bronfenbrenner’s ecological model is placed in the exosystem”. More details on the ecological model by Bronfenbrenner will be presented in chapter 3.

1.9 Research design and methodology

The research methodology included the research design, research paradigm, research approach, population and sample selection, data collection instruments, data analysis, validity, credibility and trustworthiness as well as the ethical issues. Detailed discussions will be presented in chapter 4. A case study was used as a research design in the field of education management with an emphasis on the management of parental involvement activities by the principals and SMTs in the primary schools in the southwestern townships of Johannesburg. A case study, as a research design, is appropriate to be used for research on “how” and “what” questions. According to Yin, (2011:52), a case study could:

- Explain complex casual links in real-life interventions.
- Describe the real-life context in which the intervention had occurred.
- Describe the intervention itself.
- Explore those situations in which the intervention being evaluated has no clear set of outcomes.

The concept of research design is defined differently by different researchers. According to De Vos et al., (2011:77), it is flexible and unique and evolves throughout the research process, with no fixed steps to be followed. A case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between the object and the context are not clearly evident (Bryman, 2012:20). For Punch (2014:102), at the most general level, a research design means all the issues involved in planning and executing a research project, from identifying the problem through to reporting and publishing the findings. At a specific level it refers to the way the researcher guards against, and tries to rule out interpretations of the findings. The research design is the basic plan for a piece of

research and includes four main ideas, namely, the strategy, conceptual framework, selection of samples and instruments used for data collection (Punch, 2009:113). De Vos, (2011:77) further defined research design as, “an overall plan of conducting a research study”. McMillan and Schumacher, (2010:341), on the other hand, view research design as, “a plan and structure of the investigation used to obtain evidence to answer the research questions.”

More comprehensive definitions of a case study will be provided in chapter 4.

The ethnographic design is a case study orientation that Hancock and Algozzine, (2011: 35) described as “... originating in anthropology, ethnographic case study research is used to explore the observable, and learned patterns of behaviour, customs, and ways of life of a culture-sharing group ...” Neuman, (2011:424) also stated that, “The major goal of ethnography is to move from what we can easily observe to what the people we observe truly feel and mean internally.” Other characteristics of the ethnographic orientation, according to Suryani, (2013:104), are:

- social relationship with the participants
- utilisation of the researcher as an important research instrument
- naturalistic observation

Historical analysis is another case study orientation. Historical case studies are often descriptions of events, programmes, or organisations as they have evolved over time.

The research study followed an ethnographic orientation as it involved extended observations of a group, most often through participant observation, in which the researcher was immersed in the day-to-day lives of the people. He observed and interviewed the group participants to understand the complexity of their beliefs, attitudes and behaviours. More details on both orientations will be presented in chapter 4.

Case study research designs may, in addition to their disciplinary orientation, be distinguished by the characteristics of their respective purpose or, as constructed by Creswell, (2014:74), “terms of the intent.” These characteristics of purpose or intent have been distinguished by Hancock and Algozzine, (2011:36) as intrinsic, instrumental or collective. Hancock and Algozzine, (2011:36) further elucidated that “... researchers may engage in an intrinsic case study when they want to know more

about a particular individual, group, event, or organization.” Harrison, Birks, Franklin and Mills, (2017:15) also used the term intrinsic and suggested that the designation is descriptive when researchers who “... are interested in it, but not because by studying it we learn about other cases or about some general problem, but because we need to learn about that particular case ...”

Harrison, Birks, Franklin and Mills, (2017:15) suggested that “... one of the most important things to remember is that for intrinsic case study, the case is dominant; the case is of the highest importance ...” An instrumental case study’s primary goal “... is to better understand a theoretical question or problem ...” (Hancock and Algozzine, 2011:36). When it is utilised, Hancock and Algozzine, (2011:36) clarified, an instrumental case study “... enhanced understanding of the particular issue being examined is of secondary importance to a greater insight into the theoretical explanation that underpins the issue ...” The discussion of more characteristics will follow in chapter 4.

Three major types of case study research design are exploratory, explanatory, and descriptive (Hancock and Algozzine, 2011:37). An exploratory case study attempts to answer questions typically framed by the pronoun “what” and the adverb “how” (Yin, 2014:10).

Explanatory case studies, in contrast, seek to answer the “why” questions (Yin, 2014:10).

Descriptive case studies “attempt to present a complete description of a phenomenon within its context” (Hancock and Algozzine, 2011:37).

The research used an exploratory case study as it considers how a phenomenon is being affected by the context within which it is situated.

Like any typical exploratory case study, this study has some limitations that can impact and influence the interpretation of the findings of the research. Since this study involved a small sample of participants, the generalisability and application to practice may not be possible to other settings. Future studies with a larger sample of participants in different contexts and learning settings would be recommended. In addition, more rigorous studies with other designs to examine the impact of the lack

of effective management of parental involvement in the performance of learners across the grades were necessary to validate what was found in the study.

This study was founded on the interpretive paradigm. Babe, (2016:64) referred to a paradigm as, “a model or framework for observation and understanding, which shapes both what we see and how we see it”. According to Woolfall, (2010:59), “interpretive studies generally attempt to understand phenomena through the meanings that people assign to them”. For the purpose of this research, selected opinions from participants were very important to enable the researcher to explore the roles and functions of the principals and the SMTs, especially with regard to the implementation and management of parental involvement in primary schools in the townships southwest of Johannesburg. More details are given in chapter four.

A qualitative approach was used in this study. It was adopted by the researcher on the basis that a provision for rich description and detail was made concerning the topic under investigation. Rock, Coventry, Morgan and Loi, (2016:127) posited that, “Through the qualitative approach researchers obtained insight and in-depth views from the participants concerning a complicated educational issue and it provided participants enough space to voice and expresses their feelings, opinions and perceptions regarding the topic under investigation”. Leedy, (2012:106) also stated that researchers who aim at discovering and exploring issues to build theory rather than testing it are assisted by qualitative research. Refer to chapter 4 for more details.

1.9.4 Population and selection

The population and selection of the sample will be discussed in detail in chapter 4.

1.10 Data production

Based upon the nature of the problem to be investigated, I employed participant observation, in-depth and focus group interviews with principals, educators as well as members of the SGBs.

During the process of data production, I used open-ended, standardised and semi-structured interviews to construct data during the study. The interviews in this study were standardised for the purposes of consistency. The standardisation of the interviews imply that, for example, all the six principals that were interviewed were

asked similar questions even though their interviews took place at different times and in different environments. Refer to chapter 4 for more details on the interview process.

I also used the focus group interviews to interview educators and parents. According to Woolfall, (2010:90), "A distinction exists between the group interviews and focus group interviews". Patton, (2015: 49) stated that, "An interview with a small group of people on a specific topic is called a focus group interview". Focus group interviews make it easy to collect some of the information that can be difficult to collect using other research methods. Refer to chapter 4 for more information.

I also reviewed the following documents for the purposes of data production: the minute books, attendance registers, school policies on the management of parental involvement and available school information books.

As part of the observations, I attended the events that were organised by the schools such as meetings and prize-giving ceremonies in an attempt to examine how parents were being handled by the SMTs during school-organised activities. As a result of the interactions with the parents, I managed to evaluate the manner in which parents were being treated when attending the school events.

Data analysis involves the interpretation of events and responses that are given by the participants during the interview process. MacMillan and Schumacher, (2010:109) stated that, "Qualitative data analysis is viewed primarily as an inductive process of arranging data into different categories and identifying patterns and similarities among them". On the other hand, Gay, Mills and Airasian, (2018:76) stated that data analysis is, "The researcher's attempt to summarise the collected data in a dependable and accurate manner". In data analysis, the meanings of the views of the participants in terms of categories are assigned meaning. As part of data analysis, the data was organised, transcribed and coded.

The process of data analysis will be discussed fully in chapter 4.

1.13 Validity, credibility and trustworthiness

The issues of validity, credibility and trustworthiness as well as ethical issues are also discussed in detail in chapter four.

1.14 Definition of concepts

The definitions of the concepts in the context of this research study follow below.

1.14.1 Management

According to Chris Hart, (2018:99), “The process of being in charge; administering; success in doing something regardless of obstacles; exercising control or dominion, often in a tactful manner; and contriving to continue on the verge of difficulties is called management”. It is very important to consider as essential the concept of time in the process of management as all the proceedings in an organisation are based on time. In this regard, time should therefore be used wisely in the process of management. Management is the process whereby the organisational aims and goals are achieved through working with individuals, groups as well as other resources (Van der Westhuizen, 2013:201). Chris Hart, (2018:99) referred to education management as “a specific type of work in education which comprises those regulative tasks or actions executed by a person or body in a position of authority in a specific field or area of regulation, so as to allow formative education to take place”. In this study, all the management activities performed by the SMT in involving parents to take part in the education of their children formed part of the management of parental involvement. Where there is effective parental involvement in the school, learners tend to perform well in all their academic subjects as well as in other school-related activities.

1.14.2 Parent

According to SASA, (RSA, 1996b:4), “A person who undertakes to fulfill the obligation towards the learner’s education at school is called a parent”. The term parent, as broad as it is, according to Lemmer and van Wyk, (2010: 86), could include biological parents, guardians, grandparents or any other adult who takes the responsibility of the child during his or her school endeavours. Brooks and Stitt, (2014:122) also adopted the definition of parent given by Lemmer and van Wyk, (2010:86) to include non-traditional caregivers who comprise non-custodial parent in disintegrated homes; parents affected by migration; grandparents; and other relatives or older siblings who are fulfilling the care-giving function.

1.14.3 Parental involvement

Different ways of parental involvement are expressed in different fields of education, locally as well as internationally. The terms, “participation” and “involvement”, are the terms which are frequently and interchangeably used in this study. Parental involvement means the participation of key stakeholders in the school processes to ensure effective teaching and learning takes place in the classroom. Through the participation of all the key stakeholders in the running of the school, the school develops to become a better learning resource in society. According to Garcia and Thornton, (2014:24), “The performance of students as well as school attendance improves if parents are actively involved and assist in the education of their children all the times.” Through the support that they get from their parents and other family members, the children tend to gain more confidence in their school work and are motivated towards performing well in all the school activities. Parental involvement refers to engagement and active participation of parents and other relevant stakeholders in school related activities such as among others volunteering in classroom activities, open days, parents meetings as well as consultation days (Mmotlane, Winnaar and Kivulu, 2019: 128). Epstein, (1991:63) stated that, “Parental involvement is attached to some other responsibilities such as to ensure basic needs of kids such as food are met before they leave for school and parents should ensure maximum support in home works and other school related activities to instill confidence in the learners”. Instilling the culture of effective learning amongst the learners is a very huge responsibility that parents are faced with and can only be realised if the parents fully participate and support the education of their children at all times. Of paramount importance is the support that the children get from home in terms of homework and other activities that motivate and enable them to perform better at school. The major implication of parental involvement in this study is that parents are actively involved in the day-to-day running of the school to ensure that they support their children at home all the times.

1.14.4 Public primary school

According to the DoE RSA, (2007:46), “A primary school is defined as an ordinary school that offers at least one grade in the range grades 1-7 and none in the range grades 8-12”. Public funds in public primary schools are used to ensure effectiveness

in as far as the running of the school is concerned. According to the DoE RSA, (2007: 46), "The MEC for education in the province, in terms of Section 12 of SASA, is the one responsible for the distribution of these public funds for the purposes of the smooth running of these public schools"

1.14.5 Townships in the South African context

Mvunganyi, (2011:88) stated that the term townships refers to, "the often underdeveloped urban living areas that, from the late 19th century until the end of apartheid were reserved for non-white residents, namely black Africans, Coloureds and Indians." Historically, most of the townships were built on the edges of cities and towns due to the fact that the people who provided labour in these towns and cities lived in these townships.

In SA, there is a legal meaning that is attached to the term "township" which is different from its day-to-day usage. Huchzermeyer, (2011:67) stated that, "The term, 'township' can also mean a designated area or district. For instance, 'Industrial Township' has been used in reference to an industrial area, for example, 'Westmead Industrial Township', in Pinetown, South Africa". In a legal sense, the establishment of a township is often characterised by other adjoining townships with similar traits which are referred to as their "Extension". According to Huchzermeyer, (2011: 67), "The Johannesburg township of Naledi extension is called Naledi Extension".

1.15 Assumptions

The study on the management of parental involvement in primary schools in the townships southwest of Johannesburg was approached with some preconceived ideas by the researcher regarding the topic under investigation. The following assumptions formed the basis of the study:

- The former Model C schools did not form part of the study as the education system of these schools is characterised by functional parental involvement which leads to quality classroom delivery and improved learner performance.
- The private or independent schools were also excluded from the study since individuals and organisations funded these schools and they have enough resources to support effective teaching and learning in the classroom.

- The socio-economic and political situation prior to 1994 in SA had a detrimental effect on the education of a black child which impacted negatively on their academic performance since the parents lacked enough knowledge and skills to support the education of their children.
- The major barrier to parental involvement in the townships is lack of knowledge by parents to assist their children in school-related tasks.
- The public primary schools located in poor black communities in the townships, especially those in the southwest of Johannesburg, are the ones that are hard hit by the lack of the key resources that enhance an effective classroom delivery as well as an improvement not only in the academic performance of the learner but also in other school-related activities.

1.16 Conclusion

In this chapter, the preliminary literature as well as an overview of the research design and methodology were reviewed and the characteristics of qualitative research were also discussed. The interviews were the central and basic data collection strategy in as far as this study is concerned, with semi-structured individual interviews, as well as semi-structured focus group interviews formed the data collection process. Qualitative data analysis was also discussed with the various facets of analysis such as data organisation, coding and memoing, categorisation and interpretation.

Chapter 2 fully explores the literature on the views of other African and international scholars regarding parental involvement in the education of their children.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

Most countries in the world, with South Africa being not an exception, consider the management of parental involvement as very important in the education system if sound and meaningful teaching and learning are to be realised in the classroom situation. The approaches to the study of parental involvement by different researchers have been different despite the fact that they all come to a common understanding that an effectively managed parental involvement system will to a large extent lead to effective teaching and learning in the classroom. James, (2014:34) understood that, “Effective teaching and learning can be fully realised if the systems of parental involvement are properly managed in the school”. Okeke, (2014:1) stated that, “despite the fact that there is a lot of literature locally and internationally on the concept of parent involvement and the activities that are involved, South African scholars have written little on how parents can participate in such activities to improve teaching and learning”. That is why this study investigated the nature and degree of the management of parental involvement activities in the primary schools in townships southwest of Johannesburg in Gauteng.

Chris Hart, (2018:96) defined literature review as, “A scholarly paper on the findings based on the current knowledge on a particular topic together with the theoretical and methodological contributions to that particular topic of study”. To comprehensively undertake an investigation of this study, the primary and secondary information sources are thoroughly reviewed to gather relevant information that can assist on the findings of the study and enhance effective and meaningful recommendations. A primary source, rather than the summary of the information about a given written material, holds the opinion of the reader on the topic under investigation. Princeton, (2011:102) stated that, “The consultation on the topic of investigation extends to the education laws that govern the systems of education in various countries including SA, as well as other sources of information as periodicals and newspapers”. The researcher was confined to the relevant and up-to-date information of the study that enhances the study’s sound and meaningful findings.

According to the Virginia Polytechnic Institute and State University, (2011:68), “The secondary sources of information are characterised by generalisation, analysis, interpretation or evaluation of the original data or information gathered for the purposes of the study”. McMillan and Schumacher, (2010:76) stated that, “quarterly and annual reviews and yearbooks, professional books, encyclopedias and handbooks are part of the secondary information that is used in the study”. The recognised authoritative textbooks in this regard were used by the researcher in the process of data collection. The main aim of the review of literature in this study was to gather relevant data on the management of parental involvement that would be applied in the teaching and learning situation to improve the education system in the country, particularly in township primary schools southwest of Johannesburg. A comprehensive consultation was done by the researcher on local and international literature in order to collect essential and relevant data on the topic of the study. Chris Hart, (2018:98) stated that, “The study of literature in scholarly research equips the researcher with essential information that can enhance sound and meaningful findings regarding the management of parent involvement in the child’s education”.

This chapter reviewed the debates on the meaning, approaches and importance of parental involvement. It also explores school governance under apartheid and in democracy, principals’ responsibilities in parental involvement, legislation relevant to parental involvement in SGBs, townships in the SA context, background and history of Soweto, types of parental involvement, barriers to parental involvement and the management of parental involvement especially in primary schools in townships southwest of Johannesburg in Gauteng.

2.2 Parental involvement and its importance in the education of the child

This study investigated the management of parental involvement activities in township primary schools southwest of Johannesburg. After the attainment of freedom in SA, most primary schools, especially those in the townships, are still operating below the required standards that were set by the NDE. These schools are performing very badly and the assumptions are that parental involvement programmes are not being effectively managed. Epstein, (2001:414) stated that, “A comprehensive type of parent involvement should guide the partnerships programmes that can enhance effective home and school involvement in the educational activities of the children for a better

and improved teaching and learning. The quality of implementation of that particular type of parent involvement therefore determines the results for the stakeholders such as parents, learners and teachers.”

Such stakeholders and other organisations in the community are believed to benefit more from an effectively-managed system of parental involvement in the school. Charamba, (2015:66) found that “The programmes of parent involvement, regardless of their essentiality in the smooth operation of the school, are not being taken seriously in schools by the principal and the school management team”. There is no open encouragement for the parents to participate in the education of their children by the teachers. The parents and other key stakeholders in education need to be motivated in order to support the education of their children and enhance improved performance in all the school activities. Parental involvement is therefore associated with a number of benefits for various stakeholders in the education of their children.

2.3 Conceptualisation of parental involvement

Different ways of parental involvement are expressed in different fields of education, locally as well as internationally. The terms “participation” and “involvement” are used frequently and interchangeably in this study. Parental involvement means the participation of key stakeholders in the processes of the school governance to ensure that quality education is realised in schools. Through the participation of all the key stakeholders in the running of the school, the school develops to become a better learning resource in society. According to Garcia and Thornton, (2014:24), “The performance of students as well as school attendance improves if parents are actively involved and assist in the education of their children all the time.” Through the support that they get from their parents and other family members, children tend to gain more confidence in their school work and are motivated towards performing well in all the school activities.

According to Mmotlane, Winnaar and Kivulu, (2019:128), parental involvement refers to “The engagement and active participation of parents and other relevant stakeholders in school-related activities such as, among others, volunteering in classroom activities, open days, parents meetings as well as consultation days”. Parenting, communicating, volunteering, learning at home, and decision-making, and collaborating with the community also form part of the definition of parental

involvement according to Epstein, (1991:63). She further expanded the definition of parental involvement in that “It is attached to some other responsibilities such as to ensure basic needs of kids such as food are met before they leave for school and parents should ensure maximum support in homework and other school related activities to instill confidence in the learners” (Epstein, 1991:63). Instilling the culture of effective learning amongst the learners is a very huge responsibility that parents are faced with and can only be realised if the parents fully participate and support the education of their children at all times. Of paramount importance is the support that the children get from home in terms of homework and other activities which motivate and enable them to perform better at school. The major implication of parental involvement in this study is that parents are actively involved in the day-to-day running of the school to ensure that they also support their children at home all the time.

2.4 Significance of parental involvement

Epstein, (1987:123) stated that “Where there is effective parental involvement in the school, the children tend to show some positive attributes towards their education leading to an improved performance in their school work”. Heystek, (2011:129) posited that, “A sound-working partnership between the school and the community leads to a sound and effective management of parent involvement which subsequently leads to effective teaching and learning in schools”. According to Davids, (2010:17), “The behavior, the attitudes, the attributes, the actions of the parents are clearly modeled by the children if these parents are actively involved in their school work”. Parental involvement can only be of benefit to the children if properly implemented in the school to cater for all stakeholders. Mavuso, (2014:82), stated that, “A variety of positive outcomes have been associated with effective parental involvement in the education of the child and these include an improved learner performance in school work and other school related activities”.

Other researchers in the field of parental involvement have validated the positivity of the involvement of parents in school activities and how it impacts on the education of the child. (Mavuso, 2014:82). The assumption has been that where parents are interested in the education of their children, those children tend to be motivated and also show more confidence in their school work. Mavuso, (2014:82) further argued that, “The knowledge by these children that they are being supported by their parents

will enable them to develop self-confidence and improve their attitudes as well as their general conduct towards their school work". The involvement of parents in schools means that they gain more knowledge of the activities in their children's schools and how best they can work hand in glove with the teachers in order to improve the performance of their children. According to Epstein, (1987:125), "The smooth operation in the school milieu can only be realised if there is an extreme emphasis on the systems of parent involvement within the school".

Singh et al., (2011:301) stated that, "The greatest motivator in effective teaching and an improved learner performance are the contributions made by the parents in the child's education. The conduct of the teachers and the school authorities is to a large extent being influenced by the manner in which parents get involved in the education of their children in terms of the support that they give their children". Further arguments by other scholars point out that for schools to develop, parental involvement should be a key feature in school governance as this can enhance quality education and uplift the standard of teaching and learning in schools. Okeke, (2014:1) stated that, "where the education systems have been developed holistically, it has been noted with vivid evidence that parent involvement has been a common feature in such systems." The positivity or negativity of parental involvement programmes in the education of children lies entirely with the strategies as well as the approaches to the implementation of these programmes in schools.

2.5 Contributions in education of parental involvement

Parents' involvement in the education of their children contributes to an improved learner participation and performance, an improvement in the behaviour of learners at school and out of school and also the development of the community (Van Zyl, 2013:230). The contributions to parental involvement are discussed below.

2.5.1 Improved learner performance and participation

Van Zyl, (2013:230) stated that, "The involvement of parents in the education of their children, according to the longitudinal and cross-sectional studies, is greatly associated with an improved performance as well as their academic achievement". Van Wyk (2008) (in Van Zyl, 2013:230) posited that, "The cooperation and collaboration of schools and the communities to support the education of the child enable the children to excel not only in their school work but also in other out-of-school

activities". The children in this regard tend to do well in life and add value to the communities that they live in. Institutions of learning, especially the primary schools, acknowledge the importance of parental involvement and that if properly managed by the principal and SMT, leads to effective learner participation and improved performance in their school work and other school-related activities.

2.5.2 Acceptable behaviour promoted in society

Van Zyl, (2013:231) stated that, "The unity between the schools and the communities is a key feature in the programmes of parental involvement as that leads to the improvement in the performance of learners as well as their behavioural trends both in and out of the school". The promotion and development of acceptable trends of behaviour of the learners in society also help schools to effectively manage these learners within the school environment. The proper implementation of the programmes of parental involvement in schools lead to some decrease in truancy as the learners improve their attitudes as well as behaviour and that results in the decrease in dropout rates, leading to uninterrupted contact time in the classroom. Van Wyk (2008) (in Van Zyl, 2013:231) believed that, "The motivation of learners through parental involvement enabled these learners to work harder towards the achievement of their goals".

2.5.3 Development of communities

The meaningful cooperation between families and schools leads to the development and improvement of the schools within communities. The contribution of parents in the form of their expertise helps in the success of most of the school projects that contribute to the smooth running of the school. Anglin (2011) (in Van Zyl, 2013:232) stated that, "Where effective parental involvement has been implemented in schools, its role has been extended from realising meaningful teaching and learning in the classroom to ensuring the developing of schools as learning institutions". The services in the communities should be centred in schools where these schools work hand in glove with other relevant stakeholders to execute community functions like healthcare programmes so as to improve literacy levels in parents, and also develop the communities (Anglin (2011) in Van Zyl, 2013:232).

2.6 Benefits of parental involvement to its key stakeholders

There are so many benefits to the learners, teachers, schools and community that are directly or indirectly associated with parental involvement in the education of the child, and they are discussed below.

2.6.1 Benefits of parental involvement to schools

Schools in communities benefit more in the programmes of parents' involvement in the education of their children. Where most of the parents are hands-on in matters that relate to the education of their children, the schools tend to function smoothly with everything done in a manner that enhances effective teaching and learning in the classroom. According to Epstein, (1997:2), "The improvement of most programmes in the school rely entirely on the effective implementation of the parental involvement activities within the school environment. Where there is effective implementation of parent involvement activities in the school, the provision of teaching and learning resources improves, the management of financial services within the school improves and the rapport between the school and the community also improves".

Parents have been brought closer to the functions of the schools since there are countless benefits that are associated with the presence of parents in the day-to-day running of the school compared to the earlier days where parental involvement was considered similar to the meetings of Parent Teacher's Organisations (PTOs). The previous engagement of the parents and teachers in those PTOs was not very effective as it did not cover much ground compared to the current parental involvement which extends to volunteering in the school activities of the children. In other countries like the USA, parents are given the platform to decide on the curriculum that they want their children to be taught and how that particular curriculum can be implemented to suit the environment in which the schools are in.

James, (2014:106) argued that, "The entire decision-making in the school is realised when the school engages with the parents and other members of the community to get ideas, expertise and other relevant skills in making teaching and learning a reality in the classroom". Maluleke, (2014:46) also posited that, "There are so many advantages to the school that relate to parental involvement in the education of the child. Parents can implement changes that could benefit the children in the education system. Through an effective structure of engagement with the parents, strategies can

be brought forward to improve teaching and learning in the classroom”. According to Parmaswar, (2014:98), “The teachers enjoy a lot of benefits when more and more parents participate in the education of their children. The benefits range from the manageability of the workloads by the teachers, positive bonding amongst the teachers, parents and the learners as well as the meaningful support to the school by the parents and other relevant stakeholders”.

2.6.2 Benefits of parental involvement to learners

Learners in a school set-up benefit countlessly from parental involvement in their schools. The fact that schools are formalised extensions of the family means that the home and the school should work together in unison to ensure that all the essential educational needs of the child are met if effective teaching and learning is to take place (Heystek, 2011:33)

The importance of engaging the parents in educational matters of their children is also realised by the schools as they consider it a positive move towards the realisation of quality education in the country. Children tend to be motivated through the support they get from their parents and they change their behavioural trends, improve their performance, and develop confidence in their school work and homework. Patrikakou, Weissberg, Redding and Walberg, (2011:4) stated that, “An improvement in the performance of learners as well as school attendance were other major benefits that were greatly associated with the participation of parents in the education of their children”. The learners that are not supported by their parents display negative attitudes towards their school work and other school-related activities (Mncube, 2010:19).

2.6.3 Benefits of parental involvement to teachers

The benefits of parental involvement to teachers are supported by research on the concept of parental involvement. According to Mncube, (2010:16), there are advantages that are directly associated with a properly-managed parental involvement programme. The rapport in the key stakeholders such as teachers, parents and the learners improves as the teachers gain essential knowledge of the children that they teach when, on the other hand, the parents get to understand their roles and expectations in this educational partnership that exists between the school and the community (Mncube, 2010:16). The workload of the teachers decreases as most

learners are motivated and gain confidence and self-esteem towards their school work. To express her agreement on the above, Epstein, (2018:111) posited that, “The teachers become more resourceful and innovative where they feel that they are greatly supported by the parents in their endeavour to educate the child in an environment that is conducive for teaching and learning”. The teachers are thus motivated to work harder towards the achievement of their common goals of effective teaching and that of motivating the learners towards effective participation in their school activities.

Epstein, (2018:111) further asserted that, “The principals and teachers through effective parent involvement are motivated to work toward bridging the gap that exists between the school and the community to ensure that the parents and the learners are also motivated as partners in education”. The quality of education only improves if all the stakeholders work in unison towards a common goal, in this case, effective teaching and learning. The teachers gain a lot of respect from parents when they properly execute their core duties to enhance sound and meaningful channels of communication between the home and the school. The smooth running of the school relies entirely of the effective and sound channels of communication.

As a result of effective parental involvement in the school, all the relevant stakeholders are kept motivated and feel obliged to support the development of the school as well as to improve the quality of education that is being offered by the government, especially in township schools.

2.6.4 Benefits of parental involvement to parents

According to Derrick, (2017:135), “Parents themselves enjoy the benefit of parental involvement in the education of their children in a variety of ways that include the improvement in the parental skills through the well organised workshops to empower the parents on how to support their children at home”. The training sessions are the best to equip parents with adequate skills and knowledge on how to assist their children with homework and other school-related activities. (Derrick, 2017:135). On the issue of workshops, Derrick, (2017:135) also believed that the educational training programmes will equip parents with knowledge and skills on various fields and that will enable them to support their children at home.

Through their active involvement and engagement in the education of their children, parents gain self-esteem and develop effective skills and adequate knowledge to support their children with homework brought from school (Mncube, 2010:16).

Bhekimpilo, (2015: 87) argued that, "The actively involved parents in the education of their children benefit in that these parents develop full potentials and the strength in supporting their children in the activities that they are given at school". Parents tend to understand how the schools as educational institutions work and also the roles parents and the communities at large are expected to play to improve the quality of education.

The benefits of parental involvement to the parents include the development of key roles and responsibilities associated with their children's education, developments and knowledge basis necessary to support their children, the development of positive attitudes, confidence and self-esteem as well as the motivation to strengthen their relationships with the school for the benefit of the children (James, 2014:104).

The argument by Lemmer and Van Wyk, (2010:87) revealed that, "In working out the solutions to the problems that affect their children at school, the parents seem to be prepared to work hand in glove with the schools with the hope of coming up with permanent solutions to these problems." The implementation of such solutions in the school leads to the smooth running of the school where the teachers, parents and learners work together to achieve the common goal of effective teaching and learning in the classroom. Shartrand, Weiss, Keider and Lopez, (1997:80) stated that, "The teachers during the times when they worked in unison with the teachers and other school authorities developed more confidence and self-esteem in dealing with issues that affected their children at school".

The discussions in this section point out to the fact that being involved in the education of their children is a great benefit to the parents as they get to understand their roles and expectations of the schools where their children attend, and they also gain knowledge and understanding of how they can support their children at home so as to improve their performance at school. Working together with the parents, the schools could achieve their goal of quality education through effective teaching and learning in the classroom. Maluleke, (2014:33) concurred with Lemmer and Van Wyk, (2010:87) when he asserted that, "Through effective and meaningful parental involvement, there are maximum chances of parents to develop their knowledge, skills, self-esteem, self-

actualisation as well as confidence in dealing with issues that may affect their children at school”.

2.6.5 Benefits of parental involvement to communities

A variety of books on the concept of parental involvement were consulted and the literature revealed that parental involvement, if properly implemented in the school, is very essential if quality education is to be realised especially in the township schools. The working together of the school and the community necessitates the development of a conducive learning atmosphere that fuels improved academic performance amongst the learners. Heystek, (2011:126) posited that, “The collaboration of the school and other key stakeholders necessitates an improvement in the relationships between the school and the community and parents, and other stakeholders assist in the development of resources and other materials to aid both formal and informal curriculum. The programmes designed by the schools are supported by the parents and other stakeholders to improve the quality of education in the schools”. The effectiveness of the school depends on the community involvement where fruitful ideas are shared between the schools and the stakeholders in the communities (Mncube, 2010:235). The communities therefore should be motivated to support the initiatives towards the development of the schools as well as empowering the parents to render meaningful support and motivation to their children to enhance effective teaching and learning in the classroom. Accommodating the parents in the school affairs is a positive move in motivating the parents in that these parents feel part of the school and work in unison with the schools to develop a culture of sound teaching and learning in the classroom. Of paramount importance is that the parents also enjoy the benefits of being effectively involved through support and provision of materials and resources to their children. Mncube (2010:236) indicated that, “The development of democratic societies can to a large extent be necessitated by an effective parental and community participation in the development of schools with an aim to achieve quality education for the betterment of the children. The positive engagement of the school and the community leads to the development of sound relationships that benefit both the school and community.”

The teaming up of the school and the community creates a strong force in the community that promotes the growth and development of such systems as the healthy

system amongst the children. The children with healthy minds tend to think out of the box and work with their parents to improve their education. The argument by Abie (2018:136) pointed out to the fact that, “The development of schools and quality education rely entirely on broadened base of knowledge and skills on the part of the parents and communities in general as change in all spheres of society can be a reality in communities where the people are empowered”. According to Duma, (2014:88), “The participation of parents in the school activities of their children depend entirely on the forms and channels of communication that the school uses to disseminate information to the parents. Where communication is effective the parents attend to the functions of the school through invitation”.

The above discussion expresses the need for effective parental involvement as it leads to effective teaching and learning in the classroom. The unity of communities through parental involvement has led to the development of schools as institutions of learning. Parents, through the school-initiated programmes, are empowered to support their children with homework and other school-related activities. The lifelong culture of teaching and effective learning is developed where parents work in unison with the schools.

2.7 School partnerships and parental involvement

SASA stipulates that parents are official partners in school governance and are expected to play an active role if schools are to achieve quality education. Strong and sound working relations should be created between the schools and their communities to ensure effective implementation of parental involvement. The engagement and working together of the school and other relevant stakeholders is referred to as a partnership (Mncube, 2010:82). Mbokodi and Singh, (2011: 39) stated that, “The key feature in the collaboration between the school and the community is the manner in which the school is being perceived by the parents and the community at large”. Their argument is based entirely on the fact that according to SASA, an effective stakeholder participation would improve the education of the child.

When parents feel that legislation fully accommodates them in the running of the school, they get more power and develop a sense of responsibility to support their children and strive to achieve quality in education. Jackson and Davis (2000), as cited in Mavusa and Duku, (2014:89) state that “The commitment of parents to support the

school mission and vision depends entirely on how the school gets them involved in the decision-making processes of the school". Where the school and the community have a good relationship, the common goal of achieving quality in education can be easily realised. The participation of the parents in the partnerships should not be limited to the SGBs but should also accommodate many other school-related activities where parents can effectively participate to support the education of their children and strive to achieve quality in education (Lemmer and Van Wyk, 2010:261). The SA education system, as suggested by the evidence, does not seem to be encouraging and supporting the partnerships between the school and the community to ensure effective teaching and learning (Van Wyk, 2010:275). According to the governance legislation, the participation of parents in school-related activities is not according to what schools expect from them. Heystek, (2011:343) stated that, "The parents are expected by the learners, teachers and other stakeholders to fully take part in the school activities of their children and engage with teachers and other school authorities in order to work towards achieving quality in education".

Ramirez, (2001:130) as cited in Singh and Mbokodi, (2011:40) posited that "The improvement in the performance of learners in the classroom and other school-related activities is grossly associated with an increase in the partnership and effective engagement in the governance of schools." Vassallo, (2001:1), as cited in Mbokodi and Singh, (2011:40) added that the transformation in schools is the key feature in the current school reforms and begins at the local level where the national policies are translated by the school authorities to ensure a proper implementation of these policies (Lemmer and van Wyk, 2010:126). According to Lemmer and van Wyk, (2010:126), "The parent roles in serious educational issues in school governance is accommodated by the School Governing Bodies although the contributions by parents in school governance are very limited"

2.8 Community involvement in school-related activities of children

Volunteerism is considered another important form in which the parents participate in the activities of the school to enhance quality in education through the support that they give to their children. Lemmer, (2007:220) stated that, "The deployment of the volunteers in school-related activities is a cost-cutting measure by the schools and assists in the development of various systems within the school". To keep parents

motivated in engaging with the school on issues concerning their children, the school facilitates such motivational programmes to educate parents on their roles and responsibilities in parental involvement. The proper implementation of such motivational programmes improves teaching and learning in the classroom and ensures an improved learner performance. According to Heystek, (2011:103), “The black townships, especially those in the Republic of South Africa, are dominated by parents who are very active and supportive to the non-academic activities of the school compared to the support that they give to the formal curriculum of the school”.

The teachers allocate most of their time to the activities that are associated with the formal curriculum of the school at the expense of those activities in the informal school curriculum. When parental involvement is effectively implemented in the school, more time is allocated by the teachers and other school authorities to the formal school activities that are classroom related. The recommendations by Heystek, (2011:104) are based on the fact that parents should train their children on the activities that are essential in the development of the infrastructure of the school. The SGB facilitates the involvement in the non-academic activities of the school by the parents to ensure that the children are supported at all times on issues and activities that relate to their school work. The assistance to the schools on non-academic activities was not a priority to most of the parents in townships insisted that time was a constraint. Lack of knowledge on the part of black township parents of the importance of parental involvement was a great hindrance to the participation of these parents in the school related activities of their children as they were not aware of their roles and responsibilities in this regard (Heystek, 2011:105). The parents found it very difficult to engage with teachers and other key stakeholders to design effective strategies to improve the quality of education in the township schools especially those located southwest of Johannesburg, Gauteng.

2.9 School environment and effective parent participation

There are worldwide transformations in the systems of education. Based on these transformations, the expectations are more on the parents to play significant roles in the governance of schools (James, 2014:49). The programmes of parental involvement in some schools are not effective as teachers display some negativity towards parents especially those who try to be hands-on on issues that relate to the

education of their children. The parents are therefore discouraged and cannot support and fully participate in the school activities of their children. According to Chris and Hattie, (2013: 320), “A thorough research is being instigated on the hostile school environment to determine the strategies that can be implemented to realise a conducive teaching and learning atmosphere in the school.”

Like any other institutions of learning, the issues of ethics are also a key feature on the school environment. The development of the effectiveness in the school is very essential if those values are to be deemed necessary and recognisable. (James, 2014:34). The dominance of parents in school governance and decision-making increased the participation of in school-related activities of their children. James (2014:35) indicated that, “Parents can fully participate in the school affairs of their children if these parents are fully empowered by the government through these schools”. The realisation of effective parent-school partnerships can only be achieved where parents are educated and equipped with adequate knowledge of their roles and responsibilities in as far as parental involvement is concerned.

According to the study on parental involvement that was conducted in Israel, “The schools that effectively function are those that have well-empowered parents who are knowledgeable about their roles and responsibilities in parental involvement and contribute to the quality of education in these schools.” (James, 2014:52). All the stakeholders trust one another where the organisations and institutions of learning are properly functioning. According to Lara and Saracosti, (2019:67), “The behaviour of the stakeholders if the institutions are to function effectively were supposed to be characterised by trust and the spirit of cooperation where no group or individual should attempt to take advantage of the other”. In an environment that is characterised by trust, all the work that is done tend to be effective and done in a proper and meaningful way. The school governance can only lead to the smooth running of the school where there is trust and a spirit of working together amongst the principals, teachers, parents as well as other key stakeholders in education of the children. The knowledge that the teachers and principals have should be used as an advantage to bridge the knowledge gap in parents so that they understand the key issues that may affect their children at school and how best these parents can engage with teachers to implement permanent solutions to these problems. The school authorities, instead of taking advantage of the lack of education on the part of the parents, should work towards the improvement of

the literacy levels of these parents so that these parents can contribute meaningfully towards the development of the school.

The teachers, according to SACE, fail to create the conducive atmosphere for parents to participate freely in the educational affairs of their children, thereby hindering the effective implementation of parental involvement by the government. In its Code of Conduct (Republic of South Africa, 2001), the South African Council for Educators (SACE) stipulates that, "There should be recognition by the teachers of parents as their educational partners and that meaningful working relationships and environments should be established to ensure quality in education is realised in schools". The progress of the children at school should be frequently reported to the parents and solutions to the problems that the children are faced with at school should always be implemented to ensure effective teaching and learning take place in the classroom. The National Education Policy Act (Republic of South Africa, 1996b) also stipulated that, "The participation of all the communities and all other key stakeholders should be considered as a guiding principle in education and should cover all the aspects of education".

The effective and sound parental involvement in the school enhances effective engagement in the school activities by all the stakeholders. Teachers, principals, parents, learners and professional support personnel should work together to achieve these goals (Bhekimpilo, 2015:117). The trends in parental involvement differ from one school to another. According to Heystek, (2011:99), "The participation of parents in the education of their children cannot be facilitated by legislation alone but the interest of parents towards the education of their children can be of value in this kind of a scenario". The role of the school therefore is to create an atmosphere where parents participate freely in the educational affairs of their children and also have meaningful engagements with the teachers to ensure that the implementation of parental involvement is achieved in schools. The parents are encouraged to teach the children the proper values and norms of society so that they grow and become fruitful in the societies that they live in.

Some parents are willing to participate in the school affairs of their children but cannot manage to do so as the schools do not create a conducive environment for them to take part in school governance. According to the Alliance Schools Initiative, (2010:65),

“Lack of participation by the parents in the school affairs of their children was attributed to the negativity of the school personnel towards the parents”. In addition to that, the teachers were not afforded adequate training on how to motivate and educate parents on the importance of their participation in the school affairs of their children. Where parents are actively involved, schools are developed to the levels where the learners excel in all the school-related activities. The schools did not welcome parents and they therefore did not participate freely in the school affairs of their children. Effective teaching and learning was therefore compromised leading to a poor display in the performance of the children.

2.10 Responsibilities of the principal in parental involvement

The SA public schools, as part of their governance and management structure in schools, elect an SGB. According to SASA, governance and management are described as separate entities with two different teams that have different roles and responsibilities (Heystek, 2011:475). The governance of the school lies within the SGB while, on the other hand, the responsibilities of the school management lies with the principal and the SMT. According to Heystek, (2011:373), “The SGB does not take part in the professional management activities of the school such as to be involved on decision-making based on the learning materials to be used in teaching and learning, the methods to be used in teaching and learning as well as the forms of assessment to be used by the teacher in the classroom”.

Teaching and learning in the school are the responsibility of the professional management of the school which comprises the principal and the SMT. All the educators filling the promotional posts such as the Principal, Deputy Principal and Head of Departments (HODs) form part of the SMT and are responsible for the issues that directly relate to teaching and learning in the classroom.

The key player is the principal who belongs to both the SMT and the SGB. According to Karlsson, (2010:142), “The issues of illiteracy and semi-illiteracy impact negatively in SA schools as the principals and the SGB fail to work in unison for the benefit of the child”.

According to Heystek, (2011:483), “The principal believes that the parents want to rule the SGB and limit their active participation in the SGB”. It is therefore very important for the principal and the SGB to work hand in gloves and in unison if parental

involvement is to be effectively implemented in schools for the realisation of a sound culture of effective teaching and learning in the classroom.

2.11 Scope of parental involvement

The early view on parental involvement according to Van Wyk's, (2010:17) had variations in parental involvement ranging from the point where there was a display of interest by the parents in the formal education of their children and extended to a point where parents participated in the SBG and had a say in the running of the school. Parental involvement, however, should not be limited to some interactions and engagements between the home and the school but should be extended to include the community as well in what Lemmer and Van Wyk called the tripartite alliance (Lemmer & Van Wyk 1996:16; Van Wyk 2010:13). Nevertheless, the school and parents form the basis of parental involvement in SA since the accentuation of parental involvement in the formal education of their children is a new phenomenon which was emphasised after the country got its independence in 1994. The scope of parental involvement was considered by Squelch and Lemmer, (1994:93) in the early 1990s as, "The active and willing participation of parents in a variety of school and home-based programmes as well as activities that include supporting and supervising homework as well as upholding the school ethos".

Vandegrift and Greene, (1992:57-59) (in Van Zyl, 2013:233) stated that, "There are four variations of parent involvement, in terms of the school and the parents only. These are based on the premise that the degree of parent involvement in terms of school and parents can be determined in terms of parent support of children's education, as well as the activity of parents in terms of observable actions relating clearly to children's formal education". The children could be supported in various ways ranging from supporting and supervising homework to motivating the children and developing their interest towards their school work. In terms of the school and the parents only, the ideal parental involvement imply the participation and support by parents in their children's formal education by means of observable behaviour. A distinction in this regard was made by Vandegrift and Greene, (1992) (in Van Zyl, 2013:233) among the four types of parents.

The table below represents those four types of parents according to Vandegrift and Greene.

Table 2.1 Types of parents

<p>+ Children’s formal education is being supported by the parents (e.g. encouragement and understanding)</p> <p>+ Active participation by parents in their children’s education (e.g. supervision of homework)</p>	<p>- Children’s formal education is not being supported by the parents (e.g. No interest is shown by the parents in the formal education of their children)</p> <p>+ Parents are active participants in their children’s formal education (e.g. attendance of parents’ evenings at school)</p>
<p>+ The formal education of the children is supported by the parents (e.g. Ensuring the children are being cared for and breaks are given in their study programme)</p> <p>- Inactive participation of parents in the formal education of their children (e.g. Parents’ evenings are not being attended by the parents)</p>	<p>- The formal education of the children is not supported by the parents (e.g. ignores everything that has to do with the formal education of the children at home)</p> <p>- Inactive participation of parents in the formal education of their children (e.g. communication by the school is ignored by the parents.)</p>

Van Zyl, (2013:233) over a number of years found that, “The belief by most of the BEd (Honours) degree students at the University Of South Africa (UNISA) from their group discussions was that the parents at their schools were inactive and not supportive of the formal education of their children”.

2.12 Problems and challenges related to parental involvement

Although there are advantages to all the stakeholders of parental involvement, there are also challenges that are associated with parents’ involvement in the education of their children. Various problems and challenges face the newly-developing parental involvement in SA. There are two main reasons that are related to inactive participation

parents in the formal education of their children (Van Zyl, 2013:234). These two main reasons are the physical and mind-centred hindrances. Below is the detailed discussion of the hindrances to parent participation in the school activities of their children.

2.12.1 Physical hindrances

According to Van Zyl, (2013:234), “The schools are located far away from where the parents live and work resulting in parents having transportation problems”. Having to engage in long discussions with the student, he drew a conclusion that most of the parents had time and finances as the biggest constraints. The constraint of time impacted negatively on parental involvement as most parents could not meet the school demands and expectations. According to Gary and Ian, (2018:111), “Self-employed personnel had problems as a result of the rigidity in terms of time of their jobs compared to professional jobs which were guided by the normal working hours”. According to Yolanda, Ruis, Chance and Toldson, (2014:91), “The families that have dual jobs find it very difficult to participate in the school affairs of their children due to the time constraint”. The education of their children is negatively affected as a result. Van Wyk, (2010:19), in addition, posited that, “Time constraint is mainly experienced by the single parents who cannot attend the school issues of their children”. According to the DCSF, (2016:74), “Due to the nature of the work of the parents which is during the normal working hours, it has proved to be very difficult to effectively engage them in school planning and management activities considering the fact that such meetings are held during the working hours”. Van Wyk, (2010:19) noted that, “Time constraints, financial problems and long distances are the major reasons why parents cannot actively involve themselves in the school activities of their children”.

2.12.2 Mind-centred hindrances

Van Zyl, (2013:234) identified another challenge to parental involvement in the school activities of their children. The language of communication in schools is English. Most of the parents in townships cannot communicate in English with the teachers and other key stakeholders in education making it very difficult for these parents to engage with the schools. Many parents in townships are of the belief that the duty of educating the child lies with the teachers as they are fully trained and equipped with the knowledge

to impact to the learners. As a result these parents cannot take part in the education of their children.

Van Wyk, (2010:19) identified the barriers to parental involvement that have some similarities to the reasons that were presented above. Lack of communication in English, uninviting school environments that prevent parents from visiting, lack of knowledge and skills as well as negative experiences on the part of parents were some of the identified barriers to parental involvement. Concerning negative experiences undergone by parents at school and parental inadequacy, Mavuso and Duku, (2014:99) regarding parents' negative experiences stated that, "The major hindrance to parent involvement is illiteracy". According to Lear and Laura, (2017: 36-39), "The parents who don't frequently involve themselves in the education of their children ended up lacking essential skills and knowledge to assist their children with homework and other school-related activities as they think that educating the child is the core responsibility of the teacher". Van Wyk, (2010:19) supported the statement on the lack of parental involvement and attributed that to lack of knowledge and skills which resulted in lack of motivation and commitment.

The argument by Tekin, (2011:117) is that, "The parents assume that they are intimidated in the hands of the school staff that includes the principal and the teachers. The parents think that they lack relevant knowledge, expertise and skills to assist their children at home". According to Stott and Brooks, (2014:88) "The parents do not implement all the things that the schools tell them since they lack enough knowledge and skills to support their children at home". According to Wyk, (2010:19), "There are uncertainties on how children should be assisted on their school work which constitutes a major hindrance to parental involvement." According to Mathekga, (2016:92), "The parents are of the perception that some teachers and school principals think they were the ones who contribute to the difficulties that the children are facing in their school work and that these teachers think that the parents cannot contribute meaningfully to the development of the school".

Keith and Sheila, (2017:33), in line with the mind-centred hindrances posited that, "The negative views are sometimes developed by the parents towards the school as well as the authorities within the school". Most parents in townships have a low educational level and have an inferiority complex explaining their development of the negative

attitudes towards the educators. This is a common feature especially to those parents who are not employed. The parents, due to lack of empowerment by the schools, lack confidence and self-esteem to support their children with homework. Basic education in SA was denied to most of the parents by apartheid thereby leaving high levels of illiteracy especially in township communities and this further affected the parents from actively engaging with teachers to solve some problems that relate to the education of their children.

2.12.3 Lack of facilitation of parental involvement in education

The lack of managerial skills on the part of the principals hindered them from effectively facilitating parental involvement in schools. According to Xaba, (2011:65), "Training programmes for the principals are a prerequisite to equip them with adequate knowledge and skills on the implementation of parental involvement in the schools. According to Yolanda et al., (2014: 91), "There are reasons that are associated with the lack of encouragement on the part of the educators to the parents". Some of the reasons are that some educators and principals do not consider the views of parents as important and will not encourage them to participate, some classes are very large to an extent that the educators have no time to attend to the parents, and lack of interest of parental involvement by the school management is also a factor. If the management of the school lacks interest in parental involvement, the educators are obliged to follow suit as all their actions in the school are guided by those of the school management.

Valentine and Victoria, (2010:85) stated that, "Many schools fail to create an environment that is conducive for parental involvement although they claim that they welcome parental participation in the school". According to Topor, Keane, Shelton and Kalkins, (2010:134), "There should be effective communication between the home and the school to improve teaching and learning in the classroom". The schools in this case do not take seriously parental involvement and on the realisation of that, the parents only visit the schools when they are invited and cannot just go to school to check the progress of their children. Kadir Beycoglu, (2016:89-90) stated that, "Very few schools have policies on parental involvement although there are quite a number of policies in the school that relate to one another".

2.13 Improving parental involvement in township schools

The strategies to the challenges in parental involvement are inevitable if the problems are to be alleviated and quality in education achieved. Alissa and Paul, (2014:62), in this regard, suggested the three roles to be adopted by the counsellors to alleviate the problems and challenges to parental involvement.

To cultivate a welcoming school environment through cooperation with the teachers, the gap between the home and the school has to be bridged by the teachers through linking the children's lives with the curriculum.

Derrick, (2017: 51) stated that, "The school teachers and the school counsellors should work hand in gloves in the exchange of relevant knowledge on the importance of parental involvement and also the skills for the implementation". It is very important to note at this point that not all the teachers are for parental involvement, some teachers need the services of counsellors as they bear negative views that parental involvement is a disturbance to the smooth running of the school.

The uneducated and disadvantaged parents are misled by these teachers with misguided ideologies on the importance of parents' involvement in the education of their children (Nancy, Dawn and Deborah, 2018:12)

The implementation of educational workshops is advocated by Xaba, (2017: 197) in a move to increase the skills among the parents to enable them to support their children at home. Knowledgeable parents find it very easy to engage with the school to support the education of their children. Charamba, (2016:80) stated that, "All the parents irrespective of their ethnic origins want to see their children succeeding in life".

A number of strategies to increase parental involvement were identified by Derrick, (2017:49)

- Schools to host the programmes and activities that draw the attention of the families. The school should organise all the activities where the children perform for the community such as music festivals and talent showcase. The schools should also set aside a day where the community showcases its talent in the form of various activities earmarked for entertainment.
- The school should offer a range of activities that facilitate parental involvement. The parents in this regard could be empowered through workshops to boost their

knowledge on the importance of parental involvement. Some parents with expertise in various fields could be invited to share their knowledge with other parents. Such interactions help parents to gain knowledge and confidence to support their children at home. According to Mathekga, (2016:60), in agreement with the above view, stated that, “The workshops the schools organised tend to empower the parents to an extent that they develop confidence and self-esteem to assist their children at home with their homework and other school-related activities.”

- The communication between the home and the school should be frequent through the use of a variety of communication channels. Where there is poor communication parental involvement in the education of the child is never as effective as when communication is effective. The methods of communication used by the schools should ensure parents are hands on and are well-informed all the times of events and other activities in the school that need their attention. The school can engage in effective communication with the parents through the use of SMSs, phone calls, newsletters as well as new technologies like WhatsApp. Engaging face-to-face through meetings between the school and the parents proved to be another effective way of sending information to the parents although non-attendance of the meetings by most of the parents become a major constraint.
- The creation of an effective classroom atmosphere is a welcome move if quality in education is to be realised for the benefit of the children. The people working at the reception should have a warm welcome to all the parents that visit the school all the times regardless of their social status and level of education. The schools that have achieved quality in the education of the children always ensured that the parents are fully involved in the school activities of their children and always assist their children in homework and other school projects.
- A high level engagement between the home and the school should be necessitated to ensure the schools reach out to all the needs parents in the community in order to support the education of these children. This was achieved through constant meaningful interactions between the schools and their communities on key issues that relate to the education of their children and those that lead to the development of the schools. Well-developed schools ensure quality in education and where there is quality, the learners tend to perform to their best.

2.14 Barriers to parental involvement in township schools

Barriers to parental involvement are those factors that hinder parents from being fully involved in the education of their children. According to Mutch and Collins, (2012:92), a barrier is “Anything that prevents the interaction between the school and the families”. Through these barriers learners are deprived of effective learning because parental involvement and participation in the education of these learners are compromised. Where parental involvement is compromised, there is destruction of the rapport between the home and the school and the performance of the children is negatively affected as they do not receive the support that they need from their parents. The impediments from parents, educators and learners themselves become a characteristic feature. The school principal and the SMT are responsible for making the people concerned aware of the impediments as well as the possible measures to effectively deal with them. According to Kwatubana & Makhalemele, (2015:315), “The effective strategies to deal with the impediments enable improved family-school relations that lead to an improved performance by the learners in their school-related activities.”

The parent governors have very little knowledge and skills to function effectively in the SGB (Mavuso, 2014:75). These parents are not educated about their key roles and responsibilities within the SGB. Some of the roles of the SBG are fully performed by the principal, making it very difficult to execute his own duties as per his job description. The implementation of the programme of parental involvement is challenged by, among other things, the negative attitudes that parents are given by some of the teachers at the schools. Mavuso and Duku, (2014:101) posited that, “School governance in township schools is dominated by the school staff as parents are not involved in the day-to-day running of the school. Most decisions regarding the school issues are deliberated by the SMT rather than the SGB”. Mavuso and Duku, (2014:100-110) referred to some of the impediments as the lack of education among the parents, inadequate parental involvement and support to their children as well as the inability of parents to communicate in the medium of instruction as these parents are a mixture of people from different ethnic groups and therefore have to communicate with the teachers in English. The lack of education according to Jeynes, (2011:105) breaks the bond between the children and their parents as these children think they are not getting enough support especially as they move up the grades. It is

very important for the parents to keep the bond with their children through tireless support as the support needed by the children increases as they move up the grades. On the lack of involving parents by the teachers Jeynes, (2011:105) stated that, “The schools as well as districts do not do much in terms of workshops to equip the teachers with adequate knowledge and skills on the implementation of parental involvement in schools”. Parents are also challenged as they also lack knowledge of their roles and responsibilities in as far as parental involvement is concerned.

The parents in the middle schools are grossly affected in their participation in the education of their children by the fact that these schools are very big in size, with huge numbers of students making it also very impossible for the teachers to have meaningful engagements with all the parents (Valerie, 2019:142). The interchange of teachers from one subject to the next as per requirements by the current curriculum, leaves the parents in a state of confusion especially when communication is not effective regarding the procedures on checking the progress of their children at school. Some of the parents ended up not knowing which teachers to approach in case they want information regarding the school matters that are related to their children. Time and financial constraints limit most of the poorer parents in getting fully involved in the education of their children. This is, among other things, due to the long hours at work and lack of transport from workplaces. The role of school managers therefore is to create a conducive environment in the school to enable all the parents to support the education of their children. Effectively involving parents leads to the achievement of the mission and goals of the school (Sapungan and Sapungan, 2014:45).

Sapungan and Sapungan, (2014:45) stated that, “Lack of resources among other parents is one of the greatest contributors to the non-participation of these parents in the education of their children as they lack confidence”. According to Sapungan and Sapungan, (2014:46), “Lack of proper social networks is also a hindrance to parental involvement especially in townships due to a severe communication barrier”. Clinton and Hattie, (2013:130) stated that, “It is a common belief among the teachers that despite all the impediments, the parents are supposed to do whatever it can take to ensure relationships exist between the schools and the families in order to support the child and develop quality in education.

The other major barrier in parental involvement is the disconnection of the home and the school cultures where the learners behave at school in the manner that is not within the norms and values of the school as set by the DBE (Gary and Ian, 2018: 78). The manner in which the learners behave at school is different from the manner in which they behave at home. That leads to violence in some cases as learners are expected to live dual lives that are characterised by multiple roles and expectations in society. Gary and Ian, (2018:76) stated that, "The major effective starting point for parental involvement is when the parents are allowed to present the strategies in the school that help in the improvement of the performance of their children and to the development of quality in education". According to Gary and Ian, (2018:76), "The lack of education on the part of the parents contribute to the lack of parental participation as it has been revealed by research that a correlation exists between the degree of parental participation and the level of education of the parents".

The decrease of parental involvement that is observed when the learners move from elementary into junior high school is attributed to the fact that the parents have inadequate knowledge of the high school curriculum. Where more parents are uneducated, the learners face the most challenges of not being assisted with their homework and other school-related activities as parents lack adequate knowledge and skills to assist them. Hornby and Lafaele, (2011:37) stated that, "Even though some of these parents have intentions of giving support to their children, they cannot effectively do that as lack of knowledge and skills means that they also lack confidence as well as self-esteem".

There are other deterrents to effective teaching and learning that are identified by Epstein such as psychological factors that include teacher and parent efficacy. According to Epstein, (2001:98), "There is a drastic decrease of the efficacy in teachers and parents owing to the graduation of the learners from the lower grades to the high school". The roles of the parents at this stage are redefined and reconstructed as they relate with adolescents to try and work out strategies to enable them to intervene directly to the education of their children. According to Julia and Yoo, (2016:72), efficacy is defined as, "The judgement to the teacher of his/her abilities and capabilities to ensure an improved learner performance regardless of whether the learner has difficulties of lacked motivation". This means that the exercise was scaled against the confidence and self-esteem of the teacher in engaging with both the

parents and the learners. An isolated teacher who lacks confidence and self-esteem distances himself from the parents and cannot involve them in the educational affairs of their children both at home and at school. The manner in which the teacher efficacy relates to the reporting of the teacher on parental involvement is reinforced by Julia and Yoo, (2016:73) who state that, "Teachers with a higher efficacy are more likely to motivate more parents towards parental involvement compared to those teachers with a lower efficacy". The capabilities of the teacher on the influence to learner engagement and participation is determined by the measure of that teacher's sense of efficacy. The engagement in this case is not limited to those learners who effectively participate in their school work but extends to those who are unmotivated in their school work.

Other impediments to parental involvement were highlighted by Valerie, (2019:142) who posited that, "A dramatic cognitive development coupled with the conceptualisation of the self as an autonomous individual are some of the characteristics of adolescence". There may not be any need for the direct involvement strategies such as school-based involvement and direct homework assistance in parental support to the education of their children. Learners in this case have developed a sense of autonomy and feel that there is no need for their parents to visit their schools. The adolescents decide at this stage the type of parental involvement that they may want implemented in their school and also would want to determine the procedures in the implementation. Active-based parental involvement in this case is made very passive when compared to other types of parental participation. The above assertion is substantiated by Cu and Kuser, (2010:85) who posit that, "The roles of the parent changes as the children reach adolescence due to the high school curriculum where parents may find challenges to the subjects that are offered compared to the primary school curriculum. The role of a parent as a "teacher" changes to "tutor", and "coach" changes to "mentor". These subjects among others include Mathematics, Physical Science and even minority languages.

The shift in the roles of parents does not mean that these parents are no longer involved in the school affairs of their children but it means that these adolescents are given space to fully develop to adulthood through the proper socialisation processes. According to Van Zyl, (2013:234), there are other barriers to parental involvement that have a negative impact on the education of the children. Schools, in most cases, are

located at a distance from the workplaces and home of most of the parents. After the engagements with the students he concluded that the major constraints to these parents are time and finances. The working hours of most of these parents are not flexible. Township schools are dominated by the children from different ethnicities and of different social status. Some come from rich families and have enough resources to support their learning while others come from poor families without any resources to support their learning. Most of the teachers and parents are not knowledgeable on the implementation of parental involvement in the school. The parents within these township communities speak different languages and most of them cannot communicate effectively in the medium of instruction, making it difficult for them to communicate with the teachers at school as most of these teachers could not understand most of these minority languages.

Other obstacles are psychological and impact negatively on parental participation. Some examples of such obstacles include: lack of knowledge and skills on how to do things in the right way; lack of understanding among the stakeholders; negative attitudes among the stakeholders; stereotypes as a result of inadequate knowledge; misconceptions among the stakeholders; lack of truth and trust among the stakeholders; the absence of workshops for teachers and principals on the implementation of parental involvement; separation of parent spouses as a result of domestic violence; trial marriages; relocation as a result of job demands; families of a single status; young mothers; hunger and starvation; time constraint; poor learning; lack of parents' engagement in key school issues. According to Bhekimpilo, (2015:50) "Parental involvement in primary schools is mainly hindered by the poor channels of communication between the families and the schools ". On the other hand, Charamba, (2016:4) revealed that, "Parents cannot effectively support the educational endeavours of their children as a result of lack of facilitation and implementation of parental involvement in schools".

2.16 Governance of schools during and post the apartheid era

The working together of the schools and their communities is a key feature in the transformation of these social institutions in the society. The era of the apartheid regime saw the non-existence of the SGBs within the schools due to the centralisation of the school governance during that time. All the decisions were unilaterally made by

the school principals without any consultations made to the department of education. The post-1994 era saw the transformation in education where the emphasis is on the engagement of the stakeholders, especially the parents. The implementation of the exercise has, however, been derailed by the lack of education, knowledge and skills on the part of the parents. The governance in schools is characterised by the lack in knowledge and time constraints, making it very difficult for the parents in townships to engage in these governing bodies. The skills development of the SGBs is the direct responsibility of the PEDs.

The participation in school activities of the parents in Soweto is hindered by their economic status due the lack of employment and low income. According to Singh et al, (2011:303) “As long as the stakeholders work in collaboration with schools, such factors as the level of education of the parents, their economic status as well as their background cannot hinder the implementation of parental involvement in schools”.

According to SASA, it was the legal responsibility of the parents to engage in school governance and support the education of their children. Mbokodi and Singh, (2011:38) stated that, “Although the Act has been effected according to the SASA, there is no accomplishment of the partnerships between the schools and parents”. According to Section 2.2.6.1 of the SASA, “The concept of partnerships meant the cooperation towards a common goal of a number of people through the contribution of such values as knowledge and skills”. Msila, (2012:305) posited that, “Respect for one another, collective decision-making, effective communication as well as working together are some of the key attributes of effective partnership in education”.

Heystek, (2011:100) stated that, “A shift from a “client-type” to a partnership–type should be the key characteristic of the relationship that should exist between the home and the school for the realisation of quality in education”. It was the responsibility of the parents as key stakeholders to ensure that the programmes of parental involvement are being effectively implemented in the schools. The decisions in the implementation of these programmes should be in the best interest of the teachers and the parents as the key stakeholders on the ground. According to Heystek, (2011:100) “The achievement of the goals, vision and mission of the school is the responsibility of the parents, teachers and other staff members through information sharing, accountability to mention a few”.

During the apartheid era in SA, parents were not held accountable by any policy to the education of their children until the promulgation of the SASA after the country attained its independence in 1994. Sira and Susan, (2017:133) stated that, “The policies in this regard exist in other countries where the parents are held accountable for the education of their children”. The UK is one of the countries which have such policies that guide the presence of parents in their school governance. SASA provides that parents should voluntarily participate in school governance despite the fact that they lack necessary knowledge and skills. According to Mbokodi and Singh, (2011:38), “The performance of schools was increased by the positive partnerships that existed between the schools and their communities” According to Okeke, (2014:5), “The school partnerships are not greatly influenced by the SA’s national education policies due to the little pressure exerted by these policies on these partnerships”.

SASA does not provide for any guidelines on how parental involvement should be implemented in schools to enhance quality in education. The roles and responsibilities of parents are very key in developing partnerships with schools if quality in education is to be realised and performance enhanced in the education of the children.

2.15.1 Legislation and parental involvement in School Governing Bodies

Despite the fact that there are so many challenges that are associated with the participation of parents in school governance, the national education policy in SA has encouraged the parents to support their children and ensure that they have enough resources for effective learning. Abie, (2018:111) stated that, “School governance used to be characterized by authoritarian and exclusive practices were a major characteristic school governance in the past before the country attained its first democratic independence in 1994”. Stakeholder participation was not being advocated for due to the bureaucratic style which was dominated by principals who were expected to report directly to the government. The establishment of the Parent-Teacher-Students Associations (PTSAs) during the political struggle in the 1980s led to the adoption of an inclusive and participatory system of education.

Tsotetsi et al, (2012:63) stated that, “Before the democratic independence of SA in 1994, the education system was characterised by inequalities. After the democratic independence in 1994, there was a redesign of the education system which was necessitated by the restructuring due to the new political dispensation”. The field of

education has been levelled through the restructuring of the system to redress the past imbalances in education. According to Tsoetsi et al, (2012:63), “The SA education system to date is characterised by inequalities where the quality of education offered throughout the country is not the same”. The parents throughout the country have been given the mandate by the relevant policy to participate in the SGBs and engage in the educational affairs of their children. Abie, (2018:111) stated that, “The development of the school is not being initiated by this reform as there are no differences compared with international systems of the SA education system with the disparity being that the implementation took place in different environments”.

According to Heystek, (2011:456) “Some of the countries in the world perform the same functions that are performed by the SGBs in SA schools. Such functions include the drafting of educational policies, handling of school financial issues as well as the structural maintenance of the school. Such practices are common in the UK, New Zealand and Australia. Lara et al., 2019:98) stated that, “The studies that were conducted in some countries such as Israel revealed that the rich parents in the those societies tend to support the education of their children more than the poor parents and the children from those rich families participated more in school activities compared to the children from those poor families.

Mmotlane et al., (2019:529) stated that, “The participation of parents in the SA education system was mandated through the SASA aimed at involving parents in school governance where these parents where to be included in the day to day running of the school”. There were several reforms the world at large that were aligned to the development of the education systems. Such reforms according to the 1998 Reform Act in the UK advocated for the establishment of the principles of decentralisation in schools unlike in SA and these principles were mainly focused on the financial implications of those reforms. Heystek, (2011:455) stated that, “The schools as a result of this movement became more responsible and accountable for the use of their finances”. According to Abie, (2018:112) “Despite the fact that there were such changes in school governance, there wasn’t much change in the quality of classroom delivery as well as the performance of the learners”. The idea of the governing bodies was not being favoured by most of the parents even though they preferred to support the school activities of their children and also assisting them with the needed

resources for effective learning. The parents claimed that being involved in governing bodies would not improve the performance of their children.

The idea of well performing schools is always linked to good school governance. The excellent classroom delivery and good performance in learners are always linked to effective school governance. The execution of the roles and responsibilities of the members in the school governance is a key factor if schools are to improve in performance. Where schools are effectively administered and managed, its governance is of utmost importance. The management and administration functions in this case run as two sides of the same coin. There is a need to link governance and management if the school has to operate effectively and that is the core responsibility of the principal, as the ex-officio member, to link the two entities.

2.15.2 Democratic dispensation and SASA

The formulation of the SASA was mandated through the Constitution of the RSA. There is a great need for parents in the SGBs to work hand in glove through partnerships with other key stakeholders such as teachers so as to enhance an effective classroom delivery and improved learner performance. Xaba, (2011:201) stated that, "It was against the new democratic principles in the Republic of SA that SASA came into being". The participation of parents in the SA schools was therefore necessitated by the formulation of SASA.

The parents are given the platform in the SGB to participate in school governance and support their children to become better citizens. As a legal entity, the SGB is the only structure in the school where parents lawfully take part in. The powers were given to the parents through the Act to be involved in key decision making processes of the public schools since these parents are regarded as key stakeholders.

Mavuso, (2014:145) stated that, "Sixty per cent of the SGB members are supposed to be parents and the SGB chair is also supposed to be a parent as well". According to SASA, the majority in the SGB should be parents whose voices have to be heard in key decision-making processes of the school.

The SGB members are supposed to be in office for period of only three years. According to Heystek, (2011:460) "The SGB members are given little time in office and this cannot enable their experience to develop fully considering the fact that some

parents are not educated and have a very low literacy level”. The above is relevant with regard to the parents in townships, especially in Soweto where the level of education of parents is very low. After the three years in office, new members are elected and trained again on how to handle issues that relate to the-day-to-day running of the school. The continuity in school governance in SA schools is hindered by the discontinuity of the SGB members after the lapse of the three-year period.

2.15.3 Functions of SGB

There are various functions that the SGB members are expected to perform for a school to run effectively. The admission and language policies in the school are determined by the SGB. During the process of recruitment in the school, the SGB recommends the appointment of both the teaching and non-teaching staff according to the SASA. The management of finances in the school is the key responsibility of the SGB as they are also supposed to determine the school fees as well as the fundraising activities of the school (SASA, 996b).

The SGB’s active participation in the affairs of the school is hindered by quite a number of factors even though they have been given the mandate by the law to perform such duties. Xaba, (2011:56) stated that, “The level of education of some of the parents, the constraint of time and also the in availability of the finances within the families are some of the factors that impact negatively on the participation of parents in the school affairs of their children”.

According to Section 20 (1) of the SASA, there are two major functions of the SGB which are directed at improving the quality of education in. The SGB should ensure that the best interests of the school are promoted and that development is achieved through the provision of quality education to all the recipients. SGBs should also to ensure that professionalism is exercised by the principal, teachers and other staff members in the execution of their duties within the school.

“For the governing body to fully perform their functions and promote the interest of the school, they need to be educated on their roles and responsibilities in the running of the school by the principal and the SMT”, says Heystek, (2011:462). As a core function of the SGB, according to the SASA, policy formulation as a complicated responsibility requires people with adequate skills and knowledge. The schools are therefore challenged in that considering the current educational dynamics and reforms, the

people with relevant knowledge and skills are supposed to spearhead the school governing bodies to ensure quality education was realised in schools.

2.15.4 Competence of SGB

According to the SASA, the core responsibility of the SGB is to formulate the policies regarding school governance. Heystek, (2011:458) posited that, “The literacy of the parents in the SGB is compromised and cannot perform their functions effectively”.

Lemmer and van Wyk, (2010:262) stated that, “Lack of literacy is a challenge among most of the South Africans as they can’t effectively draft the policies owing to their inability to read”. The reading of the legislation is a mountain to climb to most of the parents in the SGB despite the fact that they undergo training on how to execute their duties as members of the SGB. Heystek, (2011:458) stated that, “It was very important to train parents on their roles and responsibilities in the SGB to ensure that they played their part in promoting effective teaching and learning in the classroom”.

According to Msila, (2012:305) “In SA, parents are not willing to take part in school governance owing to the old beliefs that teachers have all the necessary tools to successfully spearhead the educational programmes in the school without any assistance from the parents”. The development of the policy is the core responsibility of the SGB despite the fact that schools were weaker in policy development according to a 2004-report that was revealed by School Governance in South Africa. According to the Department of Education, (2003:121), “The policies used in schools are not suitable to the environment in which these schools operate in as these schools developed a dependence syndrome on the departmental policies as their guidelines owing to the lack of their capabilities to develop their own policies relevant to their environments”. Most parents in townships are hard hit by the lack of knowledge and skills and therefore cannot manage to contribute to the development of policies that suit their contexts. According to Van Wyk, (2010:49) “The control of schools is not only the duty of the government alone but also the key stakeholders are responsible for initiating the implementation of some programmes meant for the development of the school”.

According to Xaba, (2011:121), “The SA schools are faced with challenges when it comes to the governance of the school despite the fact that capacity building workshops are organised by the schools to empower the school governors”. The

schools are not being properly run owing to the lack of knowledge and skills on the part of the school governors. The attempts were made by the PEDs and the district offices through some initiated programmes to educate the SGB members on their duties in the day-to-day running of the school. The move, though, was proved to be ineffective despite the efforts.

According to Xaba, (2011:121), "The training that the SGBs underwent before starting their duties was not enough to equip them with relevant knowledge and skills in areas such as meeting procedures including the language, contributions, handling of papers, knowledge of relevant legislation, intimidation as well as stage fright". There is a limitation in the school governing body of the powers of the parent governors due to their lack in relevant knowledge, skills and experience in the day-to-day running of the school affairs (Van Wyk, 2010:50)

2.16 Management of parental involvement in township schools

The improvement of education according to policymakers and educators is very essential if a unison in terms of partnerships is to be formed between the school and the community to promote some educational programmes. Van Wyk, (2010:116) stated that, "The government isn't doing much to engage the schools and the communities to encourage meaningful interactions to promote parental involvement through effective management strategies to improve the quality of education". According to Llamas and Tuazon, (2016:59), "There are tremendous impacts of the parent-teacher partnerships if quality is to be achieved in education and delivery improved in the classroom". The relevance of parental involvement has led to the formation of the SMTs to assist the principals in the implementation and management of the programme. Meaningful strategies are essential if the programmes and activities of parental involvement are to be effectively implemented in schools.

According to the DBE, (2011:65), "The principal, deputy principal and the HODs form the SMT". The key responsibilities of the SMT is to ensure the smooth running of the school through effective and professional management strategies. The principal is at the centre of all the activities. Several areas form part of the school management. Van Deventer et al., (2003:109), stated that, "Some of these areas include the affairs of the learners, staff, administrative, financial, physical facilities as well as the community affairs". According to Van Deventer et al., (2003:109) the principal is seen as, "The

person who determines everything that should be done at school and how it should be done to ensure the effective implementation of parental involvement in the school and to ensure that the community is motivated to participate in school activities”.

Williams, (2012:112) argued that, “The principal’s opinion is very essential in family motivations to engage with school to help improve the performance of the children through an improved classroom learning experience”. The most comprehensive model of partnerships in literature, according to Lemmer et al., (2007:260-261), is the framework of six major types of home school-community involvement by Epstein. The types include parenting, communicating, volunteering, learning at home, decision-making and community collaboration. The type of involvement is a big challenge to implement as parents, teachers and learners experience different outcomes. According to Lemmer et al., (2007:260-261) “Within the model itself, the school is coordinated by an organisational structure that is characterised by the partnerships between the family and the community where the structure has to be part of although different from the SGB”. According to Lemmer et al., (2007:260-261), “There is a need in parental involvement of a broader conceptualisation, which transcends participation in school governance”. There is an uncommon comprehensive model of parental involvement in SA schools according to Lemmer et al. and therefore certain managerial tasks are to be included in the implementation of parental involvement programmes. The examples of the management tasks to be included in the implementation were planning, organising, delegating or leading, coordinating as well as control and are to be thoroughly carried out to ensure the smooth running of the school. Below is a detailed discussion of the activities of the management task.

2.16.1 Planning of parental involvement

It is the role of the principal to ensure that all the activities that relate to parental involvement are effectively planned enhance quality in education. Planning is the first task in the management process to ensure that all the activities that are to be done are guided by policy. According to Van Deventer et al., (2003:109), “Thinking out of the box as well proper decision-making priorities are some of the attributes that formed part of effective planning”. Van Deventer et al., (2003:110) stated that, “Planning is comprised of two basic components. These components include future aims which are

broad statements of intent and based on identified needs. The aims are made a reality by deducing them to manageable components.

The process of planning answers various questions based on a particular scenario. Obstacles are detected through effective planning and dealt with while there is still time. Planning has to be specific to the area that is planned for. For example, when planning issues related to extra-curricular activities, it is very important to specify the venues and dates for those particular events. The necessary resources and other related materials should be highlighted in the planning as well as how these resources and materials are used and by who. The implementation of the plan should also be clarified, for example, to show how the set goals are achieved as well as the time frames. Van Deventer et al., (2003:109) stated that, "The organisation should clarify how the needs for the realisation of effective teaching and learning in the classroom will be met in schools".

2.16.2 Organising of home-school connections

Implementation has to take place as soon as the plans have been completed. The goals, aims and objectives can only be attained where relevant tasks have been performed. For a school to have a solid structure, organising should be done properly to improve classroom delivery and enhance an effective learner participation in the classroom. Van Deventer et al., (2003:109) stated that, "The actions and mechanisms in organising are developed to towards the realisation of the outcome of the school". The roles and responsibilities of parents, learners and teachers in home-school connections are also organised towards the realisation of the school's outcomes. Van Deventer et al., (2003:118) stated that, "The organisational structure clarifies the responsibilities of the staff members". Each member is therefore expected to give an account of the outcomes of his/her assigned tasks. The resources are supposed to be evenly distributed with effective communication channels put in place. The workload in the school is also supposed to be divided into activities and evenly distributed among the relevant individuals and groups. The manner in which the staff and the management activities are controlled depends entirely on the effectiveness of the leadership within the school. Deventer et al., (2003:118) stated that, "The responsibility and coordination of executing some specific tasks has to be clearly stated by the school".

2.16.3 Delegating for family-school partnership

According to Epstein, (2001:415), “Although the teachers and the principals in the school have the capabilities of engaging with families or groups in the community, it is not feasible that a single individual could create a lasting programme that involves the entire families as children move from one grade to the next”. The establishment of the school-based action team for partnerships, according to Epstein, (2001:339), is an essential structure in each school. Barbour et al., (2018:339), stated that, “The role of such a team in the school is to act as a direction-setting team as well as a committee guiding the efforts of the partnerships between the school and the families”. According to Epstein, (2001:339), “The partnership practices are assessed by this action team which also implements the activities that are meant to coordinate and improve all the types of involvement practices”. The principal, a few teachers, one member from the community, one student and a few parents constitutes the membership of the group. The work of all the stakeholders in this group is facilitated by the principal of the school as the main gatekeeper in this group. Van Deventer et al., (2003:118) stated that, “The responsibilities are supposed to be delegated by the principal as a leader to the relevant stakeholders”.

2.16.4 Effective coordinating of family-school partnerships

Coordination is one of the key components of good teamwork facilitates team work among all the members in the partnerships to achieve the goals and objective of the organisation. Van Deventer et al., (2003:123) stated that, “Through effective coordination of the people’s tasks, time schedules and resources are related by the school managers to support the schools on their endeavour to achieve quality. This means that they are both supplementary as well as complementary”. The principal is supposed to display his leadership skills in coordinating the partnerships in these two social groups to ensure quality education is realised in the school.

The members of staff, the activities, the learners and the teachers are synchronized through coordination to achieve the goals and objective of the organisation. The spirit of working together is developed through the promotion of team work. The teaching milieu under coordination is characterised by a spirit of working together among the educators to improve classroom delivery. According to Van Deventer et al., (2003:123). “Coordination ensures uniform application of the policy”. The main

purpose of the action team for partnership after its establishment is to ensure all the stakeholders receive the policy on time. The drawing of the annual teaching plan is the responsibility of the action team as it is meant to synchronise the activities as well as the stakeholders to enhance the achievement of the goals and objectives of the organisation.

2.16.5 Control as a management task in home-school relations

The last of the management tasks in the management process was control. Van Deventer et al., (2003:127) stated that, "Control ensures in the organisation that all the activities are done in the specified time with little or no deviations at all". According to Petersen, (2011:252), "The improvement and support of the evidence collected over time of partnerships was assisted by the effectiveness of the evaluation and the assessment tools". Assessment, according to research, is an ongoing process and has an influence on how some educational practices are being planned and implemented. A benchmark or a cumulative event by which decisions are made in relation to a particular project is referred to as evaluation. According to Van Deventer et al., (2003:128) "The responsibility of control in the school does not only lie with the principal but also to other relevant stakeholders such as the teachers and other members of staff and all should ensure the smooth running of the school in order to achieve quality in education". Epstein, (2001:339) stated that, "The three-year outline of the Annual Teaching Plan (ATP) is updated and a detailed one-year action plan developed". As partners in the education of the children, the families are motivated through the development of effective strategies by the team to improve its structure and practices. The school-based action team for partnerships in the organisation should ensure that effective control of activities exist to promote effective classroom delivery and an improved learner performance.

2.17 Approaches to parental involvement

There are a number of approaches related to parental involvement that are adopted by schools to try and achieve quality and improved learner performance. These approaches are characterised by effectiveness based on the environment of implementation and some are ineffective. In normal schools parental involvement is facilitated by the principal as the manager of the school while the teachers and other stakeholders take centre stage. According to Epstein, (1987:120), "The design of the

programmes and activities to promote parental involvement and to equip the stakeholders with relevant knowledge and skills on parental involvement is the key role of the principal as the manager of the school. The effective school management is characterised by an effective parental involvement and it is the responsibility of the principal to ensure the success of both as the failure of one leads to the failure of the other (Michael, Wolhuter and van Wyk, 2012:63).

Michael et al., (2012:63) posited that, “In the facilitation of parental involvement, the management of the school is supposed to deviate from dwelling much on issues of ethnicity, financial status, level of education, background and other related issues as a measure of how parents may or may not be involved in the education of their children. They are instead supposed to work out possible strategies to motivate all the parents regardless of any factors to support the education of their children. All the stakeholders are supposed to work towards a common goal of achieving quality in education as well as improving the performance of the learners in their school-related activities.

2.18 Views of African researchers on parental involvement

Parental involvement is indeed still in its infancy in SA as this was drawn by the researcher after the analysis of the literature from a number of African researchers who made their research on the concept of parental involvement. The researcher, after having analysed the contributions from these African researchers, was deeply motivated to undertake the study. In its initial stages, the concept of parental involvement did not emphasise the development of quality in education as well as the performance of learners in their formal education but was put mainly on the roles and responsibilities of parents in the SGB.

Parental involvement is being hindered by a number of factors according to research. Maluleke, (2014:40) stated that, “In the Vhembe District of Limpopo province, only a handful of parents that were interviewed from the sample schools expressed the value of parent participation and support to the educational activities of their children”. They did not mention any issues that are related to the supervision and support that they give to their children at home. A number of factors were identified through the research that was conducted as major hindrances to the participation of parents in the school activities of their children. Some of the limitations to parental involvement are the level

of education of the parents especially in townships, the economic status of the parents in township communities and also the lack of guides in schools in the form of policies regarding the implementation of parental involvement.

Parental involvement according to studies that were conducted was also impeded by the social and the economic factors according to the quantitative study in 330 primary schools in the Limpopo Province of SA. The teachers acknowledged the importance of parental involvement and revealed that it had led to an improvement in the quality of education as well as the performance of the learners. According to Mathekga, (2016:80-83) "Not much has been done by the schools to put measures in place and to motivate the parents towards parental involvement and participation in the education of their children". Ramadikela, (2012:98-104) in his support according to the research that was conducted in the Tshwane West Education District in Gauteng based on parental involvement at historically disadvantage schools revealed that, "There were not enough initiatives, encouragement and motivation to parental involvement at these sample schools even through the participants claimed that the motivation of learners towards their school work was shown by the improvement in their performance". Where parents were effectively involved in the education of their children, the children also tended to show interest in their studies. According to Ramadikela, (2012:98) "The barriers to parental involvement such as time constraints, low educational levels, poor communication channels, social problems like family disintegrations as well as lack of employment were also being mentioned by the participants during the interviews". Poor communication was the major notable hindrance to parental involvement according to the research that was conducted in the Umbumbulu Circuit in KwaZulu-Natal (KZN) province where a sample of two public secondary schools were selected to partake in the study. Sibisi, (2015:81) stated that, "The responses from the participants revealed that there was an urgent need to improve communication channels between the home and the school as this had an influence in the relationships that were built between the school and the families". The participants claimed that a policy guiding the communication procedures in the school was a prerequisite if effective parental involvement was to be realised in schools. The use of written media such as letters was not effective enough as a communication mean since most of the parents in the townships could not read.

According to Bhekimpilo, (2015:86-87), lack of education among the parents was the major hindrance to parent participation and support to the education of their children. The researcher conducted some interviews with a sample of four selected secondary schools in Circuit Ten of the Libode District of the Eastern Cape province and the responses from the participants revealed that child study programmes were initiated in schools to determine the background of the learners which also helped in determining the level of education of the parents in these communities. The support to the education of the children was hindered by the low literacy levels in parents as well as lack of knowledge on the content of the learning areas that were introduced in the school formal curriculum. Despite the fact that the mothers didn't show much interest in the education of their children, they claimed that they always gave support and motivated their children to work hard at school. School and home partnerships according to research were proved to very essential if quality in education was to be realised and learner performance improved.

Vhulahani, (2015:98-99) conducted a research at the three sample schools in the Bojanala District in the North West province where the picture of parental involvement was drawn. In the Madibeng area, the responses from the participants revealed that some principals lacked knowledge of the implementation of parental involvement as well as the roles that parents should play if parental involvement was to be effective in a didactic milieu.

The parents approached the programme of parental involvement with some limitations as they believed that some responsibilities and roles were for teachers not for parents. It had been noted through the research that was conducted that there were so many hindrances to parental involvement. Lack of education on the part of parents, time constraint, larger distances between the schools and the homes, Lack of knowledge of parents roles and responsibilities in parental involvement, lack of contact sessions between the home and the school, alcohol abuse by parents, differences in languages as well as lack of respect to the parents by the teachers, principals and the SMTs of the schools were some of the identified factors as major obstacles to effective parental involvement in the school.

According to Parmaswar, (2014:56-59), Poor channels of communication between the school and the home, lack of leadership skills by the schools, financial and time

constraints, poor receptions by the schools as well as lack of education by the parents were highlighted as major obstacles to parental involvement by selected secondary schools in the Umlazi District in the Mayville Circuit of KZN.

Manamela, (2015:91) stated that, “In the Kgakotlou Circuit of the Capricorn District in Limpopo, the sampled secondary schools thought that the absence of relevant policies in the school, lack of parental representation in key structures of the school, lack of education among the parents, teacher attitudes towards parents and poor communication channels were major hindrances to effective participation of parents in the education of their children”.

According to Nhlabati, (2015:120), “Apathy, illiteracy among the parents, time and financial constraints, long distances between the home and the school were mentioned by the sample of selected secondary schools in the Breyten Circuit of Mpumalanga province as major hindrances to parents support to their children`s education”. Although the highlighted factors only related to parents serving in the SGBs of the selected schools, they had some similarities to those that were mentioned in this section.

Based on the study that was conducted in the Ekurhuleni North District in Gauteng with a sample of selected secondary schools, the dysfunctionality in families, lack of education among parents, lack of knowledge on the implementation of parental involvement, apathy, attitudes of the school staff towards parents as well as the poor channels of communication were mentioned by the participants as some of the major barriers in parental involvement (James, 2014:124). The implementation of the outcomes of the research by the African researchers on the concept of parental involvement was a major milestone towards the achievement of quality education especially in African schools where the context are almost similar. The next section focused on the townships according to the South African context and in relation to the concept of parental involvement.

2.19 Townships in the South Africa context

Mvunganyi, (2011:88) stated that the term “township” referred to, “The often underdeveloped urban living areas that, from the late 19th century until the end of apartheid were reserved for non-white residents, namely black Africans, Coloureds and Indians.” Most of the townships, historically, were built on the edges of cities and

towns due to the fact that the people who provided labour in these towns and cities were living in these townships. Hence for convenience purposes these people lived closer to their work places.

In SA, there is a legal meaning that is attached to the term "township" which is different from its day-to-day usage. Huchzermeyer, (2011:67) stated that, "The term, "township can also mean a designated area or district. For instance, 'Industrial Township' has been used in reference to an industrial area, for example, 'Westmead Industrial Township' in Pinetown, South Africa". In a legal sense, the establishment of a township was often characterised by other adjoining townships with similar traits which were referred to as their "Extension". According to Huchzermeyer, (2011: 67). "The Johannesburg township of Naledi extension was called Naledi Extension 3".

2.19.1 History of townships in South Africa

During the first half of the twentieth century most of the black population in major urban areas lived in hostels or servants' accommodations. (Huchzermeyer, 2011:67). The employers provided most of these areas of residence where in most cases it was the single man who resided there. Urbanisation then rapidly increased in SA during and after the Second World War due to the relaxation of racial discrimination as a result of the war. Lack of accommodation to meet the demands of the influx of workers was the major feature during that time. Social problems such as overcrowding, poor conditions of living and lack of basic resources led to an increase in the number of crime and violence activities in the society. (Huchzermeyer, 2011:67). As a result of an increase in rentals as well as overcrowding, the shacks were the resultant structures which the government at that time largely ignored.

By the 1950s, most of the black population lived in townships. In the townships on the Witwatersrand, about 100,000 people lived there from 1950 upwards. Cato Manor in Durban had an estimated number of 50,000 while an estimated number of 150,000 Coloureds and Blacks lived in some of the townships in Cape Town (Huchzermeyer, 2011:67).

Shacks in these townships were characterised by very poor living conditions which were better when compared with life in the hostels during that time. The brutality of the

apartheid regime was not much felt by the people living in the shacks and the rentals were very cheap compared to other resident areas. (Huchzermeyer, 2011:68). There were areas during the apartheid period that were marked as "Whites only" areas and all the Blacks within those properties were driven out to crowded townships where the living conditions were poor with frequent disease outbreaks. Non-white race groups such as Blacks, Indians and Coloureds were separated in different Separate townships based on the Population Registration Act, 1950 as well as the Group Areas Act also of 1950. (Huchzermeyer, 2011:68).

The other name for the black townships in English is locations or lokasies in Afrikaans. Small townships are still using these names. The slang term "kasie", a popular short version of "lokasie", is also used. There were a lot of informal settlements that were located near the townships and are still a common feature in the current situation due to the fact that the people living in these informal settlements provide labour in these nearby townships.

Social problems became a common feature in these settlements due to the fact that the people who lived there did not own the land and in some cases the houses that they lived in were illegally built. The construction of houses in these areas by the time was not regulated by the government and people built whatever they felt like building at whatever time as long as they had the resource for that. Poor living conditions, disease outbreak, lack in service delivery that led to bad roads, lack of electricity, sewerage spills and in availability of clean water were some of the major characteristics of these informal settlements. Life therefore in these informal settlements was like hell on earth to the people that were living there during that time. (Huchzermeyer, 2011:69).

There were also some units which were added at the back of the houses which were called the "Backyard shacks" and the owners rented them out to supplement the income that they accrued from the main houses. An average of six families could be housed in a small piece of land that was originally meant to house only one household. All the backyard were built illegally and not recognised by the government owing to their non-compliance with the township planning norms. (Huchzermeyer, 2011:69) It had been proved to be very difficult to render services in areas where there was dominance of the backyard rooms. The sewage blockages were as a result of a lot of people living in a very small area which was not meant for that capacity. A failure on

the part of the government to legalise the backyard shacks meant that a compromise was inevitable as it was a mammoth task to move out such a large number of people. The study was conducted in 2013 in one of the townships north of Johannesburg called Diepsloot and it was revealed that the residents who lived in brick structures constituted about 25% and those who lived in shack areas constituted about 45% while 27% was those people who resided in the backyard shacks. (Huchzermeyer, 2011:70)

There had been numerous efforts by the government to change the education system for the better in the townships within the last few years despite the fact that the young people in these townships are still faced by the challenge of lack of education. A serious setback had been noted in the SA education system if compared to other countries in the world at large. Every child has been given the right to basic education in SA according to the provisions of the Bill of Rights in the RSA constitution although that has not been the case in SA township schools where most of the kids are dropouts before even reaching the ninth grade. It is the duty of the government through the DBE to ensure that proper structures are put in place to enable all the kids to attend school as per constitutional provision and ensure that they implement relevant strategies to cab the problem of dropouts in schools. It was compulsory that ages between seven to fifteen years attend school in SA according to SASA. That had not been the case due to the social problems the country is facing with limited resources to reach out to all the citizens.

Some measures have been adopted by the government in trying to address the challenges that poorer communities are facing in as far as education provisioning in SA is concerned. The living conditions in townships were worse. Some programmes were introduced by the government to try and improve the quality of education and cab the problem of dropouts. No-fee schools were introduced by the government where the funding came from the state. Education was free of charge and all the children were obliged to attend school. Schools from the poorer communities such as townships were the most targeted in this programme. A total of 40% constituted the no-fee schools in SA in the year 2015.

The other programme was the introduction of The National Schools Nutrition Programme (NSNP) was also introduced to try and improve the attendance of learners and also to reduce the increasing number of dropouts especially in township schools.

The estimated 7 million schoolchildren each day according to this programme were fed throughout the country. The government targeted at improving the infrastructure in poorer township schools. The number of libraries, laboratories as well as sports fields were increased in the townships. Learners began to perform better in areas such Mathematics and Physical Science which were viewed as challenging subjects in the country. Other government strategies to enhance learner attendance in schools were among others the introduction of scholar transport, the introduction of some campaigns to reduce cases of violence in schools as well as among families and also to address the issue of gangsterism in most of the township schools in SA. The programmes such as the "Drop-all-and-read" campaigns were introduced by the government to deal with the numeracy and literacy issues within the communities. The programmes that were implemented by the government had an impact on the financial budget as more money was needed to keep these programmes running. Despite all the efforts by the government, teaching and learning is still compromised in schools as there is a lack in the management and distribution of resources among the schools and other institutions.

In the former white Model C schools, the governing bodies did their best to raise funds for the smooth running of these schools. The learners in these former Model C schools to date are still performing well compared to the township school learners whose schools relied entirely on the state funding for their day to day activities.

Table 2.2 below shows the largest townships in South Africa at the time of the 2011 census:

Township	Population	Neighbouring city/town
Soweto	1,271,628	Johannesburg
Tembisa	463,109	Kempton Park
Katlehong	407,294	Germiston
Umlazi	404,811	Durban
Soshanguve	403,162	Pretoria
Khayelitsha	391,749	Cape Town

Township	Population	Neighbouring city/town
Mamelodi	334,577	Pretoria
Mitchell's Plain	310,485	Cape Town
Daveyton / Etwatwa	279,033	Benoni
Ibhayi	237,799	Port Elizabeth
Sebokeng	218,515	Vanderbijlpark
Mangaung	217,076	Bloemfontein
Ivory Park	184,383	Midrand
Botshabelo	181,712	Bloemfontein
Alexandra	179,624	Johannesburg
Kwa-Mashu	175,663	Durban
Vosloorus	163,216	Boksburg
Mdantsane	156,835	East London
Meadowlands	138,354	Roodepoort
Tsakane	135,994	Brakpan
Thabong	135,613	Welkom
Evaton	132,851	Vanderbijlpark
Madadeni	119,497	Newcastle
Embalenhle	118,889	Secunda
Kagiso	115,802	Krugersdorp
Mabopane	110,972	Pretoria
KwaNobuhle	107,407	Uitenhage
Saulsville	105,208	Pretoria
Jouberton	104,977	Klerksdorp
Thokoza	105,827	Alberton
KwaThema	99,517	Springs, Gauteng
Guguletu	98,468	Cape Town

Diepsloot	95,067	Johannesburg
Ga-Rankuwa	90,945	Pretoria
Seshego	83,863	Polokwane
Edendale	79,573	Pietermaritzburg
Osizweni	77,845	Newcastle
Orange Farm	76,767	Johannesburg
Hlubi	73,931	Newcastle
Duduza	73,295	Nigel, Gauteng
Mpumalanga	62,406	Pinetown
Matsulu	47,306	Nelspruit
Mahwelereng	41,072	Mokopane
Sharpeville	37,599	Vereeniging
Namakgale	36,365	Phalaborwa
Ipelegeng	35,495	Schweizer-Reneke
Mankweng	33,783	Polokwane
Imbali	30,157	Pietermaritzburg

Source: (Huchzermeyer, 2011).

2.19.2 Historical background and legacy of township schools

In spite of the achievement of democracy in SA in 1994, the country is still faced by socio-economic challenges that have a negative impact on the education system. Township communities are still characterised by poverty and poor living conditions due to the damage that was caused during the apartheid era. According to Duma, (2014:132), "Prior to the democratic dispensation, primary schools were exposed to authoritarian rule, racial division and uneven socio-economic circumstances but parents, learners and educators after the attainment of democracy were granted the opportunity to participate in the governance of their primary schools".

Due to decentralisation, the power of school governance shifted from the central government down to the local governors. According to Tsotetsi et al., (2011:22), "The development of power was ensured after the post-1994 democratic dispensation with

a shift from the central authorities down to the local governors and this kind of power sharing had a huge benefit to the system of education of the time". The statutory school governing body structures were introduced after 1994. The SGBs were formed as an initiative by the SASA, where all the stakeholders in education were encouraged to give support to the education of their children. As key stakeholders, parents are encouraged to play an active role and to ensure that all the basic needs of their children are met. This, as a move to motivate their children to perform well at school.

The townships, prior to the 1994 democracy, were hard hit by the shortage of resources, and parents therefore lacked adequate skills and knowledge to support their children. The parents could not understand the content of the different learning areas in the school curriculum as these townships were hard hit by the high levels of illiteracy among the parents. The different experiences in parental involvement was a major characteristic of SA parents, especially within the township communities.

According to Heystek, (2011:99), "The parents in black communities were characterised by lack of knowledge and skills on the implementation of parental involvement compared to their white counterparts from the former Model C schools who had all the knowledge and experience of the governing bodies that they gained before the 1994 democratic independence". It was the belief by the parents in the townships that the education of their children was the responsibility of the government as well as the teachers and that it did not matter whether or not they participated in the school activities of their children. According to Heystek, 2011:458) "The former white schools were characterised by quality education and good performance by their children in all the school-related activities and this was attributed to the fact that these schools were dominated by educated parents with a sound socio-economic status and had knowledge of their roles and responsibilities in the SGB". The former Model C schools compared to the township schools were well resourced and financed with a dominance of parents who could pay huge amounts in school fees and also donate towards the development of the schools.

The government, through the schools and other relevant stakeholders, have the key responsibility to capacitate the SBGs to ensure that they are well equipped with relevant knowledge and skills to effectively perform their duties and promote quality in education through effective classroom delivery by the teachers and also effective

participation by the learners. The SGBs, according to SASA, are supposed to be democratically elected in all public schools to comprise of parents, learners, educators, non-teaching staff as well as the school principal. It is the core duty therefore of the SGB according to SASA to ensure that a conducive teaching and learning environment is created in schools to promote a sound classroom delivery and ensure that the parents are capacitated to support their children. According to Mavuso, (2014:83), "The schools function to their best where the parents are listened to, encouraged, motivated and empowered to support the education of their children".

According to Msila, (2012:303), "The education in SA was characterised by two systems where the first one was the former white schools with better resources and learners who performed above average according the standards set by the DBE and the second one was the black African schools including those in townships which were poorly resourced with the majority of the learners performing below average according to the standards set by the DBE". Disparities are still a common feature with the former white schools fully resourced and the Black township schools still struggling to get enough resources to support effective classroom delivery and the promotion of good performance among the learners. Msila, (2012:303) stated that, "Most of the township schools still operate below the required standards that are set by the DBE". The parents and other key stakeholders do not fully support their children, making it very difficult for these children to perform well in their school-related activities. Msila, (2012:303) further stated that, "There is a particular history that is associated with township schools in SA which has a huge impact on the education delivery in these communities".

There are also other challenges to the delivery of education in the township schools such as poverty as most of the parents lack resources to even provide for their day-to-day survival needs. According to Msila, (2012:304), "The school staff including the teachers and the principal are not motivated working in township schools due to the deteriorating working conditions that they are exposed to on a daily basis. The absence of parental involvement in schools is a huge setback and a great challenge to the school management by the principal and the SMT, hence, it is essential that strategies are put in place to encourage and motivate the parents to participate in the school activities of their children.

2.19.3 Major differences between ex-Model C and township schools

Disparities and inequalities exist between the former white schools and the black township schools, particularly those located southwest of Johannesburg. According to Karlsson, (2010:126), "Differences exist between former white schools if compared to the black township schools as the former are fully resourced with conducive learning environments while the latter lack essential resources to aid effective classroom delivery and promote good learner performance". The Department of Basic Education, (2013:36), based on the 2013 statistics for schools, reports that, "An estimated number of 1,903 out of 24,751 schools were former white schools and had enough resources to support effective classroom delivery and promote good learner performance". Meanwhile, Heystek, (2011:458) stated that, "These schools were characterised by quality education with parents of a higher social status, who were also very educated with enough knowledge and skills compared to their counterparts in black township schools who were dominated by the parents of a very low literacy level. The apartheid system left the former Model C schools well-resourced with good infrastructure compared to the schools in the township communities which lacked proper structures and resources to support sound and meaningful learning."

According to Heystek, (2011:458), "The competent parents to serve on the SGB was the common characteristic of the former Model C schools where these parents had managed to initiate conducive teaching and learning environments in those schools". Most of the middle class parents send their children to the former white schools because of the quality of education that is being offered there compared to that which is being offered in township schools (Heystek, 2011:458). The classes in township schools are crowded due to the shortage of proper classrooms as well as furniture. Heystek, (2011:475) stated that, "The phenomenon of parents as governors in public schools is new in the SA schools especially the disadvantaged township schools as a result of the late establishment of the SGBs which took place in 1997. It was therefore an unfortunately situation for these parents in the townships as they could not manage to take their children to the former white schools due to financial constraints as a major barrier.

According to Karlsson, (2010:127) "There are disparities in the funding of schools as the former white schools were more funded compared to black schools and that made

the former through the benefit enjoy quality education that was characterised by good performance by the learners compared to the latter which performed below the required standards that were set by the DBE". The former white schools enrolled learners from the middle and working class families who could afford the school fees that were charged and also with the ability to donate towards the development of these schools. Education in the township schools was made free owing to lack in employment by most of these parents in the townships and those in the informal settlement as they survived through informal trading as well as street vending to mention a few. The research was conducted with a sample of primary schools that were located in the townships southwest of Johannesburg, Gauteng.

The townships located southwest of Johannesburg are dominated by parents who lack relevant knowledge, skills and experience as members of the SGB due to the late establishment of the SGBs in those communities. According to Epstein, (1987:121) "It is the core responsibility of the parents to ensure that the basic needs of the children are met as mandated by the Constitution of the Republic of South Africa through the Bill of rights. Kids should be fed, shelter should be provided to them, they should be kept safe and health".

The problems that were left by the apartheid era had a negative impact on the schools that are located in the township communities. The government needs to work hand in glove with other relevant stakeholders to ensure that effective strategies are put in place in order to redress the situation. According to Msila, (2012:304) "The socio-economic status of the parents in the township communities was a major barrier to parental support to the education of their children". After the post 1994 democracy, most parents are still surviving under squalid conditions as they provide hard labour for very little remuneration and this has negative impact on the support that they render to the education of their children (Okeke, 2014:177). These major inequalities among the SA citizens are also a challenge in the operations within the public institutions.

2.20 Historical background of Soweto

According to the Joburg archive, (2012) "The township of Soweto is an urban settlement in the southwest of Johannesburg with a population of approximately 1.3 million". Soweto was created back in the 1930s when the white communities were separated from the black communities by a white government. The so-called sanitary

corridor saw the movement of the black population away from the city of Johannesburg as these areas remained vacant for the white minority. According to Bonner and Segal (1998: 21), "The sanitary corridor was usually a river, a railway track, an industrial area or a highway etc. and this was done through the infamous 'Urban Areas Act' in 1923". The 1950s saw the massive expansion of Soweto as the area soon became a city in its own right.

Most Africans from all over Africa were drawn to look for employment by an increase in the gold mines which sprang up after 1886. They found residence in the areas surrounding Johannesburg like Brickfields which is now commonly known as Newtown. Bonner et al., (1998: 21), states that, "In 1904 British-controlled city authorities removed African and Indian residents of Brickfields to a so-called evacuation camp at Klipspruit municipal farm."

According to Bonner et al., (1998: 23), "The increasing eviction of Africans, following a report outbreak of bubonic plague led to the formation of Soweto. These southwestern townships of Johannesburg were formed, starting with Pimville in 1934, which was part of Klipspruit, and then Orlando in 1935. The name Soweto, an acronym for South Western Townships, was officially adopted for the sprawling township that now occupies what had been the farms of Doornkop, Klipriviersoog, Diepkloof, Klipspruit and Vogel". Bonner et al., (1998: 22) stated that, "Soweto became the largest black township in SA. Maximum civil unrest was experienced in Soweto during the apartheid rule in 1976, sparked by a ruling that Afrikaans be used as a medium of instruction in African schools". According to Bonner et al., (1998: 22) "These riots were violently suppressed, with 176 striking students killed and more than 1,000 injured. Reforms followed, but riots flared up again in 1985 and continued until the first multiracial elections held in April 1994". Bonner et al., (1998: 22) stated that, "The first challenge of the new education department in Gauteng was to unify education by amalgamating the previously fragmented and racially-based departments. The next major challenge had been to address the huge historical imbalances that existed as a result of apartheid "Bantu" education policy and the huge disparity in investment per learner between the schools in the previously white areas (suburbs) and the previously black areas (townships). This process is clearly ongoing and although progress has been made, there is still a perceived and real gap between township and suburban schools education".

According to Bonner et al, (1998: 25) “An inspection of some of the well-known schools in Soweto has revealed a paucity of much-needed material, for example, in the equipping of science laboratories. The supply of both equipment as well as chemicals is extremely limited”. Bonner et al., (1998: 25) stated that, “The teacher has only enough resources to demonstrate experiments to the class leaving no opportunity for the learners to do the experiments themselves. Clearly this limits the extent of teaching and learning in the classroom”. According to Bonner et al., (1998: 25), “The problem seems to lie in the amount of material that can be provided by the department and how much has to be purchased by the school out of own funds. School fees are a necessary source of funding to supplement what the government can supply. It seems that the amount that can be levied on a township school family is constrained by the levels of income resulting in a much smaller pot of money available in township schools”.

2.20.1 Primary schools in Soweto

Soweto covers a wide geographical range in the province of Gauteng with quite a number of primary schools that are operating below the standards set by the DBE. These schools form part of these communities. Springer, (2010:100) defined population as, “The entire group of individuals that are being studied”. The sample of the study comprises six primary schools in JNED, as demarcated by the GDE.

2.20.2 Soweto today

According to Bonner et al., (1998: 28), “A huge amount of work has been done in trying to develop Soweto and reintegrating it into the city of Johannesburg”. A considerable number of houses have been built over the past twenty years and some refurbished in the South Western Townships_of Johannesburg. The move had been welcomed by most of the residents in these communities as positive. The residents in these areas lived under bad conditions characterised by a serious lack in resources for just a basic living.

According to Bonner et al.,(1998: 28) “Soweto is today home to nine different ethnic groups, with a total population of about 3.5 million, of which 1 million commute daily to work in the city”. Bonner et al., (1998: 28) stated that, “Soweto has over 260 primary schools, 70 high schools, 1 university, 1 teacher training college (now closed), 300 churches, 18 state clinics, 15 police stations, 14

railway stations, 7 libraries, 12 community halls and 120 soccer pitches". Bonner et al., (1998: 28) also states that "Chris Hani Baragwanath Academic Hospital, the largest hospital in Africa and third largest in the world, with 3,200 beds and 7,500 staff, is situated in Soweto".

Soweto, like any other SA township, is characterised by some areas that are both good and bad in terms of social problems. According to Bonner et al., (1998:29) "The beautiful areas are characterised by tree-lined roads, with large houses surrounded by manicured gardens while, on the other hand, poorer areas are characterised by a ramshackle mixture of huts and shacks, some of which have small enclosed yards where chickens run around and children play". The single sex workers were housed in the grey, single storey houses which are now family units houses although they were originally built to house single sex workers.

2.21 Conclusion

In this study, various meanings of the concept of parental involvement have been explored and how they relate to the township communities in SA. Parental involvement has been understood to mean the roles and responsibilities of parents in the SGB and how they use their knowledge and skills in the development of quality education as well as the achievement of good learner performance through effective classroom delivery in schools. The development of vision and mission statements among other related issues is enhanced by an effective implementation of parental involvement in the school that leads to effective learner participation as well as sound classroom delivery. Parents participate in the education of their children through a number of activities such as parenting, communicating and volunteering, to mention a few. Several acts were introduced by the government in the education fraternity to address the imbalances that were brought about by the discriminatory educational policies that were left by the apartheid regime. The establishment of the SGBs by SASA in 1997 mandate parents and other key stakeholders to participate in the support of their children's education through getting involved in various school-related activities. The values of the constitution upheld in the SASA include the right for everyone to basic education to transform and democratise the education system to include the opinions of other key stakeholders in school governance as this strengthens the relationships that exist between the school and the community.

The concept of parental involvement has been explored internationally by a countless number of scholars. Most countries in the world such as the UK and New Zealand to mention a few have narrowed the findings of the studies to suit their contexts and successfully implement them to improve their education systems. Many SA scholars have also explored the concept but not much has been done in the implementation of the findings to suit the SA context. The implementation of parental involvement is still met with rude awakening in SA schools as parents and other stakeholders are not equipped with relevant knowledge and skills to deal with the programme. Despite being very important, parents in townships have kept ignoring the call that they should participate in the education of their children due to the assumption that they are not aware of their roles and responsibilities in parental involvement. The government is mandated through schools to ensure that parents and other stakeholders are educated on what they have to do to support the education of their children. Where the parents participate in the education of their children, these children tend to show an improvement in the performance of their school activities. Apart from performance improvement, school attendance also improves as these children gain confidence and self-esteem which enables them to realise the importance of education and the roles that they should play in improving their performance in school related activities. It is the core responsibility of the principal and the SMT to ensure an effective implementation of parental involvement in the school in order to promote quality education and classroom delivery as well as improved learner performance.

There are ethics that are associated with schools like any other organisation in society. All the stakeholders in the school, including the learners, should be given the guidelines in the form of the code of conduct that spells out clearly the expectations of the school on various aspects. All the stakeholders should abide by these guidelines if the school is to function effectively without any notable hiccups. The levels of literacy of the parents in the southwestern townships create an unworkable environment between them and the principals, hence the need to investigate the management of parental involvement in southwestern township schools do determine the strategies that the schools can use to ensure that the parents are empowered to support the education of their children. Where an implementation of parental involvement was effective, the schools and the communities worked in unison towards the achievement of the common goals and objectives of effective delivery and learning in the classroom.

Where there is sound management, the implementation of parental involvement is also sound and parents and other stakeholders play a key role in the smooth running of the school. The teachers and parents work together to support the education of their children. The quality of education in township schools has been compromised due to the fact that the implementation of parental involvement in these schools has not been properly done by the principal and the SMT as parents and other stakeholders lack the necessary knowledge and skills on how to participate in school-related activities to support the education of their children.

The theoretical framework that underpins the study is explored in the next chapter.

CHAPTER 3

THEORETICAL FRAMEWORK THAT UNDERPINS THE STUDY

3.1 Introduction

Parents and other stakeholders were given the mandate after the establishment of the SASA in 1997 to participate in school governance although little has been done by the government through the schools to educate these stakeholders on their roles and responsibilities as members of the SGB. This has grossly affected the processes of teaching and learning in the classroom and has also impacted negatively on the performance of the learners, especially in township schools. The learners perform below the standards set by the DBE due. According to the theoretical framework that was devised by Shartrand, Weiss, Keider and Lopez, (1997:138), there were four approaches to training in family involvement that are recognised. **The framework is for teacher preparation in family involvement, including general family knowledge and involvement, home-school communication, family involvement in learning activities, families supporting schools, schools supporting families and families as change agents.** This theoretical framework according to the manner in which it was designed can be used as a combination or alone. The approaches in this theoretical framework are based on the illustration of the relevant skills and knowledge that the school staff and other active stakeholders should demonstrate in building sound and meaningful relationships with the community in a move to achieve quality in education as well as good performance among the learners. The approaches are functional approach, parent empowerment, cultural competence and social capital approach (Risimati, 2001:20). In this chapter, there has been a detailed discussion of the theory of Bronfenbrenner.

3.2 Functional approach

The main emphasis in this approach is the roles and responsibilities of the key stakeholders in improving the performance of learners in schools (Risimati, 2001:20). In parental involvement, a variety of roles, according to the functional approach, were meant to realise the goals and objectives of the schools towards the development of quality education and good learner (Risimati, 2001:20). The functional approach also discusses the theory of parental involvement by Epstein.

3.2.1 Epstein's theory of parental involvement

According to Barbour, Barbour and Scully, (2008: 337), "The theoretical perspective by Epstein on the "overlapping spheres of influence" was developed in the 1980s in a student's schooling". The emphasis according to the framework was mainly on the roles and the responsibilities of the major social groups such as the school, the community as well as the home in the implementation of parental involvement in the school. Risimati, (2001:21) posited that, "Epstein's theory of parental involvement is based on the perspective of a social **organisation that believes** that the goals and a common mission concerning children overlap in families and schools with most of the tasks conducted collaboratively".

According to Epstein, (2001:31), "The model stresses on the mutual interests and influences of families and schools that the policies and programmes of the organisations can promote together with the attitudes and actions of individuals in them". Dreeben, cited in Epstein, (2001:31), stated that, "The recognition of the overlap in goals coupled with the similarities together with the responsibilities and mutual influence of the two major environments is beyond the differences that exist between the school and the **home which have a negative impact on** the development and learning of the children".

According to the theory of Epstein, the schools, the families and other key stakeholders do not function in isolation but rather in a strong unison and collaboration in the process of ensuring that quality education as well as good performance in learners are achieved in the schools. When the partnerships improve among the stakeholders, the performance of the institutions also improves. The performance of learners also improves. The views on parental involvement by different scholars establishes that there are so many roles and responsibilities that are associated with parental involvement. These roles are not only aligned to the performance of the children but also to their socialisation. Epstein, (2001:316) stated that, "One of the democratic rights of the SA parents as key stakeholders in the education of their children is to actively participate in the governance of the state institutions". The theory of the overlapping spheres of influence by Epstein include the internal as well as the external models.

3.2.1.1 External model

Epstein, (2009: 135) stated that, “The family, the school and the community are recognised by the external model of overlapping spheres of influence as the three major contexts in which the development, learning and growth of children take place”. According to “There are so many forces that control the degree of overlap or non-overlap among the three social groups, namely the family, the school and the community”. The forces among other things includes the family philosophies, the school philosophies as well as the time factor (Epstein, 2001:415). Epstein, (2001:415) further stated that, “To influence the learning and the development of the children, there is a separation as well as a joint conduction of the communities, the families as well as the schools.”

3.2.1.2 Internal model

According to Epstein, (2001:415), “Although complex and essential, the interpersonal relations and patterns of influence that occur between individuals within the three social groups, namely the community, the home and the school are shown, where and how they occur in the internal mode”. The different levels exist in the study of these relations as some were conducted during the time of the events and others at the end. The relations were at times at an individual level where the conversations existed between the principal and the parent or the teacher and the parent face-to-face or through the phone calls. The operation of schools and families as true partners ensures “maximum” overlap where clear communication channels and working together between the families and the school was the major characteristic. There had been nothing like a total overlap according to Epstein due to the fact that some practices and functions were independent of the programmes of the school, and vice versa.

3.2.1.3 Working relations between the three spheres

Based on the theory of the overlapping spheres of influence, Epstein **argued** that different spheres may fulfill, through their practices, roles and responsibilities of one another. She believes that the aims and goals are meant to produce learners who are well learned and who can be prosperous citizens in the future. Gary and Ian, (2018:115) **stated that**, “The combined endeavour of the stakeholders as parents and teachers pushes together the spheres of family and school influence in a move to

ensure increased interaction between them”. Epstein, (1996:193), in her theory of overlapping spheres of influence, stated that, “There are a number of factors that can lead to an increase in the interaction between the families and schools such as the policies and practices of the key stakeholders, the mutual interests and influence which also lead to an improvement in the performance of the learners as well as the development of quality education within the schools”. In any community, the involvement of parents in the education of their children is very important to improve the performance of these children. Gary and Ian, (2018:115), in addition stated that, “There is a recognition by the theory of Epstein of the multiple contexts and interpersonal relations of all the participants of the study”.

3.2.2 Types of parental involvement

The studies that have been conducted on the concept of parents’ involvement reveal improved frameworks of the six major types of involvement in the education of their children. (Epstein, 2001:43). These types of involvement fall within the areas of overlap in the spheres of influence model. There has been a number of practices by schools that were identified and were operationalised by each type of parental involvement towards the development of educational programmes aimed at improving classroom delivery and the performance of learners. The type of overlap as well as the shared responsibilities are determined by the practices in the six types of parental involvement (Epstein, 2001:43). Another important factor is whether each implemented practice opened opportunities for stakeholder interactions across contexts. According to Epstein, (2001:43), “A description of the six types of parental involvement with a detailed explanation is given below”.

3.2.2.1 Parenting

Epstein, (2001:43) stated that, “The assistance to families through support on child-rearing skills, creating conducive home environment to support a grade progression learning, understanding adolescent and child development, parenting information that may be offered by the teachers to families while on the other hand information on cultural beliefs and educational goals may be offered by parents as examples of parenting”. According to Cox-Petersen, (2011:116), “Positive parenting may lead to safe environment where children may engage in effective learning to become fruitful members of the societies that they live in”. The teachers and the other key

stakeholders have huge responsibilities, therefore, to ensure that families are impacted with adequate parenting skills as this could ensure effective teaching and learning in the classroom.

3.2.2.2 Communicating

The communication that occurs between the school and the home involves a number of communication channels such as the use of newsletters, telephones, WhatsApp as well as SMSs. Effective communication channels enhance sound communication between the home and the school and leads to an effective implementation of the parental involvement programme that result in improved learner performance in all school-related activities. According to Gary and Ian, (2018:116), “The school communicates with the home on various issues such as the programmes offered by the school, reports on the academic performance of learners, learner conduct at school, school events, to mention a few”.

3.2.2.3 Volunteering

It is the duty and key responsibility of the principal and SMT to ensure that all the parents receive invitations in cases of all the events and activities that relate to the education of their children. Parents are invited to the school to perform duties in their areas of expertise. Epstein, (2001:44), with regard to volunteering, states that, “there are so many areas that are included in volunteering where parent volunteers take part such as recruitment, training and other different types of projects within the school”. In some cases schedules are designed to empower the parents on their roles and responsibilities in parent volunteering.

Cox-Petersen, (2011:122, citing Epstein 2001:44) said that, “Volunteering in the school has occurred in a variety of levels that have been identified through research. The learners are assisted by their parents at home through homework that the learners bring from school. The second level of parent volunteering was through the events that the school organise such as conferences for the parents, consultation days as well as prize-giving days where parents assist in various activities. Level three of parent volunteering involves some activities where the parents spend time on the premises of the school such as facilitating sports, monitoring during the lunch hour, break hour or helping in the classroom. Such activities help in the development of the school as well as in the improvement of the performance of the learners. Other areas

where parent volunteers take part in are to attend the meetings organised by the school, join some organisations in the school, to form part of the decision-making process in the school and also to join other programmes that were meant to develop the education in the school and improve the performance of learners. It is the duty of the school to ensure that the parents are motivated towards volunteering in the school-related activities to support the education of their children.

3.2.2.4 Learning at home

According to Epstein, (2001:44), "Home learning involves participation by families at home to help the children in their needy areas of both the informal and the formal curriculum of the school". The parents are motivated to support the learning of their children by the principal and the SMT as a move to improve learner participation and performance in their school-related activities. The parents are empowered by the schools through some workshops that relate to home learning and parental involvement.

3.2.2.5 Decision -making

According to Epstein, (2001:44), "Decision -making involves the inclusion of parents as key stakeholders in some decision -making committees such as the PTAs and other relevant organisations". Peterson, (2011:128) said that, "Site -based management or school-based management is referred to as shared decision -making by the relevant stakeholders which have been functional in most of the schools".

3.2.2.6 Collaborating with the community

In collaborating with the community the standard of education is improved through the coordination of the work of the other stakeholders by the school to strengthen the programmes initiated by the school. There are a number of activities that are related to community collaboration within the school. According to Epstein, (2001:44), "These activities among others include the coordination of the work in the community by some businesses, agencies, colleges or universities in a move to strengthen the programmes of the school, the practices of the families as well as the learning and development of the children". Petersen, (2011:128) posited that, "In collaboration with the community, communication involves home to community, school to community and home to school to community". The education in this case is strengthened by other

social organisations such as businesses and social agencies through the donation of resources and relevant expertise and also the promotion of partnerships with educators and other staff members.

3.2.2.7 Role of management in the functional approach

Risimati, (2001:23) stated that in dealing with parents all the educators in the functional approach have to show their skills and experience to promote quality education and improve the performance of the learners in all the school-related activities. The public schools in SA advocate for the participatory management style if schools and other institutions of learning are to be effectively managed to achieve the set goals and outcomes. In this kind of an arrangement the sole manager of the school is no longer the principal. SMTs and other committees in the school have been introduced to assist in the management of the school. Such committees include the sports and entertainment committees to mention a few. The key manager in this arrangement, however, remains the principal as the ex-officio member of all the teams that have roles and functions to perform in a move to achieve quality education and promote learner participation in school-related activities. Risimati, (2001:23) stated that, “The parents of all the backgrounds should be motivated and empowered to support the education of their children and therefore it remains the core duty of the principal to work out some strategies in a move to limit the barriers and obstacles to parental involvement in the education of their children”.

The different ethnicities and cultures are a key feature in most of the schools and this becomes a major barrier and limitation to parental involvement. This happens mainly in schools where the principals do not have enough knowledge on the different cultural beliefs, lifestyles, childrearing practices, home structures and living environments. The communication channels in the schools are supposed to be improved by the principal and the SMT in order to develop good relationships with the parents in a move to create a culture of trust and eliminate distrust, hostilities and frustration among these parents. According to Risimati, (2001:24), the principal’s skills and knowledge of parental involvement must not only be limited to the classroom situation but should also extend to the out-of-class environment. Risimati, (2001:24) stated that, “Empowering parents with knowledge and skills in the implementation of this model of parental involvement is a great move in effective school management by the principal

and the SMT as parents are supposed to be aware of both the formal and the informal curriculum of the school". The parents are supposed to be motivated by the school leadership such as the principal and the SMT. The parents should be made aware of the benefits of parental involvement to them, teachers, learners as well as well as to other relevant stakeholders and the roles that each group should play to promote effective classroom delivery and an improved learner performance in all the school-related activities.

3.3 Parent empowerment approach

According to Risimati, (2001:24), "The strengths of disenfranchised families who belonged to the disadvantaged groups in society due to lack of power was the major emphasis of the parent empowerment approach". Van Wyk, (2001:132) posited that, "The belief that schools were in a special position to enhance or retard the empowerment process since they were key institutions in local communities formed the basis of the parent empowerment approach". According to Van Wyk, (2010:133), "The assumptions that all families have enough power, knowledge on child upbringing also formed the basis of the parent empowerment approach with the belief that these skills are found in the community at large, in the older generations, in traditions of different ethnicity and also in the social networks". The training of educators in the empowerment approach should include the knowledge and skills on how to empathise with parents in a move to create a welcoming environment for parental involvement in the education of their children (Van Wyk, 2010:133). A description of the models of the parent empowerment approach follows below.

3.3.1 Swap's "school-to-home" transmission model

Yisrael, (2012:79) stated that, "The educators in this model specified their expectations to parents when helping their children with home works and other school related issues and the parents also acknowledged the importance of education, the support that must be given to the learners as well as the provision of conditions at home to nurture child development". The parents transfer cultural capital during most of the time that they spend with their children at home. The aspects of the cultural capital, according to Risimati, (2001:25), included, "The knowledge, the writing skills, the manner in talking as well as thinking within the dominant culture". The empowerment of parents with knowledge and skills is very key if these parents are to be motivated to support the

education of their children. The parents are to be trained on how to create meaningful and conducive environment for their engagement with their children at home in a move to motivate their children towards effective participation in the classroom. An effective participation by the learners in the classroom leads to improved learner performance. Risimati, (2001:25) said, "In training parents, the schools play a fundamental role in teaching these parents how to engage with their children at home in order for them to perform well at school". The parents become more involved in the school activities of their children based on the parent empowerment approach which encourages these parents to engage more in the social action of the community.

3.3.2 Role of management in the parent empowerment model

According to Risimati, (2001:26-27), "During the implementation of parental involvement in the school according to the parent empowerment approach, the principal, the SMT and other relevant committees in the school should have a recognition of the fact that parents are trying to achieve the best in as far as the education of their children is concerned and they can do whatever it takes to become good and supportive parents to these children". The knowledge of child-rearing practices that is commonly found in the home is very important if the principal and the SMT are to ensure that the education of the child is properly nurtured across the grade progressions. The knowledge of disenfranchisement, especially on issues that relate to the limitations of effective interactions between the home and the school is very important to enable the principal and the SMT to effectively implement and manage parental involvement in the school (Risimati, 2001:26-27) In an effort to enhance strong partnerships between the home and the schools, parents should be allowed freedom to contribute their views and opinions on issues that relate to the management of various disciplines within the school milieu. The parents should be equipped with enough knowledge through workshops and conferences organised by the school on important issues that relate to decision-making in the school, key roles and responsibilities in school governance as well as the contribution of relevant ideas during the meetings. In a situation where parents are empowered, the school runs smoothly as parents feel that they are recognised as part of the whole and therefore contribute meaningfully to the development of the school programmes. The understanding of the parent empowerment approach by the staff members in the school are very essential if the principal and the SMT are to facilitate an effective

implementation of parental involvement and improve classroom delivery as well as the performance of the learners in all the school-related activities.

3.4 Cultural competence approach

According to Van Wyk, (2010:134), “The basis of the cultural competence approach is on the belief of diversity in schools which are characterised by inclusive and respectful settings”. The research model of the cultural competence approach shows the development, transformation and enrichment of the classroom practice through the drawing in minority learners’ households of the “funds of knowledge”. Van Wyk, (2019:134) stated that, “The term ‘Funds of knowledge’ as it is used in this context refers to the accumulation of the historically and culturally developed bodies of knowledge and skills in the households or individuals that are essential for their functionality as well as their well-being”. According to Risimati, (2001:27), “The teachers should develop respect of the culture and its diversity within the schools as this theory explains the influence of culture on the education of learners”. The curriculum enrichment model of Swap is an example of the cultural competence approach. Swap’s curriculum enrichment model which is one of the examples of the cultural competence approach is briefly discussed below.

3.4.1 Swap’s curriculum enrichment model

According to Risimati, (2001:28) “Interactive learning, mutual respect between educators, parents and other key stakeholders, mutual learning as well as the development of objectives were the major emphasis of the Swap’s curriculum enrichment model”. In this model the curriculum of the school is expanded to incorporate the contributions of the families and other key stakeholders. Yisrael, (2012:79) stated that, “Despite the fact that the values and cultural histories of many children are omitted from the standard curriculum, the continuity of learning remains critical between the school and the home”. As a result the culture between the school and the home discontinues due to lack of motivation towards achievement. The omission of cultural values leads to the distortion of the curriculum with a lack in the meaningful understanding of events as well as in the achievement. The distortion in the curriculum also leads to the lingering perceptions of the damage in the beliefs and attitudes about the minority groups. It is therefore a challenge to the parents, educators and other relevant stakeholders to work together towards the enrichment of the

content and objectives of the curriculum and also to strengthen the rapport between the school and the home based on mutual respect and understanding of one another. According to Risimati, (2001:28) “The cultural values and skills that are learnt within the schools should be incorporated with the cultural skills and values learnt in communities and in families”.

3.4.2 Role of management in the curriculum enrichment model

According to Jeynes, (2011:125) “There are a lot of benefits that are associated with parent involvement in support of the education of their children”. On the other hand Topor and Keane, (2010:219) believed that, “To improve the school careers of disadvantaged groups such as ethnic minority and low socio-economic status pupils, the cooperation of parents and schools should be strengthened”. Risimati, (2001:29) stated that, “In the implementation of the curriculum enrichment model of involving parents in the education of their children, relevant themes reflecting cultural diversity should be selected by the principal and the SMT”. To enable the parents to understand the power of structures, the principal and the SMT have to ensure that these parents are equipped with relevant knowledge and information on the languages used. Adequate information and knowledge on the part of the principal and the SMT assist in making independent decisions and acting independently with a view to contribute towards the development of children. The knowledge of differences in cultures, child-rearing practices as well as discipline within the society is of paramount importance if the principal and the SMT were to effectively implement the programme of parental involvement in the school. The major barrier to the school improvement efforts is the negativity within the culture of the learners and it is therefore very important that the SMT implement some meaningful strategies to overcome the negative stereotypes in the community, in the families as well as within the parents themselves. It is very essential that the principal as the key figure in the management team has to be equipped with relevant and adequate knowledge on the values and culture of the school in order to create a conducive atmosphere for stakeholder participation. Where there is effective communication among the stakeholders, the school functions well and the quality of classroom delivery as well as the performance of learners improves to match the required standards set by the DBE.

3.5 Social capital approach

The concept of community support in the education of the children is the basis for the social capital approach. According to Van Wyk, (2010:136), “The shared expectations and goals within the schools and the home in the social capital approach are reinforced through social interactions involving adults and the children”. Shartrand et al. (1997) in Risimati, (2001:29) stated that, “Coleman’s theory of parental involvement is one of the examples of the social capital approach which deeply considers the views, opinions, ideas as well as the attitudes expressed by the learners themselves on the importance of education”.

3.5.1 Role of management in the social capital approach

According to Shartrand et al., 1997, (cited in Risimati, 2001:32) “It was the responsibility of the principal and the SMT to ensure that all the key stakeholders in the implementation of parental involvement in the school were equipped with relevant knowledge and skills on the social capital approach”. Risimati, (2001:31) stated that, “It is very essential to note that the knowledge systems within the home and the school are different which also impacts on the partnerships between these two social groups as conflicts as a result of conflicting values, opinions and ideas are likely to be the major characteristic”. The values are therefore to be communicated by the principal and the SMT with a view to building trust among community members. According to Risimati, (2001:32), “The knowledge and skills of the principal in effective communications with the parents should demonstrate clear models on how the values are transmitted to other members of the society”. The parents should be motivated by the principal and the SMT through a variety of activities such as home visits in a move to create strong and sound partnerships with the larger community as this would improve the implementation of parental involvement in the school. The skills of management, planning, organising, delegating, coordinating and monitoring are very essential if the school had to be effectively run by the principal and the SMT. It is very important that booster courses are organised at regular intervals to empower the principal, the SMT, the educators and other staff members with knowledge and skills on the day to day running of the school. The skills that the principal and the SMT acquire from the booster courses should be used to ensure that communication, home-learning activities, partnerships with the community, volunteering in school-

related activities are implemented effectively in a move to improve the quality and standard of education. The relationships between the school and the families are greatly improved through the activities that the school organises such as fundraisings, open days, consultation days to mention a few. During these events parents engage with teachers and other staff members on different issues affecting the education of the children. Strategies to mitigate some of the shortcomings in terms of the education of the children are discussed in a move to map out the way forward. Risimati, (2001:32) stated that, “The design of the school curriculum should be expanded to accommodate the views of the parents in a positive move to strengthen the partnerships”. To ensure an effective classroom delivery and an improved learner performance, the principal should preach the gospel of knowledge sharing between the staff members and the parents as this would help reduce the knowledge gap among the parents.

3.6 Practical application and relevance of the different approaches

The precise aspects of the concept of parental involvement are accentuated in each of the above discussed approaches (Risimati, 2001:20). According to the functional approach, parents were supposed to play their roles in the implementation of parental involvement as this would lead to the improvement in the quality of education as well as the performance of learners (Risimati, 2001:20). The parent empowerment approach focuses on the empowerment of parents through some work and seminars organised by the schools to ensure that the knowledge gap in parents is reduced and parents especially those in the townships would be in a better position to support the education of their children (Risimati, 2001:27). The issue of cultural values and norms as well as how they influence the education of the child is highlighted in the cultural competence approach where schools and families put strategies in place to bridge cultural differences to ensure quality in the education of the child. The intersection of the social capital between the school and the families are discussed in the social capital approach in a move to work towards the improvement of the school as well as the academic performance of the learners. Although there are slight differences, most of the approaches have similarities in that all of them aim at improving the implementation of parental involvement in the school to ensure quality education and an improved learner performance is realised (Risimati, 2001:27).

For the scholastic achievement of learners especially in the townships southwest of Johannesburg, particularly in Soweto, it is imperative that all the parents participate in support of the education of their children through being involved in their school activities. The theoretical frameworks previously discussed are relevant in that the study was conducted among the township schools where there is an urgent need to get all the parents involved in the education of their children.

The principal and the SMT have a huge obligation to ensure that the parents are equipped with adequate skills and knowledge of their roles and responsibilities in the implementation of parental involvement in the school. The empowerment of parents is therefore very essential to ensure that these parents are conversant with the cultural demands of the schools where their children attend and gain the social capital necessary for their success both in schools and in the community (Risimati, 2001:27). Where parents are empowered, the sky is the limit, as these parents can be able to perform any duties toward the development of the school assigned to the by the principal and the SMT or through volunteerism. Considering the fact that the application of all the frameworks and models of parental involvement in any given school could be simultaneously as the theories and models discussed above are relevant mainly to the township environment, the practical implication, therefore, is that a new parental involvement framework that suits the township environment has to be developed with some but not all of its characteristics similar to those of previously developed ones. The developed framework and models can be a comprehensive approach to parental involvement in township primary schools.

3.7 Bronfenbrenner's ecological model

The aspect of child development within the context of the relationship with the immediate milieu is explored in Bronfenbrenner theory. According to the theory there are complex "layers" of the milieu, with each layer having a significant bearing on the child development (Bronfenbrenner, 1979:22). The relevance of Bronfenbrenner's framework is significant in this research as it provides a comprehensive and meaningful lens in interpreting the reasons for the lack of parental support in the education of their children as this has an impact in the development of the children. The guidelines that are relevant in both the motivation of parents as well as the management of the implementation of parental involvement in the support of the

education of their children is also provided in the framework. The ecological model by Bronfenbrenner takes into account the interactions between the factors in the family or community which are the child's immediate environment, the societal landscape that facilitates child development as well as some factors within and beyond the immediate community are some of the issues that are outlined in the ecological model. (Bronfenbrenner, 1979:22). According to Bronfenbrenner, (1979: 22), "Each activity within a layer of the model has an impact on the other layers". The interactions within the larger environment as well as the child's immediate environment are very imperative in the study of the development of the child.

Parental involvement is viewed as holistic by not only Bronfenbrenner's ecological model but also Epstein's typology of parents as well as her theory of overlapping spheres. According to Bronfenbrenner's ecological model, (1979:3) the micro-, exo- and macro- systems are embraced in this ecological model as they have a huge impact in the development of the child. Based on this study, the three systems in the ecological model of Bronfenbrenner has a huge influence on parental involvement. There is an interaction with one another between the components in Bronfenbrenner's ecological model as these components do not work in isolation.

According to Bronfenbrenner, (1979:22), "The major characteristics of the microsystem are the set of activities, roles and interpersonal relations that are experienced through the development of a person in an environment with certain traits". The direction in which the relationships impact is from the child and towards the child. The implication therefore is that the behaviour of the child affects his or her beliefs whereas the beliefs and behaviour of others are also affected by the child. Bronfenbrenner, (1979:22) stated that, "The reciprocal interaction between the components of the microsystem mesosystemic interaction are typical of the two direction scenario that had been explained above". The strength of the bidirectional influences have a huge impact on the development of the child as well as the motivation of the parents towards being involved in the school activities of their children. Cooper and Valentine, (2001:145), stated that, "The parents are accorded the opportunity of being fully involved in the education of their children through the homework support that they give to their children". According to Epstein, (2002:9), "The mesosystemic interaction are being catalysed by the homework given to the children as well as the support that the children get from their parents at home". In this

case the systems that are further removed from the child are related to the management of parental involvement in support of the education of their children. The management committee of the school, the PED as well as the SGB among others are some of the examples of these systems which have a direct influence not only on the child but also in the macro system (DBE).

The interaction between the child and the surroundings have a huge impact on the development of the child. The treatment of the child determines the manner in which he behaves in the microsystem. The inner structures are hugely affected by these interactions.

According to Bronfenbrenner, (1979:25), "There are various settings within the exosystem which have no consideration of the development a person as an active participant in a given event". Bronfenbrenner, (1979:25) stated that, "The workplaces of parents as well as the networks are some of the factors that impact on the child's microsystem". The fact that the children have close associations with one another as well as with their teachers in class places the school in the microsystem with the SGB and the local school board places in the exosphere. The further removal of the exosystem from the child means that it has some indirect influential components. According to Keenan, (2016:160), "The dysfunctional exosystem in terms of the child's development produced negative results". Bronfenbrenner, (1979:24) stated that, "Unemployment according to Bronfenbrenner's ecological model is placed in the exosystem".

According to Bronfenbrenner, (1979:26), "The microsystem was defined as the content of lower order systems within the consistencies with an existence in the subcultural level coupled with some belief ideologies that underlie those consistencies". The macro system in this case surrounded both the microsystem and the exosystem which indirectly influenced the development of the child although it was further removed from the child. The influence of parental involvement in the microsystem was also felt in the exosystem as it also had a bearing in the development of the child. The other major components of the microsystem were politics, economics and social values which pertained to the larger society (Bronfenbrenner, 1979:22). The factors of the macro system, despite the fact that they were removed from the child, often affected the child in the microsystem based on the ecological model's interconnectedness.

The ecological perspective that examines the aspects that concern parental involvement within the SA education system was the major focus of the study to establish a comprehensive and meaningful management of parental involvement through the use of the socio-cultural guidelines in the micro-, exo- as well as the macro system. Bronfenbrenner's ecological model linked with the interaction between the children and their parents on issues that relate to homework and parents engagement in the microsystem which result in mesosystemic interaction where a bridge exists between the school and the home.

Si and Eva, (2019:89) posited that, "The effects of components that include cultural norms and ideological views in the macro system further removed from the microsystem was acknowledged by the ecological perspective". The supportive links between settings or systems such as mutual trust, shared goals, consensus and positive orientation enhanced an increase in the developmental potential of a specific setting or system to ensure that the network function of a system can be harmonious (Bronfenbrenner, 1979:25). The macro-, exo- and microsystem related in the macro system where the action taken was prescribed by the PEDs which operated in the exosphere that would later have a bearing on behaviour in the classroom in the microsystem (Bronfenbrenner, 1979:25). Having their direct influence on children in the playgrounds and classroom situation, the school was considered to be dominant in the microsystem where the SGB functions were fitted into the exosystem due to the fact that it had an indirect bearing on the child. The relevance of the community inclusion in the exosystem according to the study was that it focused on the management of parental involvement since optimal parental due to the consideration that maximum parental involvement was essential as a tripartite alliance involving the community, the school as well as the home. The inclusion of the macro system was necessary based on the argument that was presented above.

3.8 Conclusion

Bronfenbrenner's ecological model and Epstein's theory of overlapping spheres, together with her typology of parents, are the three theoretical frameworks that were discussed in this chapter. The relevance of these theoretical frameworks in the study are that a broader view of the concept of parental involvement and its management thereof are provided. According to the view by Epstein, a tripartite alliance has to be

formed between the community and the school on the assumption that these social groups would form effective partnerships that would be of benefit to the education of the child. There is a relationship between Epstein's view and Bronfenbrenner's ecological model, although in terms of the management of parental involvement this model makes provision for an even broader level which may, among others, include the DBE. Based on the above-mentioned three theoretical frameworks, the participants' views that relate to parental involvement and the management thereof were interpreted by the researcher in a move to provide recommendations towards an effective implementation of parental involvement in the township primary schools southwest of Johannesburg.

The next chapter discusses research design and methods, procedures of data collection, processing and framework of analysis.

CHAPTER 4

RESEARCH DESIGN AND METHODS, PROCEDURES OF DATA COLLECTION, PROCESSING AND FRAMEWORK OF ANALYSIS

4.1 Introduction

In this chapter, the research methodology for the thesis was included to carry out an investigation on the management of parental involvement by the principals and the SMTs in selected primary schools in townships southwest of Johannesburg. In more detail, the researcher outlined the research design, research paradigm, research approach, population and sample selection, data production instruments, data analysis, validity, credibility and trustworthiness as well as the ethical issues.

4.1.1 Research design and methodology

In this research study, a case study was used as a research design in the field of education management with emphasis put on the management of parental involvement activities by the principals and the SMTs in primary schools in southwestern townships of Johannesburg.

4.1.1.1 Purpose of the research using a case study

There are different ideas by researchers on the purpose of doing research using a case study as a design. One has to decide whether a case study can help to achieve the research goals and objectives. The case study as a research design is appropriate to be used for research on “how” and “what” questions. According to Yin, (2011:52), other purposes for a case study could be:

- To explain complex casual links in real-life interventions.
- To describe the real-life context in which the intervention had occurred.
- To describe the intervention itself.
- To explore those situations in which the intervention being evaluated has no clear set of outcomes.

4.1.1.2 Exploration of a case study design

The concept of research design is defined differently by different researchers. According to De Vos et al., (2011:77), it is flexible and unique and evolves throughout the research process, with no fixed steps to be followed. A case study is an empirical

inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between the object and the context are not clearly evident (Bryman, 2012:20).

For Punch, (2014:102), at the most general level, research design means all the issues involved in planning and executing a research project, from identifying the problem through to reporting and publishing the findings. At the specific level it refers to the way the researcher guards against, and tries to rule out interpretations of the findings. The research design is the basic plan for a piece of research and includes four main ideas, namely, the strategy, the conceptual framework, selection of samples and the instruments used for data production (Punch, 2009:113). De Vos, (2011:77) further defined a research design as, “an overall plan of conducting a research study”. McMillan and Schumacher, (2010:341), on the other hand, view the research design as a plan and structure of the investigation used to obtain evidence to answer the research questions.

Ravenswood, (2011:83) defined a case study as, “An intensive study of a single case with the aim to generalise across a larger set of cases of the same general type ...” Baxter and Jack, (2010:250) described a case study as, “A study that consists of detailed investigation with a view to providing an analysis of the context and processes involved in the phenomenon under study...” It is denoted by Yin, (2014:4) that, “As a research method, the case study is used in many situations, to contribute to our knowledge of individual group, organisational, social, political, and related phenomena ...” Ravenswood, (2011:83) posited that, “In-depth knowledge of an individual example is more helpful than fleeting knowledge about a larger number of examples and we can gain better understanding of the whole by focusing on a key part ...” Within the context of this study, it can be surmised that a case study is a methodological design keenly suited to understanding perceptions parents and other stakeholders in relation to parental involvement in the formal education of their children.

According to Pable, (2013:71) “we study a case when it itself is of very specific interest ...” Harrison, Birks, Franklin and Mills, (2017:15) considered a case study as, “... the study of the particularity and complexity of a single case, coming to understand its activity within important circumstances...” A case study, is detailed by Neuman (2011:42) as a methodology that “...intensively investigates one or a small set of

cases, focuses on many details within each case and context. In short, it examines both details of each case's internal features as well as the surrounding situation..." It has been stated that the case study "...emphasises episodes of nuance, the sequentiality of happenings and the wholeness of the individual..." (Harrison, Birks, Franklin and Mills, (2017:15). By considering the surrounding influences, the case study becomes a "...multi perspectival analysis...meaning that the researcher considers not just the voice and perspective of the participants, but also of the relevant group of participants and the interaction between them..." (Swanborn, 2010:132).

The utilisation of a case study is then accordingly appropriate when, as researchers, "...we are interested in the cases for both their uniqueness and commonality, we seek to understand them, and we would like to hear their stories..." (Harrison, Birks, Franklin and Mills, 2017:15). The true strength of the case study as a methodological design inherently lies in its ability to "... enable the researcher to gain a holistic view of a certain phenomenon or series of events, thus providing a round picture since many sources of evidence are used..." (Bryman, 2012:20). It is the "...contextual nature of the case study and its strength in addressing contemporary phenomena in real life context that contributes to its authenticity". (Baxter and Jack, 2010:250). Suryani, (2013:104) included three strengths of case studies in her comparison of that methodology to ethnography:

- A case study may offer larger details about a particular phenomenon.
- Through "naturalistic generalisations...people can share and understand others' social experience"
- A case study provides a holistic interpretation and always refers to a social context, does not involve any treatments, experiments, or manipulated social settings and will be considered as natural phenomena in people's real lives.

Pable, (2013:72) stated that "a case study method permits an in-depth, extended engagement with individuals which may have extended advantages". This engagement is potentially why it has been stated that the case study "gives a voice to the powerless and voiceless" (Swanborn, 2010:132) and emphasised by Hancock and Algozzine, (2011:9) that the ultimate goal of case study research is "...to understand the situation under investigation primarily from the participant's, not the researcher's perspective. This is called the emic or insider's perspective, as opposed to the etic,

or outsider's perspective..." Harrison, Birks, Franklin and Mills, (2017:15) similarly defined etic issues as the researchers' issues and emic issues as "...issues of the actors, the people who belong to the case ... or issues from the inside..." It is the emic perspective that allows case study research its ability to give voice, as (Swanborn 2010:132) described.

The case study methodology is less structured than many types of research methodologies. It is the flexibility of the case study model that "...allows tailoring the design and data collection procedures to the specific research questions..." (Baxter and Jack, (2010:250) and the openness for "the use of theory or conceptual categories that guide the research and analysis of data" (Baxter and Jack (2010:250). Not only is the case study methodology uniquely tailored for the multidimensional variation observed with complex interactions due to its flexibility and deep examination, it has also been argued that "...certain kinds of information can be difficult or even impossible to tackle by means other than qualitative approaches such as the case study..." (Baxter and Jack (2010:250). Once the decision to embrace the use of case study research has been made, design considerations, such as disciplinary orientation, type, and characteristics, should be evaluated for appropriateness (Hancock and Algozzine, 2011:38).

A case study is more than simply conducting research on a single individual or situation. This methodological design has the potential to deal with simple through complex situations. It enables the researcher to answer "how" and "what" types of questions while taking into consideration how a phenomenon is influenced by the context within which it is situated. For the researcher the case study was an excellent opportunity to gain tremendous insight into a case. It enabled the researcher to gather data from a variety of sources and to converge the data to illuminate the case.

4.1.1.3 Disciplinary orientations of a case study design

The ethnographic design is one case study orientation. Hancock and Algozzine, (2011: 35) described this orientation as "...originating in anthropology, ethnographic case study research is used to explore the observable, and learned patterns of behaviour, customs, and ways of life of a culture-sharing group...". The major goal of ethnography is to move from what we can easily observe to what the people we observe truly feel and mean internally (Neuman, 2011:424). "As a process,

ethnography involves extended observations of a group, most often through participant observation, in which the researcher is immersed in the day-to-day lives of the people and observes and interviews the group participants...” (Creswell, 2013: 68). Yin, (2014:21) added, “...ethnographies usually require long period in the field and emphasise detailed observational and interview evidence ...” The presence within the dynamic being studied seems to be a central tenet of the ethnographic study. This concept is reinforced by Suryani, (2013:104) as she elaborated, “...some people think that researchers should stay inside a community of people being studied for a period of time. Moreover, long-term involvement and observation are considered necessary to understand the complexity of people’s beliefs, attitudes, and behaviours...” Other characteristics of the ethnographic orientation according to (Suryani, 2013:104) are:

- social relationships with the participants
- utilisation of the researcher as an important research instrument
- naturalistic observation

Historical analysis is another case study orientation. “Historical case studies are often descriptions of events, programs, or organisations as they have evolved over time. Extending traditional historical research, historical case study research typically includes direct observation and interviews of key participants...” (Hancock and Algozzine, 2011:35). They are designed to “...produce more than a chronological listing of event...they result in a researcher’s descriptive interpretation of factors that both cause result from the events...” (Hancock and Algozzine, 2011:35).

The research study followed an ethnographic orientation as it explores the observable, and learned patterns of behaviour, customs, and ways of life of a culture-sharing group within a given context. Participants in ethnographic orientation are being observed and interviewed as the researcher becomes part and parcel of their life. Through such interactions rich information is gained from the participants.

4.1.1.4 Characteristics of a case study design

Case study research designs may, in addition to their disciplinary orientation, be distinguished by the characteristics of their respective purpose or as constructed by Creswell, (2014:74) “...terms of the intent...” These characteristics of purpose or intent, have been distinguished by Hancock and Algozzine, (2011:36) as intrinsic, instrumental or collective. Hancock and Algozzine, (2011:36) elucidated that “...

researchers may engage in an intrinsic case study when they want to know more about a particular individual, group, event, or organization...” Harrison, Birks, Franklin and Mills, (2017:15) also used the term intrinsic and suggest that the designation is descriptive when researchers who “...are interested in it, but not because by studying it we learn about other cases or about some general problem, but because we need to learn about that particular case...” Harrison, Birks, Franklin and Mills, (2017:15) suggested “...one of the most important things to remember is that for intrinsic case study, the case is dominant; the case is of the highest importance...” An instrumental case study’s primary goal “...is to better understand a theoretical question or problem...” (Hancock and Algozzine, 2011:36). When it is utilised, Hancock and Algozzine, (2011:36) clarified, an instrumental case study “...enhanced understanding of the particular issue being examined is of secondary importance to a greater insight into the theoretical explanation that underpins the issue...” The case then becomes a vehicle to better understand the issue. (Harrison, Birks, Franklin and Mills (2017:16) as cited in Creswell, 2013:74). From a chronological aspect, “...the researcher first focuses on an issue or concern, and then selects one bounded case to illustrate the issue ...” (Creswell, 2014:74). Harrison, Birks, Franklin and Mills, (2017:16) elaborated that at times “...we will have a research question, a puzzlement, a need for general understanding, and feel that we may get insight into a question by studying a particular case...where the use of that particular case study is to understand something else...” A “...case study that is instrumental to accomplishing something other than understanding this particular case may be called an instrumental case study”. (Harrison, Birks, Franklin and Mills 2017:16).

The use of multiple instrumental case studies concentrating on the same issue is described as collective case study research. Collective case study research not only augments the instrumental case study by reiteration, but also “...attempts to address an issue while also adding to the literature base that helps us better conceptualise a theory...” (Hancock and Algozzine, 2011:37). Harrison, Birks, Franklin and Mills (2017:16) elucidated that at times “...we may choose several cases rather than just one and that each study is instrumental to the fabrication of knowledge on the topic of study”. Harrison, Birks, Franklin and Mills, (2017:16) also referred to this strategy as a collective case study. Creswell, (2014:74) expanded on the parameters of a collective case study as he proposed: In a collective case study, the one issue or

concern is again selected, but the inquirer selects multiple case studies to illustrate the issue. The researcher might select for study several programmes from several research sites or multiple programmes within a single site. Often the inquirer purposefully selects multiple cases to show different perspectives on the issue.

4.1.1.5 Types of case study designs

The nature of the case study sample is driven by the type of situation under investigation which will determine the events, contexts or time frames to be selected. (Creswell, 2014:74). The rationale for selecting a case revolves around identifying that which stands out from the norm. The critical element in the design of the case study is that it does not attempt to provide a “sample of one” that represents the norm, but attempts to present insights on unusual and innovative events in a particular situation. This approach is inherent of idiographic objectives, typical of research in the humanities, and diametrically opposed to the monothetic approach in natural sciences where the sample has to be representative of the total population, the findings should be generalisable to other samples, and the results point to a common rule (Creswell, 2014:74).

The three major types of case study research designs are exploratory, explanatory, and descriptive (Hancock and Algozzine, 2011:37). Exploratory case study attempts to answer questions typically framed by the pronoun “what” and adverb “how” (Yin, 2014:10). This type of design “... seeks to define research questions of a subsequent study or to determine the feasibility of research procedures...” (Hancock and Algozzine, 2011:37). It is “...often a prelude to additional research efforts ...” (Hancock and Algozzine, 2011: 37) and does not necessarily need to be constrained to the case study model. The exploratory question can, in fact, be answered by any of the five research methods: survey, experiment, archival analysis, history, or case study (Yin, 2014:10).

Explanatory case studies, in contrast, seek to answer the “why” questions (Yin, 2014:10). They strive “...to establish cause-and-effect relationships...determining how events occur and which ones may influence particular outcomes...” (Hancock and Algozzine, 2011:37). These types of questions often pertain to “operational links needing to be traced over time, rather than mere frequencies or incidence” (Yin, 2014:10) and can be fulfilled by experiments, histories or case studies (Yin, 2014:10).

Descriptive case studies “attempt to present a complete description of a phenomenon within its context” (Hancock and Algozzine, 2011:37). They focus on one event in isolation with no attempt or presupposition to generalise to other situations (Hancock and Algozzine, 2011:37). Similar studies focusing on situations in their natural context and grounded within a theoretical framework have utilised case study methodology such as Hughes, (1998: 78) study on the positive behavioural changes of young men who had demonstrated previous violent behaviour but had since transitioned away from them as referenced in Hancock and, (2011:19). The importance of theoretical development as a framework for case studies is also corroborated by Yin, (2014:37) as he proclaimed it is “...highly desired...” So, for this study Bronfenbrenner’s ecological systems theory (Bronfenbrenner, 1979) was utilised. Yin, (2014:41) explained, “The theoretical propositions that went into the initial design of your case study, as empirically enhanced by the case study’s findings, formed the groundwork for an analytic generalisation . . .” This analytic generalisation allowed the researcher to generalise the findings of the study at a level, according to Yin, (2014: 41) “... higher than that of a specific case ...” Analytic generalisation differs from the more traditional concept of what Yin, (2014:41) described as statistical generalisation, which is garnered via empirical studies. These studies utilise samples to forecast strength of relationships for populations. In a case study, the case is not a sample of a population but an, “...opportunity to shed empirical light about some theoretical concepts or principles....” (Yin, 2014: 40). Because of the ability of case studies to provide generalisable knowledge, if done correctly, it becomes important to justify the respective study’s validity. This methodology has been previously observed to be valid, as proclaimed by Swanborn, (2010:132) when he penned, “Yin and others who have wide experience in this methodology have developed robust procedures. Yin, (2014:45) further elaborated on the specifics of ensuring validity as he declared, “...four test...have been commonly used to establish the quality of any empirical social research and because case study research is a part of this larger body, the four test are also relevant to case study research...” These four tests are construct validity, internal validity, external validity and reliability. (Yin, 2104:45). For the purpose of this qualitative research only validity will be discussed in detail in this chapter.

4.1.1.6 Validity of the case study design

Validity is perspicuously described by Neuman, (2011:208) as “truthfulness”. It is simply, as further elaborated by Neuman, (2011:208) as, “...how well we measure social reality using our constructs about it...” It can be delineated into three distinct spheres, namely, construct, internal and external.

4.1.1.6.1 Construct validity

Construct validity or the identification of the “...correct operational measures for the concepts being studied” (Yin, 2014: 46), could seem counter to the flexibility for which case studies are often applauded, but that does not have to be the case. It is generally considered, “for measures with multiple indicators and answers the question: if the measure is valid, do the various indicators operate in a consistent manner...” (Neuman, 2011: 213). “In this form of validity, the issue is legitimacy of the application of a given concept or theory to established facts...” (Baxter and Jack, 2010:250). Suryani, (2013:105) added “The credibility of a case study might be obtained through continuously making descriptions and interpretations during the study”. If the researcher can be vigilant in unbiased transparency and add specificity, substantiated by the participants, to the key aspects of the study, subjectivity can be decreased and construct validity increased. This process adds trustworthiness for the reader that the researcher accurately described the phenomenon. It has been discussed that to mediate the potential concerns of construct validity, the researcher may utilise strategies as stressed by Yin, (2014:46) such as using multiple sources of evidence, establishing a chain of evidence, and having the draft case study reviewed by participants prior to finalisation. Although these strategies to increase construct validity are vital if objective observations are to be made, this study is attempted to present a subjective view. Marshall and Rossman, (2010:106) clarified, “...when the researcher is using in depth interviews as the sole way of gathering data, it is through the conceptual framework and its purpose to uncover and describe the participant’s perspective on events, that is, the subjective view, is what matters...” To that end, the conceptual framework of Bronfenbrenner’s EST was utilised, but not in isolation. Connelly, (2016:492) also emphasised the subjective with regards to the concept of validity, or in their term of choice, rigour. They declared rigorous qualitative work engages in activities that would assist in giving priority to the meanings of participants over those which are the researcher’s own. Therefore, efforts taken to manage issues

of reactivity and bias can help education researchers to describe qualitative data in a way that is credible. (Connelly, 2016:492).

This credibility can be described as trustworthiness. Connelly, (2016:493) further stated that, "Trustworthiness is established when findings as closely as possible reflect the meanings as described by the participants," To this end of creating trustworthiness, Hancock and Algozzine, (2011:71) suggested five strategies to be utilised when confirming case study findings. Of these, three were employed in this study. First; the researcher harnessed the "...most powerful strategy to confirm a report's findings..." (Hancock and Algozzine, 2011:71). The results of each interview, in the form of a typed transcription, were presented to the interviewee for review and clarification regarding both literal and emotional accuracy. Hancock and Algozzine, (2011:71) stressed, "The goal of gaining feedback from those studied is to gather their perceptions of the plausibility of the findings based on the information that the participants themselves provided..." A second strategy, as outlined by Hancock and Algozzine, (2011:71) was also harnessed. They supported that "...the researcher's articulation of personal biases combined with an explanation of how the researcher prevented these biases from influencing the research process and findings lessens the likelihood that the researcher will be accused of producing contrived findings..." (Hancock and Algozzine, 2011:71) thus bolstering the validity of the study.

4.1.1.6.2 Internal validity

Baxter and Jack, (2010:250) maintained, "Internal validity concerns the validity of the postulated relationships among the concepts", while Neuman, (2011:292) posited, "Internal validity occurs when the independent variable, and nothing else, influences the dependent variable". With regards to case studies, Yin, (2014:46) outlined two points to be considered when reflecting on internal validity: the potential for the incorrect identification of a causal relationship and the tendency for the researcher to make inferences regarding unobserved relationships between variables, events, or occurrences. Succinctly, "...the main problem of internal validity as a criterion in qualitative research is that it is often not open to scrutiny..." (Baxter and Jack 2010:250).

These concerns can be remedied by the use of pattern matching and logic models during the data analysis phase, as well as explanation building and rival theory

explanations during the synthesis of findings (Yin, 2014:47). For this study, internal validity, or as discussed previously, trustworthiness, was bolstered by the minimisation of researcher bias and the faithful representation of the participant's perception of the management of parental involvement by the principal and the SMT. In addition, the utilisation of member checking at each stage of the interview process also ensured that the perceptions of the participants were expressed in an accurate and truthful manner.

4.1.1.6.3 External validity

External validity relates to, "The problem of knowing whether a study's findings are generalisable beyond the immediate study" (Yin, 2014:48). In case studies, as previously purported, this would be defined as analytic generalisation by Yin, (2014:48) and focus on the relationship of the study's findings within a theoretical framework. The enhancement of external validity stems from the research design, such as the use of theoretical underpinnings in single-case studies and replication logic in multiple-case studies. Harrison, Birks, Franklin and Mills, (2017:18) suggested that "Generalisations about a case or a few cases in a particular situation might not be thought of as generalisations and may need some label such as petite generalisations, but they are generalisations that regularly occur all the way in a case study" He also described the presence of naturalistic generalisations. These are described as "...conclusions arrived at through personal engagement in life's affairs or by vicarious experience so well constructed that the person feels as if it happened to themselves . . ." (Harrison, Birks, Franklin and Mills, 2017:18). Harrison, Birks, Franklin and Mills, (2017:18) also clarified, however, that as researchers "...we do not choose case study design to optimise production of generalisations. More traditional comparative and correlational studies do this better, but valid modification of generalisation can occur in case study..." Perhaps, as astutely inferred by Harrison, Birks, Franklin and Mills, (2017:18), "...the real business of case study is particularisation, not generalisation." There is emphasis on uniqueness, and that implies knowledge of others that the case is different from, but the first emphasis is on understanding the case itself. This approach is "...centred on a more intuitive, empirically-grounded generalisation and is based on the harmonious relationship between the reader's experience and the case study itself..." (Harrison, Birks, Franklin and Mills 2017:18). Harrison, Birks, Franklin and Mills, (2017:18) believed that, "...the data gathered by case studies would often

resonate experientially with a broad cross section of readers, thereby facilitating a greater understanding of the phenomenon...”

4.1.1.7 Relevance of an exploratory case study

Case study design is relevant for exploratory research situations where the research question is in the form of “what” or “how” while taking into consideration how a phenomenon was affected by the context within which it was situated (Bryman, 2012:20). In addition the data collected in this type of a case study is normally a great deal richer and of greater depth than could be found through other types of case studies. The researcher did not have control of the behavioural events being observed (Yin, 2014:10). The research question for this study is: What are the processes and specific steps taken by the principal and the SMT to ensure that there is an effective management of parental involvement in primary schools in townships southwest of Johannesburg, Gauteng? Its focus on the discovery of potential management strategies instead of deeper analysis of known strategies differentiates the appropriateness of an exploratory case study versus an explanatory case study (Yin, 2014:10). It is the researcher’s belief that the distinguishing of factors affecting parents’ involvement in the formal education of their children will identify research questions regarding the formulation of these factors for future research. Potential research questions arising from this exploratory research, it was determined, would best be answered with why questions in future studies and be more appropriate for the explanatory case study model. Yin’s (2011:52) description of an exploratory case study being used to “...explore those situations in which the intervention being evaluated has no clear, single set of outcomes...” (as cited in Bryman, (2012:20) seems to substantiate this type as apropos for this study. Further research demonstrates that the case study approach, which this study incorporated, has been advocated for its use with a specific population – the parents in the southwestern townships of Johannesburg. A case study has the ability to focus on a contemporary phenomenon when relationship between context and phenomenon are not clearly evident (Yin, 2011:52). “The use of case study to probe an area of interest in depth is particularly appropriate...” (Bryman, 2012:20). “It is not intended as a study for an entire **organisation**. Rather it is intended to focus on a particular issue, feature, or unit of analysis...” (Bryman, 2012:20) and elaborated further by Hancock and Algozzine (2011:10) as, “An intensive analysis and descriptions of a single unit or system

bounded by time and space” For this research, case study design methodology was selected for precisely this reason. It was intended to be: an intensive analysis and description of a single unit (the management of parental involvement by the principal and the SMT, bounded not by time and space but instead by definition and context. This case study was exploratory in type to both generate research topics for future explanatory research as well as add to the current knowledge base regarding the phenomenon.

4.1.1.8 Limitations of a case study design

Like any typical exploratory case study, (Yin, 2011:52), this study has some limitations that can impact and influence the interpretation of the findings from the research. Since this study involved a small sample of participants, the generalisability and application to practise may not be possible to other settings. Future studies with a larger sample of participants in different contexts and learning settings could be important to mitigate the shortcomings and help reduce the limitations and increase the credibility of the findings of the study. In addition more rigorous studies with other designs to examine the impact of the lack of effective management of parental involvement in the performance of learners across the grades were necessary to validate what was found in the study.

4.1.2 Research paradigm

The study was founded on the interpretive paradigm. Babe, (2016:64) referred to a paradigm as, “A model or framework for observation and understanding, which shapes both what we see and how we see it”. It provides a comprehensive basis for the exploration of a particular concept. According to Woolfall, (2010:48) a research paradigm is, “A perspective about the research held by a community of researchers based on a set of shared assumptions, concepts, values and practices”. Woolfall (2010:48) indicated that, “Paradigms serve as the lens or organising principles by which reality is interpreted and refers to the four research paradigms: positivism, post-positivism, critical theory and constructivism”. However, critical theory and constructivism can be traced back to interpretivism (Woolfall, 2010:58).

According to Woolfall, (2010:59) “Interpretive studies generally attempt to understand phenomena through the meanings that people assign to them”. For the purpose of this research, selected opinions from participants were very important to enable the

researcher to explore the roles and functions of the principal and the SMT, especially with regard to the implementation and management of parental involvement in primary schools in the townships southwest of Johannesburg. It was very important for the researcher to engage with the participants in order to interpret the world as perceived and experienced by them. The interaction between the researcher and the participants enabled the researcher to construct reality based on the implementation and management of parental involvement by the principal and the SMT in the school. Therefore, interpretive paradigm formed the basis of this study.

4.1.3 Research approach

A qualitative approach was used in this study. Qualitative research is a way to acquire knowledge for many disciplines. Indeed qualitative research is a process of knowledge inquiry that has been accepted in the academic and non-academic world (Connelly, 2016:494). The nature of qualitative research is profoundly distinctive in its inquiry method which is based on words and texts instead of numbers and figures (sandelowski, 2015:92). This situation has created a scepticism that qualitative research is easy, just a conversation called interview, easy to analyse what has been said in the interview without having to worry about numbers.

The researcher and qualitative research are not separable. The researcher involves in the research as researcher, participant, analyst and quality controller. Therefore, qualitative researchers should possess competent research skills such as data collection skills, data analysis skills, writing skills, reflectivity skills and fast worker. It explains the reality of context with convincing power writing (Joseph, Frendt and point, 2018:40).

Qualitative research provides alternative approach in the inquiry of knowledge which emphasises on contextual understanding of reality instead of generalisation. Amankwaa, (2016:128) contended that the understanding of reality requires credibility and trustworthiness. In this approach of inquiry, any structure or system that could satisfy the logical reasoning is accepted as credible inquiry. Indeed, Connelly, (2016:494) emphasised that the use of words and text in describing, analysing and synthesising the reality require credibility and trustworthiness.

A qualitative research approach was adopted by the researcher on the basis that a provision for rich description and detail was made concerning the topic under

investigation. Rock, Coventry, Morgan and Loi, (2016:127) posited that, “Through the qualitative approach researchers obtained insight and in-depth views from the participants concerning a complicated educational issue and it provided participants enough space to voice and expresses their feelings, opinions and perceptions regarding the topic under investigation”. Leedy, (2012:106) stated that, “The researchers who aim at discovering and exploring issues to build theory rather than testing it are assisted by qualitative research”.

Qualitative data is therefore defined as empirical information about the world, not in the form of numbers (Punch, 2014:87; Springer, 2010:20), and qualitative researchers therefore use words to describe what they have observed empirically. Given the nature of the problem under investigation, the researcher decided to follow the qualitative approach to explore the life-worlds of the participants by conducting in-depth interviews with principals, teachers and parents serving in school governing bodies (SGBs) in selected primary schools located in southwestern townships. In this chapter, a rationale for the use of qualitative research will be provided and the choice of data collection methods outlined. The procedure includes the criteria for selecting the research sites and participants, data analysis, validity, credibility and trustworthiness. The qualitative paradigm stems from an anti-positivist, interpretive approach which is idiographic and thus holistic in nature, and aims mainly at understanding social life and the meaning people attach to everyday life (De Vos et al., 2011:74). In its broadest sense it refers to research that elicits participants’ accounts of meaning, experiences or perceptions. It elicits descriptive data in the participants’ own written or spoken words. The qualitative researcher is, therefore, concerned with understanding rather than explanation; naturalistic observation rather than controlled measurements; and subjective exploration of reality from the perspective of an insider rather than the outsider perspective predominant in the quantitative paradigm. According to De Vos, (1998, cited in Risimati, 2001:60) the qualitative approach, unlike quantitative research, does not provide the researcher with fixed steps to follow in conducting an empirical research. Qualitative research is holistic, allowing the researcher to study people’s attitudes and aspirations in their natural settings, gaining an overview of the context under study, its logic, its arrangements, and its explicit and implicit rules (Punch, 2014:117). The researcher attempted to gain a first hand, holistic understanding of phenomena of interest by means of a flexible strategy of problem

formulation and data collection, shaped as the investigation proceeds (De Vos et al., 2011:74). **In this study, I followed** a holistic approach as the management of parental involvement was studied against the background of township schools in Gauteng province. In qualitative research, the researcher is an instrument (Risimati, 2001:61), seeking validity through skill, competence and rigour. It is thus necessary to develop an understanding of the skills needed to work with people with a view to gathering data. Punch, (2014:117) wrote that relatively little standardised instrumentation is used at the outset, but the researcher attempts to capture data on the perceptions of local actors from the inside, through a process of deep attentiveness, empathetic understanding and suspending or bracketing preconceptions about the topics under discussion. In this study, the researcher was instrumental in thorough preparation as well as having acquired skills in interpersonal relations and the mastery of data collection and analysis techniques. He also conducted an extensive review of relevant literature on the topic.

De Vos et al., (2011:75) wrote that, “Participants’ natural language is used in order to come to a genuine understanding of their world”. Analysis mostly carried out in the medium of language (Punch, 2014:118), the component words can be assembled, sub-clustered and broken into semiotic segments, then organised to permit the researcher to contrast, compare and bestow patterns on them. Qualitative research produces descriptive data in the participants’ own written or spoken words (De Vos et al., 2011:74), as detailed, thick description, using direct quotations to capture personal perspectives and experiences (Risimati, 2001:62). This researcher left no word unattended as all were regarded as having the potential to help unravel a particular reality essential in addressing the problem being investigated. The inductive method is a kind of reasoning which proceeds from the specific to the general, and relies on experience as a source of knowledge (Springer, 2010:6). It is appealing because the starting point consists of observations rather than assumptions or traditional ideas and the knowledge acquired can extend far beyond prior knowledge. The researcher sought to understand the actions of those involved in the management of township primary schools.

4.2 Population of the study

The primary schools that are situated in the townships southwest of Johannesburg formed the population of the study. From the population of the primary schools in Soweto, a sample of six schools that took part in the study was selected from the JNED, as per demarcations by the GDE.

Table 4.1 Underperforming primary schools

PRIMARY SCHOOLS	PERIOD OF TIME AND PERCENTAGE OBTAINED		
	2013	2014	2015
ATAMELANG PRIMARY SCHOOL	43	40	47
BAFIKILE PRIMARY SCHOOL	40	43	49
BAGOMARA PRIMARY SCHOOL	45	40	52
BAPEDI PRIMARY SCHOOL	51	49	55
FUNDANI PRIMARY SCHOOL	50	53	55
GAZANKULU PRIMARY SCHOOL	53	56	56
BASANI PRIMARY SCHOOL	55	57	56
GIYANI PRIMARY SCHOOL	56	55	59
HLANGANANI PRIMARY SCHOOL	58	56	60
BATSOGILE PRIMARY SCHOOL	53	55	57
IGUGU PRIMARY SCHOOL	54	53	56
BELLE PRIMARY SCHOOL	48	50	54
KHAUHELO PRIMARY SCHOOL	54	57	59
BOEPAKITSO PRIMARY SCHOOL	50	48	54
LEIHLO PRIMARY SCHOOL	55	54	59
MANGWELE PRIMARY SCHOOL	56	58	61

BOYIKHANYO PRIMARY SCHOOL	59	56	58
BONAMELO PRIMARY SCHOOL	58	56	59
MOHATO PRIMARY SCHOOL	54	56	59
BOPANANG PRIMARY SCHOOL	58	56	58
PIMVILLE PRIMARY SCHOOL	39	41	40
LULAMA PRIMARY SCHOOL	40	38	42
KHANDUBUHLE PRIMARY SCHOOL	42	43	41
THEMBU PRIMARY SCHOOL	39	45	44
SAINT PETER PRIMARY SCHOOL	40	42	44

4.2.1 Sample selection

The sample of the study was selected from the population of primary schools in JNED. Six primary schools with similar characteristics took part in the study and were all in the same district, as per demarcations by the GDE. Five of the schools were in very close proximity to each other except for one which was further adrift and had similar characteristics with the rest of the sampled schools.

Table 4.2 Performance of sample primary schools

PRIMARY SCHOOLS	PERIOD OF TIME AND PERCENTAGE OBTAINED		
	2013	2014	2015
LULAMA PRIMARY SCHOOL	58	56	58
PIMVILLE PRIMARY SCHOOL	39	41	40
BOPANANG PRIMARY SCHOOL	40	38	42
KHANDUBUHLE PRIMARY SCHOOL	42	43	41
THEMBU PRIMARY SCHOOL	39	45	44
SAINT PETER PRIMARY SCHOOL	40	42	44

The participants were selected from the sample of six primary schools in Soweto. The participants comprised six principals, one from each of the six selected primary schools, thirty-six educators, six from each of the six selected primary schools and thirty-six SGB parents, six from each of the communities where the selected schools were located in the townships southwest of Johannesburg. The principals were chosen based on the fact that the schools were managed by them and had interacted with the parents over various issues. The other reason could be that the principals had meaningful information on the concept of parental involvement in school activities and how effectively the parental involvement programmes could be managed for the benefit of the child. A total of seventy-eight participants were interviewed during the course of the study. A sampling process was used to determine the number of participants.

The selection of the six township primary schools that formed part of the study used purposeful sampling. Plano Clark and Creswell, (2010:253) described purposeful sampling as, “The intentional selection of research participants by the researcher in order to learn more about or to better understand a central phenomenon”. Wallingman, (2016:66) stated that, “In purposeful sampling the population under investigation represented the researcher’s beliefs.” The participants were selected because they shared certain characteristics that were aligned to the study. Babbie, (2016:179) further defined purposeful sampling as, “That non-probability sampling where the researcher’s judgment determines which units to be observed and which ones will be the most useful”. In this, the schools that took part had similarities on their socio-economic status and close to each other for convenience purposes during the course of the study.

I selected the sample from the population of township primary schools that are located southwest of Johannesburg in Gauteng province.

4.3 Data production

I used the most suitable and relevant data production and gathering instruments during the course of the research. De Vos (2011), (in Risimati, 2001:64) maintained that qualitative researchers employ a wide range of strategies in their effort to understand the phenomenon being studied, depending on the purpose, nature of research

questions as well as skills available for the researcher. Each strategy has its own perspective and methods of data production. Based upon the nature of the problem to be investigated, I employed participant observation, in-depth and focus group interviews. The interviews were done with principals, educators as well as members of the SGBs. Literature study was also conducted to gather more information on the concept of parental involvement. The use of relevant instruments enabled the researcher to obtain meaningful findings from the study. The discussion based on the data production instruments that were used during the course of the study follows below.

4.3.1 Interviews

During the process of producing and gathering data, I used open-ended, standardised and semi-structured interviews to construct data during the study. The interviews were standardised for the purposes of consistency. The standardisation of the interviews imply that, for example, all the six principals that were interviewed were asked similar questions even though their interviews took place at different times and in different environments. (Lofland and Lofland, 2005:89)

I conducted the face-to-face individual interviews with the principals of the six selected township primary schools. Face-to-face interviews are associated with the improvement between the researcher and the participants of the contact time and this enabled the researcher to establish a relationship with the participants in order to get relevant and comprehensive information regarding the study. (Lofland and Lofland, 2005:89) There are advantages of these individual interviews. Creswell, (2014:148) stated that, "A detailed understanding of a person's opinion and experiences is provided through the interviews. Lofland and Lofland, (2005:89) stated that, "the face-to-face interviews are best conducted to the participant individually". The semi-structured interviews that were used in this study could be categorised as "in-depth" The interview guide was used during the course of the interviews. The participants were asked similar questions although the follow up questions depended on on the participants` responses. The follow-up questions were characteristic of the "in-depth" interviews since the clarification of interviewees' answers were required (Bryman, 2016:52). The key questions that were asked during the interview process were contained in the interview guides. On that time when the individual interviews and the

focus group interviews were conducted, I avoided revealing my opinions about a particular issue and had to carefully listen to the views of the participants. According to Patton, (2015:49), "The key to be a good interviewer is to be a good listener and a good questioner as well".

I, through the use of individual interviews, explored relevant aspects pertaining to parental involvement and its management extensively, with the result those new insights had yielded which informed the key findings as well as the recommendations of the study. A total of six principal interviews were conducted during the course of the study. Each of these interviews was conducted in each school where the principals were stationed. I made arrangements with the principals to conduct the interviews after school hours. A proper site in the school with a conducive environment for the interview was located. A total of forty-five (45) minutes to (one) 1 hour was spent on a single interview with the principal.

4.3.2 Focus Group Discussions (FGD)

I used the focus group interviews to interview educators and parents. According to Woolfall, (2010:90), "A distinction exists between the group interviews and focus group interviews". Patton, (2015: 49) stated that, "An interview with a small group of people on a specific topic is called a focus group interview". Focus group interviews make it easy to collect some of the information that could be difficult to collect using other research methods, (Flick, 2019:132). The members of each focus group from each of these selected township primary schools had similar characteristics in that they had a background of life in the townships southwest of Johannesburg in Gauteng province. Six educators in each school formed their focus group and six parents in each school also formed their own focus group. A total of six focus groups for the educators as well as six focus groups for the parents were formed during the study. Same questions were asked to the educators across the six focus groups and the parents were also asked the same questions across the six focus groups. Suitable sites were located in these schools where the focus group interviews took place in a conducive environment for both educators and parents. The researcher and the participants agreed to conduct the interviews after school hours. A total of an hour was spent on each focus group interview. The interview questions for both the face-to-face and focus group interviews

were in English and no translations were made since the parents that were selected to take part in the study could speak in English.

4.3.3 Document review

Document analysis is a systematic procedure for reviewing or evaluating documents- both printed and electronic (computer based and internet-transmitted) materials. Like other analytical methods in qualitative research, document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding and develop empirical knowledge (Corbin and Strauss, 2014:201). Documents contain text (words) and images that have been recorded without the researcher`s intentions. Documents that may be used for systematic evaluation as part of a study take a variety of forms. They include advertisements, agendas, attendance registers and minutes of meetings, manuals, background papers, books and brochures, diaries and journals, event programme, letters and memoranda as well as maps and charts, to mention a few (Corbin and Strauss, 2014:201).

The analytic procedure entails findings, selecting, appraising (making sense of), and synthesising data contained in the documents (Corbin and Strauss, 2014:201). Document analysis yield quotations, or entail entire passages that are organised into major theses, categories and case examples specifically through content analysis (Corbin and Strauss, 2014:201).

According to Leedy, (2012:201), document analysis is, “The examination of documents systematic on a particular organisation for the purposes of identifying patterns or themes”.

The following documents were reviewed for the purposes of data production: the minute books, attendance registers, and school policies on the management of parental involvement as well as the information books that were available in the school. The major reason for the review of these documents was to examine the levels at which parental involvement was being managed by the principal and the SMT.

4.3.4 Observations

The term “observation” is defined by Marshall and Rossman (2010:109) as, “The description of behaviour and artifacts in the social setting chosen for study systematically”. The use of participant observation helped to fully examine the

management of parental involvement by the principal and the SMT in township schools southwest of Johannesburg. According to DeWalt and Billie, (2011:36), “A method in which a researcher takes part in the daily activities, rituals, interactions and events of a group of people as one of the means of learning the explicit and tacit aspects of their life routine and their cultures is called participant observation.”

As part of the observations, the events that were organised by the schools such as meetings and prize-giving ceremonies were attended by me in an attempt to examine how parents were being handled by the SMT during school-organised activities. I, as a result of the interactions with the parents, managed to evaluate the manner in which parents were being handled when they attended to the school events.

4.4 Analysis of data

The data analysis involved the interpretation of events and responses that were given by the participants during the interview process. MacMillan and Schumacher, (2010:109) stated that, “Qualitative data analysis is viewed primarily as an inductive process of arranging data into different categories and identifying patterns and similarities among them.” Gay, Mills and Airasian, (2018:76), on the other hand, stated that data analysis is, “The researcher’s attempt to summarise the collected data in a dependable and accurate manner”. In data analysis, the meanings of the views of the participants in terms of categories are assigned meaning.

Corbin and Strauss, (2014:223) stated that, “The implication of data analysis lies with the researcher’s understanding of events as related by participants, re-organisation of information to interpret it meaningfully”. Thematic analysis was in the study. Based on the thematic analysis, Boyatzis (1998:89) said that “It involves searching through data in order to determine repeating patterns since it is flexible and allows for a wide range of analytic options” (Chenail, 2011:150). According to Kalichman, (2016: 95), data analysis is defined as “The process of systematically applying statistical and/or logical techniques to describe and illustrate, condense, recap and evaluate the given data”. Kalichman, (2016:76) stated that, “There are several procedures that provide inductive inferences from the data. Those inductive inferences distinguish the phenomena of interest from the statistical fluctuations present in the data”. The interviews that were conducted, documents that were reviewed as well as the observations that were made from the sample formed the basis for data analysis.

4.4.1 Organisation of data

According to McMillan et al., (2010:369), “To enhance effective coding, the data was organised into workable units to ensure effective coding”. The first step in data analysis is data organisation away from the site. The process of data analysis according to De Vos et al., (2011:79), “began with an inventory of what the researcher had gathered”. The five sources according to McMillan et al., (2010:369) that helped in data organisation are: “the research question, the research instrument, such as an interview guide, themes, concepts, and categories that are used by other researchers, prior knowledge of the researcher or personal experience and finally the data itself”.

4.4.2 Transcription of data

The data that was generated during the course of the study formed part of the notes that were captured during the interview as well as the observation times. During the data transcription process, the important information was captured in the form of notes that were converted for the purposes of data analysis. Brief summaries were very effective for field and interview notes since if need be, one could expand them for other purposes. (McMillan et al., 2010: 370).

4.4.3 Coding of data

The process of assigning code to the pieces of data is called coding and the examples of codes are names and tags. According to Punch, (2014:176), “Small or large chunks of data could be formed from these pieces”. Part of these pieces are formed by the individual words. McMillan et al. (2010:371) stated that, “The identification of small pieces of data that stand alone forms the first step in data coding.” The segments of data in this case divided the dataset in such a way that it was so comprehensible that it contained one idea, episode, or piece of relevant information. A name or a phrase that is used to provide meaning to the segment is called a code and can be an activity, quotation, relationship, context, participant perspective, event, process, action or idea. The labels that used the participants’ wording are called vivo codes. According to qualitative research, there are three types of data, namely open coding, axial coding and selective coding.

4.4.3.1 Open coding

Springer, (2010:384) stated that, “when a researcher writes notes on the interviews or observation schedules is called open coding and the written notes are about comments of participants on the transcripts.” The first level of conceptual analysis comprises open coding, as the analysis begins by breaking it open. The fundamental objective in this case would be to conceptualise the data as well as opening up the theoretical possibilities, according to Punch (2014: 83,185).

4.4.3.2 Axial coding

In axial coding, there is an interrelationship of categories where the main categories that emerge from open coding are interconnected. The researcher in this study made use of theoretical codes also known as the coding paradigm. (Punch, 2014:186). According to McMillan et al., (2010:376-377), “The process of forming categories or themes as entities consisting of grouped codes is called axial coding.” The codes that are combined can get their meaning from a single category that represents major ideas that describe the meaning of same coded data. The use of codes can be confined to one category but can be used in more than one. The same codes are put together to form the category.

4.4.3.3 Selective coding

McMillan et al., (2010:343) stated that, “a process of identifying the core category, systematically relating it to other categories is called selective coding which validates those relationships and filling in categories that need further refinement and development.”

4.4.4 Interview data analysis

The transcripts were read during the data analysis process and the notes captured. The transcribed data were coded into categories. Several important codes were brought together from the categories. The process of combining the important codes followed as the additional impressions of raw data obtained during data production were clustered together to form themes. These themes were determined during the time when interview questions were being constructed. The themes that were formed were further scrutinised and those without value were left out and the important themes formed part of the study.

4.4.5 Document review data analysis

The data obtained from the participants through the methods of producing data was analysed. Through the use of these documents, I managed to examine the levels of the management of parental involvement especially in township primary schools southwest of Johannesburg. After carefully reading all the relevant documents and obtaining the required information from those documents, the coding process was started by the researcher. The system of organising materials into chunks before bringing meaning to the chunks is called the coding process. All the codes were examined by the researcher as he took notes and during the process only the important codes were considered after dropping all the codes that were deemed useless and could not contribute any useful information towards the study. The next step was the creation of the categories or themes which were of different types and created from only the important codes. The themes at this point were labelled according to their connectedness and the findings of the study were generated from these very important themes.

4.4.6 Observational data analysis

The data for analysis were prepared and organised by the researcher. The sorting and arrangement of data was the next step where the data from the same sources were clustered together. Having read all the data, I then deduced the meaning.

4.5 Interpretation of data

According to Punch, (2014:179), “The step that follows or occurs concurrently with ‘memoing’, is the interpretation of qualitative data which is followed logically by the research findings. The new patterns result from the deeper concepts than the coding has so far produced. Qualitative research generalises the statements about how categories relate to one another through the discovery of the patterns in the data. According to McMillan et al., (2010:379) “The relationship among categories is called a pattern”.

4.6 Validity, credibility and trustworthiness

The section below discusses the issues of validity, credibility and trustworthiness.

4.6.1 Validity

The interpretation of the research findings with confidence requires validation of the research. The validation process involves the simultaneous application of two concepts which are the extent of the relevance of the research findings as well as the generalisation to the population of these findings. According to McMillan et al., (2010:330), "In qualitative research validity refers to the degree of congruence between the explanations of the phenomena and the realities of the world." Qualitative designs validation is the degree to whether or not the interpretations between the participants and the researcher have mutual meanings. An agreement has to be reached between the researcher and participants on the meaning, description and composition of events. Validity has to be incorporated into the research design and data collection as it pertains to the trustworthiness of the research. Validity is perspicuously described by Neuman, (2011:208) as "truthfulness". It is simply, as further elaborated by Neuman, (2011:208) as "... how well we measure social reality using our constructs about it ...". It can be delineated into three distinct spheres: construct, internal and external. Punch, (2014:177) stated that internal validity refers to, "The consistency and internal logic of the research based on the reality of isomorphism of findings, for example, the extent of the faithful representation and reflection of what has been studied." Validity uses two criteria. The consistency of the research is assessed on the first criterion, that is, to find out the coherence and consistency of the parts that are fitted together. The development of propositions is assessed on the second. The degree to which the participants ascribe a mutual meaning to concepts and the interpretations of the research refers to internal validity Neuman (2011:208). The concern of internal validity is how consistent the study is and the kinds of threats that are likely to affect the study and also the strategies to overcome those threats (Punch, 2014:316). Neuman, (2011:208) posits that, "Continual analyses, comparison and corroborations are some of the strategies that can be used to increase internal validity in the study." The interviews were conducted in English because the townships where the study was conducted are dominated by parents of different ethnic groups who communicate with one another in school meetings through the medium of instruction.

The generalisation of the conclusions of the case study to similar situations and cases are referred to as external validity (Yin, 2014:48). To ensure that meaningful

information is applied to the population of the study, the study had to be validated (Yin, 2014:48). McMillan et al., (2010:330-331) asserted that, "A combination of strategies to improve validity were used by qualitative researchers although seven of the strategies were proved to be the most effective".

De Vos, (2011:346-347) concluded that four alternative constructs to validity and reliability which are also components of trustworthiness reflect the assumptions of qualitative research more accurately. These include credibility, transferability, dependability and conformability and each will be discussed in this section within the context of the study.

4.6.2 Trustworthiness

Trustworthiness or rigour of a study refers to the degree of confidence in data, interpretation and methods used to ensure the quality of a study (Polit and Beck, 2014:93). In each study researchers should establish protocols and procedures necessary for a study to be considered worthy of consideration by the readers (Amankwaa, 2016:122) Although most experts agree trustworthiness is necessary, debates have been waged in the literature as to what constitutes trustworthiness (Leung, 2015:324). Nickasch, Marnocha, Grebe, Scheelk and Kuehl, (2016:419) addressed trustworthiness in a number of ways. Trustworthiness or truth value of qualitative research and transparency of the conduct of the study are crucial to the usefulness and integrity of the findings (Cope, 2014:90). In this section the components of trustworthiness in qualitative research are discussed below:

4.6.2.1 Credibility

As alternative to internal validity, the parameters of a qualitative study need to be described accurately to ensure such a study's credibility. With reference to this study, the discussion of the research questions, and objectives, the literature study and the research design will all be aimed at exploring in the school set up how parental involvement is being managed by SMTs. Credibility explains the reality of contexts with convincing power writing (Joseph, Fendt and Point, 2018:107). Reality has been thoroughly examined with triangulation method to assure the narratives are credible (Sandelowski, 2015:89), valid (Sousa, 2014:213), trustworthy feedback from the participants (Thomas, 2017:27) with protocols (Amankwaa, 2016, Connelly, 2016:493) and through checks (Levitt et al, 2018:26). The dynamism of inquiry within interpretive manner (Thorne, 2016:73), coupled with narrative in stories (Kammerlander et al,

2015:330) that obtained through sharing and learning (Konopaski, Jack and Hamilton, 2015:350). Qualitative research provides alternative approach in the inquiry of knowledge which empasises on contextual understanding of reality instead of generalisation. Amankwaa, (2016:122) contended that the understanding of reality requires credibility and trustworthiness.

4.6.3 Reflexivity

The rigorous examination of one's personal and theoretical commitments find expression in the concept of reflexivity. Reflexivity in line with the qualitative approach deals with, among other things, the generalisation of the data, the problem of the research, the development of some specific interpretations and also the framing of the research problem (McMillan et al.2010:332).

4.7 Ethical considerations

In every study, authors are required to report on ethical considerations of their research (Connelly, 2014:58). Most readers determine if the study was approved by a review board and if there was participant content. Readers should these two important issues but they also should be aware of other ethical considerations when reviewing a research article. In this section an overview of the ethical considerations was given.

All the researchers in the conduct of their research have to adhere to legal codes, and conformity to ethical guidelines is also required- (Lockmiller, 2017:79). Humans, as objects in the study, are dealt with in social sciences. Some of the problems that emanate in the social sciences cannot be relevant in the pure clinical laboratory settings of the natural sciences. De Vos et al., (2011:80) stated that, "The complexity of the ethical issues means that data should not be obtained at the expense of human beings." The principle of informed consent was observed by the researcher through the application to the GDE to conduct research in the specified township primary schools southwest of Johannesburg. The researcher and all the potential participants discussed the aims of the research as well as the risks that may be associated with the research as well as solutions where applicable. The mandate was given to the participants to withdraw from the research should they feel uncomfortable. (De Vos et al., 2011:80). A consent form was signed by all the participants who took part in the study.

The principles of privacy, anonymity and confidentiality were carefully handled by the researcher through the discussions with the participants before the data collection process. The confidentiality of everything that was discussed between the researcher and the participants was maintained and on request the participants were given the findings of the study in written form. No real names of the participants appear in the report or any other research documents.

All the participants were guaranteed safety and protection from all forms of abuse during the course of the research. The diagnostic endeavours were conducted in the form of debriefing interviews that were conducted immediately after an interview session. These kinds of interviews were meant to pick up the negativity that the participants could have come across during the course of the study. According to (De Vos et al., 2011:81; McMillan et al., 2010:119). De Vos et al., (2011:82), giving a reference to the 'deception of subjects', posit that, "In order to make another person believe what is not true, facts are deliberately being misrepresented as a violation of the respect each person is entitled to." As means to motivate the subjects that could have second thoughts about participating in the study, correct information was offered. The researcher will consider how open the research process could be, and is aware that deception can prove to be counter-productive in the long run as well as unethical.

4.8 Conclusion

The chapter captured the overview of the research design and methodology employed in the study. The data collection process comprised the semi-structured individual interviews as well as the semi-structured focus group interviews. The discussion of the qualitative data analysis in this chapter includes the various facets of analysis such as data memoing, coding and organisation, interpretation as well as categorisation.

The discussion of the findings derived from the data **produced** and analysed follows in the next chapter.

CHAPTER 5

FINDINGS OF DATA GATHERED

5.1 Introduction

In this chapter, the study is contextualised and the major findings of the research are discussed. The contexts where the research took place include the sites, together with the larger communities, the participants that are made of the principals, educators as well as the SGB parents, are described. The background and description of the documents that were analysed as a way of data production are given. The documents include the minute books, attendance registers, policy on the management of parental involvement, school journals as well as information books that were available in the school office during my visits.

The major aim of the study was to investigate the management of parental involvement activities by the SMTs in government primary schools in general and townships southwest of Johannesburg and Soweto in particular. This, among other things, was done by tracing the developments that gave birth to the concept of parental involvement in the US, UK and RSA. In the process, the perceptions of the participants which were believed to be the representative of the experiences on the ground were benchmarked against the literature reviewed on the concept of parental involvement with the intention of comparing the findings with the literature.

The gap that was established between the perceptions of the participants and the findings in the literature on the concept of the management of parental involvement forms the foundation on which future education planners should consider in the development of education and the establishment of effective teaching and learning in the classroom. Thus, if effective teaching and learning are to be realised in a didactic milieu, non-profit organisations (NPOs) such as schools need to have principals, educators and SGBs who possess the appropriate and adequate knowledge of the concept of parental involvement as well as its management,.

The assumption was that an achieved genuine partnership between the school and the community would mean that the service delivery of the educative process in public schools would improve as well. In this category, schools are compelled to be accountable to all the stakeholders in their communities and the parent ministry. The

institutions, through this collective approach, would be better managed. Parents on the other hand demand value for their money from the educational package on offer. Education managers, however, endeavour to offer the learners the best they could in a situation where resources are very scarce (chapter 2 and chapter 3). As a move to achieve their goal as part of their turnaround strategies, they need to adopt an approach that would improve the partnership between the school and the community. In that way, Victor, (2010:86) stated that, "Schools will be engaged in a cycle of continuous improvement by establishing a system of innovative management". Against this background, the qualitative data collected through interviews used in this thesis (chapter 4) under the identified themes is presented. The biographic information concerning the participants is provided below as it places the data obtained from them in a particular context.

5.2 Sample size

The sample size indicates the number of people selected to participate in a research study (Faber and Fonseca, 2014:27). In a research study, samples should not be small and, contrary to what one might think, should not be excessive (Faber and Fonseca, 2014:27). According to Faber and Fonseca, (2014:27), "Too small a sample may prevent the findings from being extrapolated whereas the use of a large number can also involve more financial and human resources than necessary to obtain the desired findings. An appropriate sample, therefore, renders the research more efficient. Data generated are reliable, resource investment is as limited as possible, while conforming to ethical principles (Faber and Fonseca, 2014:27).

The sample comprises six primary schools that were selected from a population of primary schools in the townships southwest of Johannesburg. The interviews designed were used to gather desired data from the target population. The data sought were of qualitative nature only. The interview guides for the principals, educators and SGB parents comprised seventeen and sixteen questions respectively. In a total of six principals in the study, I managed to successfully interview all of them. I had an appointment with thirty-six educators of which only thirty turned out for the interviews, with six failing to attend despite the researcher's follow-up attempts. Thus, I concluded that the participants who did not turn up for the interviews had directly declined participation although some cited time as a constraint.

Parent representatives in SA public schools were chosen by virtue of having a child enrolled in the school, not by qualification. All the thirty-six parents turned up for the interviews. Despite the shortcomings, I decided to proceed with the analysis of this thesis as the responses from the principals, educators and parents from the six primary schools are considered to be acceptable and a representation of the entire population of the study.

5.3 Contextualising the interactions

This section gives a description of the sites and the participants.

5.3.1 Description of sites

The study was conducted in schools that are geographically located in townships southwest of Johannesburg. Six schools were selected from the JNED, as per the demarcations of the GDE. The six schools are in close proximity to one another as per the research requirements and all have similar characteristics. For the purposes of anonymity, the schools are named using the letters of the alphabet, namely A, B, C, D, E and F. This was done in an attempt to abide by the research ethics.

5.3.1.1 Description of School A

School A is located in very close proximity to schools B, C, D and E and has similar characteristics with the rest of the selected schools. Its infrastructure is not up to standard although there was a computer and a copier in the office of the administration clerk. On the day of my visit to the school, the copier did not have a toner and could not perform daily operations and that negatively impacted effective teaching and learning.

In terms of the level of education of the participants in School A, the principal has a Bachelor of Education degree with seventeen years of teaching experience and four years in the post, and has attended a number of SGB workshops and courses organised by the GDE. The highly educated educator in this school has a Master's degree with fifteen years' experience as an SGB member. The highest educated parent has a Bachelor of Education degree with Science as a major and five years as an SGB member.

5.3.1.2 Description of School B

School B is located in very close proximity to schools A, C, D and E. It also has similar traits with the rest of the schools that took part in the study. Its infrastructure is better than that of school A. It also has better resources that support effective teaching and learning in the classroom. The school has computers and a copier in the office of the administration clerk and the copier, during my visit, had a toner and carried out the day-to-day operations.

In terms of the highest level of education obtained by the participants in this school, a district official who acts as principal has a Master's degree in Education Management. She has twenty years of teaching experience and became a headmaster six years ago. The principal has attended workshops and courses on parents' involvement in the education of their children. The highest qualified educator in School B also holds a Master's degree in Natural Sciences and fifteen years of teaching experience. Two SGB parents have Bachelor of Education degrees with six and three years of teaching experience respectively.

5.3.1.3. Description of School C

School C is also located in close proximity to Schools A, B, D and E which all have similar characteristics as well. The infrastructure is good compared to schools A and B although there are no adequate resources to enhance effective teaching and learning in the classroom. In the office of the administration clerk there was a functional computer and a copier on the day I visited the school.

In terms of the highest level of education of the participants in this school, the principal holds a Bachelor of Education in Science degree with seventeen years of teaching experience and four years as a principal, and attended a number of workshops and courses on parental involvement. The highest qualified educator has a Master's degree in Education Management with sixteen years of teaching experience and has also attended workshops on parental involvement. The highly qualified parent has a Bachelor of Education Honours degree with five years as member of the SGB and has attended several workshops on parental involvement.

5.3.1.4. Description of School D

School D has a geographical location in close proximity to schools A, B, C. and E and also has similar characteristics with the rest of the schools that took part in the study.

New furniture had been delivered to the school by the GDE during my visit. The infrastructure is below the required standard and could have had a negative impact on effective teaching and learning in the classroom. Among other technological gadgets the school has, are a functional computer and a copier that needs service.

The principal has an Honours degree in Education Management with fifteen years of teaching experience as well as two years in the current post. She has attended several workshops and courses on parental involvement. A total of three educators in this school have attained Bachelor of Education degrees and all have four years of teaching experience but only one of them has attended some workshops on parental involvement. The highest qualified parent has a Bachelor of Commerce degree with six years of teaching experience and as an SGB member, having attended several workshops and courses on parental involvement.

5.3.1.5. Description of School E

The location of school E is also within close proximity to schools A, B, C and D and has similar characteristics with the rest of the schools that were selected to participate in the study. During my visit to the school, the school had enough furniture to accommodate their enrolment and there were average resources to support teaching and learning in the classroom. The principal had a computer in her office. In the office of the administration clerk there were two more computers and a new copier. The school had new blocks of classrooms.

In terms of the highest level of education of the participants, the principal has a Master of Education degree in Science with a teaching experience of twenty years, six years as the principal. He has attended several workshops and courses on parental involvement. Four of the educators have Bachelor of Education degrees with their teaching experiences ranging from seven to twelve years. Two have attended some workshops and courses on parental involvement. The highest educated SGB parent has an Advanced Certificate in Education with three years of experience as an SGB member and has not attended any workshops on parental involvement.

5.3.1.6. Description of School F

School F is located at a distance from the other five schools that were selected to take part in the study. Despite its geographical location, the school has similar characteristics with the rest of the schools that participated in the study. There is

evidence of structural improvement by the government as additional classrooms were being constructed in the school to ease the problem of overcrowding in the classrooms as it has a negative impact on effective teaching and learning. Computers, copier, printer and other technological gadgets were delivered to the school during the time of my visit. This is a government initiative to improve the standard of education in township schools.

In terms of the level of education of the participants in this school, the principal has a Master's degree in Education Management with nineteen years of teaching experience and six years as principal. The principal had attended workshops and courses on parental involvement. The highest qualified educators in this school both have Master's degrees with sixteen and twenty years of teaching experience respectively. Both educators have attended the courses and workshops on parental involvement. Two of the parent participants in this school have Bachelor of Education degrees and three years of experience as SGB members. One parent has attended workshops on parental involvement and the other has not.

The Gauteng provincial government has embarked on a massive programme to urgently give attention to all the township schools in the province and to ensure that effective teaching and learning takes place at full capacity. The evidence of the provision of resources to this effect by the government was noted during my visits for interviews and observations. Copiers, computers and other technological gadgets were delivered in some of the schools during the time when data were being gathered in the schools.

5.3.2 Description of participants

This section discusses the participants that took part in the study.

5.3.2.1 Description of SGB parent representatives

Parent representatives in the study are members of the SGB. It was assumed that the SGB members are well acquainted on the affairs of the school and therefore could contribute meaningfully to the topic under investigation. Some teachers were interviewed as SGB parents because they have children learning in the schools and interesting arguments were raised by these parents with regard to how the principal

and the SMT members manage parental involvement in the schools. This is due to the fact that these parents spend most of their time at school. They always observe much in the management of the programmes that take place in the school.

The parents interviewed have the knowledge level ranging from moderate to high. The educators who were interviewed as SGB parents have the highest level of knowledge as they also demonstrated their knowhow. A comprehensive understanding of the concept of parental involvement and its management was fully demonstrated by these parents.

I, in the process of participant selection, ensured that parents who were selected to participate in the study had enough knowledge regarding parental involvement in general and the management of parental involvement in particular, especially in township primary schools southwest of Johannesburg.

Emphasis was not put on gender as the majority of the parents who participated in the study are women. Out of the thirty-six parents who formed part of the study, twenty-six are women and only ten are men. Two of these men come from **School A**, two from **School B**, two from **School C**, two from **School D**, one from **School E** and one man comes from **School F**, which is a bit isolated from the rest of the other five schools. There was a balance in the number of SGB parents in each of the six primary schools that took part in the study.

On the interview days the parents wore a combination of both formal and casual attire as an indication that the parent participants in the study occupy different roles and status in society. A detailed per school description of the SGB parent representatives in the study is given below.

5.3.2.1.1 Description of SGB parent representatives in school A

A total of six parents were selected in **School A** to participate in the study of which four are women and two are men. Their ages range from thirty-eight to fifty-three years and four of them are married while two are single.

In terms of the level of education of the SGB parents in this school, one parent has a Bachelor of Education degree, another a diploma in education and the remaining four parents have Grade 12 (matric). Two of the parents in this school are teachers, an

electrician, a mechanic and the two remaining parents earn their living through street vending. The parents' experience as SGB members of this school ranges from two to five years, and two parents have attended workshops on parental involvement and four of them have not.

Table 5.1 below summarises the characteristics of parent representatives in School A serving in the SGB who participated in the research study. They were part of the focus group interviews and I considered them as being information-rich participants in terms of the topic of this study.

Table 5.1: SGB parent representatives in School A

Parents	1	2	3	4	5	6
Age	41	50	38	46	53	51
Gender	Female	Male	Female	Female	Female	Male
Marital status	Married	Married	Single	Married	Married	Single
Qualifications	Bed	Grade 12 (Matric)	Grade 12 (Matric)	Grade 12 (Matric)	Diploma in Education	Grade 12 (Matric)
Workshops on parental involvement	Yes	No	No	Grade 12 (Matric)	Yes	No
Experience as SGB member	5 years	2 years	2 years	2 years	5 years	2 years

5.3.2.1.2 Description of the SGB parent representatives in School B

The parent representatives in this school are members of the SGB with an age range between thirty-seven and fifty-seven years. There is also a dominance of female participants in this school as there are four women and only two men who were selected to take part in this research. Few participants are married in this school as a dominant total of four parents are single and two married. Two parents are doing noble jobs as a teacher and a nurse. The other four parents have no clear jobs although during the interviews, they appeared to be living normal lives as they dressed properly, in a combination of formal and smart casual, and had meaningful contributions.

In terms of the level of education of the SGB parent participants in this school, two parents have Bachelor of Education degrees and the remaining four parents have matric as their highest qualification. Their experiences as SGB members range from two to six years and only two parents in this school have attended the workshops on parental involvement while four of them have not attend any.

Table 5.2 below summarises the characteristics of parent representatives serving in the SGB in School B who participated in the research study.

Table 5.2: SGB parent representatives in School B

Parents	1	2	3	4	5	6
Age	38	49	45	37	57	50
Gender	Female	Male	Female	Female	Male	Female
Marital status	Single	Single	Married	Single	Married	Single
Qualification	Grade 12 (Matric)	BEd	Grade 12 (Matric)	Grade 12 (Matric)	Grade 12 (Matric)	Bed
Workshop on parent involvement	No	Yes	No	No	No	Yes
Experience as SGB member	3 years	6 years	3 years	2 years	2 years	3 years

5.3.2.1.3 Description of SGB parent representatives in School C

Like the rest of the schools, six parents participated. The parent representatives in School C are members of the SGB and I assumed that they have knowledge and relevant information of how parental involvement is being managed by the principal and the SMT in the school. There is a dominance of females also as four of the participants are women and only two men. Three parents are married and the other three are single, and their ages range from thirty-eight to fifty-six years.

This is one of the unique groups in that it is dominated by business people who contribute tremendously to the development of the school through the donation of resources. One of the parents donated a computer and a printer while the other

donated an amount of One-hundred-thousand rand (R100, 000-00) towards the development of the school. In terms of the highest level of education of the SGB parent representatives in this school, one parent has an Honours Bachelor of Education degree, the other an NPDE and the remaining four parents have matric. Their experiences as SGB members range from two to five years and only two of them have attended workshops on parental involvement while four have not attended any. Table 5.3 below summarises the characteristics of parent representatives serving in the SGB in **S**chool C who participated in the research study.

Table 5.3: SGB parent representatives in **School C**

Parents	1	2	3	4	5	6
Age	45	54	38	47	56	39
Gender	Female	Male	Male	Female	Female	Female
Marital status	Married	Married	Married	Single	Single	Single
Qualification	Grade 12 (Matric)	NPDE	BEd Hons	Grade 12 (Matric)	Grade 12 (Matric)	Grade 12 (Matric)
Workshop on parental involvement	No	Yes	Yes	No	No	No
Experience as SGB member	3 years	5 years	5 years	3 years	3 years	2 years

5.3.2.1.4 Description of SGB parent representatives in School D

Six parents also participated in this school. The parent participants in this school are representatives of the SGB. The dominance of female characterises group D as four women and two men participated in the study. Their ages range between forty-two and fifty-six, with four single and two married. The representatives of parents are professionals who are specialists in various fields and contribute immensely to the development of the school in that they offer their expertise in crucial areas of need within the school as an organisation.

The participants are of a higher status in society and have a wide range of useful knowledge on the concept of parental involvement as well as other crucial issues that relate to the didactic scenario of the township schools southwest of Johannesburg. A combination of four teachers, a police officer and an accountant characterise the group of SGB parent representatives in the school. They dressed formally and appeared good during the interviews. A comprehensive understanding of the concept of parental involvement and the management thereafter was clearly articulated by the participants, with an adequate and clear knowledge of the roles and responsibilities of the principal and the SMT in dealing with the issues of parental involvement, particularly in township primary schools.

In terms of the level of education of the SGB parent representatives in this school, four parents have Bachelor of Education degrees, one a Bachelor of Commerce and the remaining parent has matric. Their experiences as SGB members range between two and six years and a total of four parents in this school have attended the workshops on parental involvement while only two of these parents have not attended any course or workshop.

Table 5.4 below summarises the characteristics of parent representatives serving in the SGB in school D who participated in the research study.

Table 5.4: SGB parent representatives in School D

Parents	1	2	3	4	5	6
Age	56	39	42	50	42	44
Gender	Female	Female	Male	Female	Male	Female
Marital status	Single	Single	Married	Single	Married	Single
Qualification	BCom	BEd	BEd	BEd	BEd	Matric
Workshop on parental involvement	Yes	Yes	No	No	No	No
Experience as SGB member	6 years	6 years	3 years	3 years	3 years	2 years

5.3.2.1.5 Description of SGB parent representatives in School E

A total of six parents participated in this school and are members of the SGB. Five females and only one male formed part of this study and their ages range between thirty-nine and fifty-three years. The single parents dominate this group of participants as four of them are single with only two married. The SGB parent representatives are a combination of professionals and self-employed people.

The group is characterised by people of high and low economic status in society. Although the knowledge on the concept of parental involvement was revealed by these participants, not all the SGB parents in this school demonstrated a clear understanding of the concept and how it can enhance effective teaching and learning in the classroom.

In terms of the level of education of the SGB parent representatives in this school, one parent has an Advanced Certificate in Education, four have matric and the others have completed Grade 11. Their experiences as SGB members range between three and five years and only two have attended the workshops on parental involvement.

Table 5.5 below summarises the characteristics of parent representatives serving in the SGB in **School E** who participated in the research study.

Table 5.5: SGB parent representatives in School E

Parents	1	2	3	4	5	6
Age	39	45	48	41	53	51
Gender	Male	Female	Female	Female	Female	Female
Marital status	Married	Married	Single	Single	Single	Single
Qualification	Grade 12 (Matric)	ACE	Grade 11	Grade 12 (Matric)	Grade 12 (Matric)	Grade 12 (Matric)
Workshop on parental involvement	Yes	No	No	Yes	No	No
Experience as SGB member	3 years	Years	3 years	5 years	3 years	3 years

5.3.2.1.6 Description of SGB parent representatives in **School F**

A total of six parents participated in this school. The parent representatives are members of the SGB with an age range between thirty-six and fifty-seven years. The

SGB parents in school F are characterised by five women and only one man with four single and two married parents.

In terms of the highest level of education of the SGB parent representatives in this school, two have Bachelor of Education degrees, one a diploma, another one had an Advanced Certificate in Education and two with matric as their highest qualification. The experiences of these parents in the SGB range from three to six years and only two of the six parents have attended workshops on parental involvement and four of them have not attended any.

Table 5.6 below summarises the characteristics of parent representatives serving in the SGB in School F who participated in the research study.

Table 5.6: Parents serving in the SGB at School F

Parents	1	2	3	4	5	6
Age	36	43	57	49	39	42
Gender	Male	Female	Female	Female	Female	Female
Marital status	Married	Single	Single	Married	Single	Single
Qualification	BEd	BEd	ACE	Diploma	Grade 12 (Matric)	Grade 12 (Matric)
Workshop on parent involvement	Yes	No	Yes	No	No	No
Experience as SGB member	3 years	3 years	6 years	3 years	3 years	3 years

- * ACE - Advanced Certificate in Education
- * B.Ed - Bachelor of Education Degree
- * NPDE - National Professional Diploma in Education
- * Matric - Grade 12

5.3.3 Description of educator representatives

I selected six educators per school and the selection was not based on gender. Since the research was conducted in six schools, the total number of educators who were supposed to take part in the study was thirty-six although only thirty participated.

I was assisted by the school principals to select information-rich educators with comprehensive knowledge on the concept of parental involvement and the roles of the principals and the SMTs in managing parental involvement in the township primary schools southwest of Johannesburg. In this category, the participants were dominated by females as it is a trend in primary schools. Twenty-five females were selected to take part in the study compared to the fifteen males. Out of the twenty-five selected females only twenty participated and out of the fifteen men who were selected, only ten took part.

I sub-divided the group of educators into two categories where the first category comprised educators with a higher level of education. Four of these educators have Master's degrees with one studying towards a doctoral degree and were smart and logical in their arguments. In this category, the educators have confidence as they possess a wide range of knowledge on the concept under investigation. The participants demonstrated a vivid understanding of how parental involvement is being managed by the principals and the SMTs to ensure effective teaching and learning in the classroom.

The other category was formed by educators who have diplomas and bachelor degrees. There were twenty-five educators in this category who took part in the study because six did not turn out for the interviews due to various reasons. In total thirty educators participated in the study instead of the thirty-six that were selected. Out of the twenty-five participants in this category, only eight are males and the majority is

females. Twenty educators have bachelor degrees with specialisation in various fields while five have diplomas and certificates. Due to their level of education, this category of educators lack knowledge of the concept of the management of parental involvement. Weak arguments on the roles of the principal and the SGB were presented by them. There was a huge knowledge gap between the former and the latter participants as the former were more confident as compared to the latter. A detailed description of the educators, per school, that took part in the study is given below.

5.3.3.1 Description of educator representatives in School A

A total of six educators were selected to participate in the study in this school although only five parents participated. The age range of the participants in this school is between thirty-three and thirty-eight years. Three women and two men formed part of the study in this group of participants and there were three married and two single educators who participated in the study. In terms of these educators' level of education one has a master's degree, two Bachelor of Education degrees, one a Diploma in Education and the other one had an Advanced Certificate in Education. The teaching experiences of the educators in this school range from five to fifteen years and three of these parents have attended workshops on parental involvement while two of these parents have not attended any workshop.

Tables 5.7 summarises the characteristics of the educators that took part in the study from School A. The focus group interviews were conducted to gather information from the educators. I considered them as very information-rich participants in their respective schools on the topic under investigation.

Table 5.7: Educator representatives in School A

Educators	1	2	3	4	5
Age	36	33	42	44	38
Gender	Male	Female	Female	Male	Female
Marital status	Married	Married	Single	Single	Married
Qualification	BEd	BEd	BEd	Master's (Education Management)	Diploma in Education
Teaching experience	10 years	8 years	11 years	15 years	5 years
Workshop on parental involvement	Yes	No	Yes	Yes	No

5.3.3.2 Description of educator representatives in School B

In this school, five educators participated in the study as the other educator who was also selected failed to attend the interviews due to other commitments. In this group of parents, the age range is between thirty-eight and fifty-one years. The dominance of females is a key characteristic in this group as there are four women and only one man who participated in the research. Three educators in this group of participants are single and two are married.

In terms of the educators' level of education in this school, one has a Master's degree in the field of Science Education, two hold Bachelor of Education degrees, the other a Diploma in Education and the remaining educator an Advanced Certificate in Education with a major in technology education. The teaching experiences of the

educators in this school range between three and twelve years, and three of them have not attended any workshop on parental involvement while two have attended courses and workshops on parental involvement.

Tables 5.8 summarises the characteristics of the educators that took part in the study from **School B**.

Table 5.8: Educator representatives in school B

Educators	1	2	3	4	5
Age	45	51	41	38	39
Gender	Female	Female	Male	Female	Female
Marital status	Single	Single	Married	Single	Married
Qualification	Diploma in Education	ACE	Master's (Natural)	BEd	BEd
Teaching experience	3 years	3 years	12 years	7 years	8 years
Workshops on parental involvement	No	No	Yes	Yes	No

5.3.3.3 Description of educator representatives in **School C**

In **School C**, there were four educators who participated in the study instead of the six that were selected by the researcher prior to the research. Two of the educators failed to attend the interviews due their personal reasons. An equal number of men and women were interviewed in this school with their ages ranging from forty-two to fifty years. There are two married men and two single women in this group.

In terms of the participants' highest level of education, one educator has a Master's degree in the field of leadership and education management, three of the educators hold Bachelor of Education degrees. Two of the educators in this group have attended workshops and courses on parental involvement and the other educators have not attended any workshop or course.

Tables 5.9 summarises the characteristics of the educators that took part in the study from school C.

Table 5.9: Educator representatives in School C

Educator	1	2	3	4
Age	48	50	42	39
Gender	Male	Female	Male	Female
Marital status	Married	Single	Married	Single
Qualification	Master's (Education Management)	BEd	BEd	BEd
Teaching experience	16 years	9 years	10 years	7 years
Workshop on parental involvement	Yes	No	Yes	No

5.3.3.4 Description of educator representatives in School D

A total of five educators were interviewed for the purpose of gathering information on the research topic in this school. There were six educators who were selected to take part in the research study but one of the educators could not make it to the interviews due to other commitments. The participants are dominated by females as there are three women and two men. Their ages range between thirty-eight and forty-nine years with three of them single and two married.

In terms of the highest level of education that was reached by the participants, three educators have Bachelor of Education degrees, one Advanced Certificate in Education and the other an NPDE. Their teaching experiences range between five and twelve years. Three of these educators have not attended the courses and workshops.

Tables 5.10 summarises the characteristics of the educators that took part in the study from School D.

Table 5.10: Educator representatives in school D

Educators	1	2	3	4	5
Age	38	43	39	49	46
Gender	Female	Male	Female	Female	Male
Marital status	Single	Married	Single	Single	Married
Qualification	NPDE	BEd	BEd	BEd	ACE
Teaching experience	4 Years	4 Years	4 Years	4 Years	3 Years
Workshops on parental involvement	No	No	Yes	No	No

5.3.3.5 Description of educator representatives in School E

In School E, there were five educators who participated in the study. A total of six educators were selected for the purposes of data gathering but one of the educators did not manage to attend the interviews due to personal reasons. The interviews in this school went on as planned despite the few participants. Females dominated this group of participants again as four women and only one man were interviewed. The age range of the educators in this group is between forty-two and fifty-five years. Three educators are single and the other two are married.

Regarding the educators' highest level of education in this school, four of them have Bachelor of Education degrees while the remaining educator has NPDE. The teaching experiences of this group of educators range between five and twelve years and two of them have attended the courses and workshops that were organised by the school on parental involvement, while two educators have not attended any course or workshop.

Tables 5.11 summarises the characteristics of the educators that took part in the study from School E.

Table 5.11: Educator representatives in School E

Educators	1	2	3	4	5
Age	45	38	42	51	55
Gender	Female	Male	Female	Female	Female
Marital status	Single	Married	Single	Single	Married
Qualification	NPDE	BEd	BEd	BEd	BEd
Teaching experience	5 Years	7 Years	9 Years	12 Years	11 years
Workshop on parental involvement	No	No	Yes	Yes	No

5.3.3.6 Description of educator representatives in School F

In School F, a total number of six educators were selected to participate in the study and all of them managed to attend the interviews. Their ages range between forty-four and fifty-three years and four are females and two males. Three educators are single and the other three are married.

Regarding the highest level of education in this group of participants, two of the educators have Master's degrees, three Bachelor of Education Honours degrees and the other a Diploma in Education. The educator teaching experiences range from seven to sixteen years and the majority have attended workshops and courses on parental involvement.

Tables 5.12 summarises the characteristics of the educators that took part in the study from School F.

Table 5.12: Educator representatives in school F

Educators	1	2	3	4	5	6
Age	46	49	53	44	39	48
Gender	Female	Female	Male	Female	Female	Male
Marital status	Married	Single	Married	Single	Single	Married
Qualification	BEd (NS)	Master's (EM)	Master's (Env. sci)	Diploma in Education	BEd(Maths)	BEd(NS)
Teaching experience	12 Years	16 Years	20 Years	9 Years	11 Years	10 Years
Workshop on parental involvement	Yes	Yes	Yes	No	Yes	No

* BEd Hons - Bachelor of Education Honours

* ACE - Advanced Certificate in Education

* BEd - Bachelor of Education degree

* BA Hons - Bachelor of Arts Honours

* NPDE - National Professional Diploma in Education

5.3.4. Description of principals that took part in the study

Each principal was selected per school, bringing to six the total number of principals that were interviewed. The district official in one of the schools acts in the capacity of

the principal. In as far as gender is concerned, a total number of two females and four male principals were invited and signed some consent forms to participate in the investigation. In most of the sample schools, the principals were science teachers and that could be the reason for the lack of gender balance as most of these township schools are dominated by male teachers. The range of the teaching experience of these principals is between fifteen to twenty years with the exception of one of the female participants who is the highest serving member with twenty years of experience as an educator and six as a principal. The principal has a master's degree in the field of education leadership and management. The other two male principals have bachelor's degree in the field of science and have worked for four years as principals and seventeen as educators. The other male principal with five years of experience as principal and an eighteen years as an educator also hold a master's degree in the field of science education.

All the principals seemed to be comfortable and confident during the course of the interviews and comprehensive explanations were given regarding the roles of the principal and the SGB in the management of parental involvement in the primary schools in the townships southwest of Johannesburg. The six principals appeared to be aware of their roles in the schools as well as the duties and responsibilities attached to their positions. Although the principals are aware of their roles in parental involvement, the argument revealed by those with master's degrees were exceptional as they demonstrated undoubtedly clear and vivid understanding of the concept under investigation. The six principals were professionally dressed with a good conduct during the course of the interviews. A detailed description of each principal is given below.

Table 5.13 below presents the biographical data of the principals that took part in the study as it may be helpful to understand their views in relation to the practice of parental involvement and the management thereof in the township primary schools which are situated southwest of Johannesburg.

5.3.4.1 Description of the principal in School A

The principal in school A is a married man at the age of fifty-three years. He has a Bachelor of Education degree with a major in science education. He has worked as an educator for a period of seventeen years with four years as principal. He has

attended a number of workshops and courses on parental involvement. Although he has knowledge on the implementation of parental involvement programmes to enhance effective teaching and learning in the classroom, his school has bad infrastructure that impacts negatively on effective teaching and learning.

5.3.4.2 Description of the principal in School B

During the time of data production, School B had no principal and the woman at the age of fifty-five years from the district office acted in the position. She is married. Based on her responses from the interview questions, I noted that she has adequate knowledge on parental involvement and how it can be effectively managed to enhance effective teaching and learning in the classroom. In terms of her highest level of education, she has a master`s degree with a major in the field of education leadership and management with twenty years of experience as an educator and an additional six-month experience as the principal.

5.3.4.3 Description of the principal in School C

The principal in School C is a single man at the age of forty-nine years. He has worked hard to improve the infrastructure of the school although the resources do not support effective teaching and learning in the classroom.

In terms of the level of education the principal has a Bachelor of Education degree with a major in Science Education and has been in the teaching field for seventeen years, four of which he has been principal. The adequate knowledge of the topic under investigation was demonstrated by the principal as he has attended a number of parental involvement workshops and courses that the school organised.

5.3.4.4 Description of the principal in School D

In School D, the principal is a married woman at the age of fifty-seven years. She demonstrated that she had adequate knowledge on how parental involvement programmes could be implemented and managed, especially in township schools, to improve teaching and learning in the classroom. In terms of the level of education, the principal had an Honours degree in the field of leadership and education management with fifteen years of experience as an educator and two years of experience as a principal. She has attended courses and workshops on parental involvement.

5.3.4.5 Description of the principal in School E

The principal in School E is a single man at the age of fifty-six years. He is computer literate and has a computer in his office. He was working hard to improve the infrastructure of the school as new blocks of classrooms were being constructed during the time of data collection to ease the challenge of crowded classroom as this can have a negative impact on effective teaching and learning.

The principal in School E is educated as he holds a Master's degree in the field of science education and has worked as a science teacher for twenty years. For the past six years he has been the principal in this school and has attended a number of courses and workshops on parental involvement. He has demonstrated a comprehensive knowledge of the concept of parental involvement and how best it can be managed to enhance the smooth running of the school as an organisation.

5.3.4.6 Description of the principal in School F

In school F, the principal is a married man at the age of fifty years. There was evidence of structural improvement in his school during the time of data collection as classroom blocks were also being constructed and he had sourced many resources to support effective teaching and learning in the classroom. During the time of data gathering, some of these resources were being delivered in his school as part of a government initiative to improve the standard of education in township schools. In terms of the level of education, the principal of school F has a Master's degree in the field of education management with nineteen years of teaching experience and six years of experience as a principal. He has attended workshops and courses on parental involvement that are organised by the JNED.

Table 5.13 gives a summary of the biographic data of the six selected principals that took part in the study.

Table 5.13: Representatives of principals

Principals	1	2	3	4	5	6
Age	53	55	49	57	56	50
Gender	Male	Female	Male	Female	Male	Male
Marital status	Married	Married	Single	Married	Single	Married
Highest qualification	BEd (Sc.)	Master's degree(EM)	BEd (Sc.)	BEd Honours (EM)	Master's degree(Sc.)	Master's degree(EM)
Teaching experience	17 Years	20 Years	17 Years	15 Years	20 Years	19
Experience as a principal	4 Years	6 Years	4 Years	2 Years	6 Years	6 months
Workshops on parental involvement	Yes	Yes	Yes	Yes	Yes	Yes

* BEd Hons - Bachelor of Education Honours in Education Management

* MEd (EM) - Master of Education in Education Management

* BEd - Bachelor of Education degree

* BA Hons - Bachelor of Education Honours

* BEd (Sc.) – Bachelor of Education in Science

5.4 Background of documents analysed

I analysed the attendance registers, minutes books, school journals, policy on the management of parental involvement and information books to examine the levels at which parental involvement is being managed by the principal and the SMT in primary schools in the townships southwest of Johannesburg. Document analysis also helped to develop the patterns of the themes within a given organisation.

5.4.1 Minute book

In the minute book of an organisation, the detailed and permanent records of the agenda of the meeting are contained. It can be in the form of deliberations and resolutions adopted regarding the key issues that were discussed. The law requires schools as formal organisations and institutions of learning to keep frequently updated minute books where they can be easily accessed by all the members of the school at all times.

In all the six primary schools, I evaluated the minute books in order to assess the deliberations that have been made in the meetings regarding the roles and responsibilities of the principal and the SGB in the management of parental involvement within the school. Through such an exercise, I drew conclusions based on whether or not the principal and the SGB are effectively playing their roles in the management of parental involvement within the school as a formal organisation.

5.4.2 Attendance register

Schools circulate registers during parent meetings where all the parents present sign. The availability of this data in the school records enables the SGBs to determine which parents frequently attend the meetings and other activities organised by the schools. Registers can help determine the category of parents with a high knowledge level and those with a low knowledge level who attend the meetings and other school-related activities. An effective management of parental involvement would be expressed in terms of the attendance by the parents to the events organised by the school. It, therefore, has to be a daily dream for the principal and the SMT to ensure that all the parents are motivated to attend the meetings and other activities that are organised by the school.

5.4.3 School journal

The principal of a school writes weekly what has been going on in the school at a certain period of time in a school journal. Entries about what is being taught, meetings held in the school along with other interesting anecdotes can be found in these records of the school. I analysed the school journal to determine whether the entries by the principal in the journal show any information regarding the management of parental involvement by the principal himself together with the SMT. How does the principal and the SMT address the issues brought by the parents that relate to the child's education?

The analysis of the school journal enabled me to determine whether the issues of parental involvement were given a priority in the school by the principal and the SMT regarding what programmes are being offered in the school to motivate parents to take part in the education of their children.

5.4.4 Information book

The school information book records some of the important communication that takes place in the school on a variety of issues between the principal and the teachers, mainly on the issues related to how teaching and learning can be improved in a didactic situation. Other activities that take place in the school environment are also recorded in the information book of the school by the principal. On some of the issues that relate to teaching and learning parents are consulted and they play a pivotal role in ensuring that effective teaching and learning are the order of the day in the school.

I assessed the information book to evaluate the communication among the relevant stakeholders such as parents, teachers and the principal to determine whether the issues of parental involvement and the management thereof are being discussed by the stakeholders and what programmes are in place in the school to ensure effective teaching and learning takes place in the classroom.

5.5 Analysis of data

The section below deals with data analysis.

5.5.1 Analysis of the major themes

In this section, a comprehensive interpretation of the data is offered by relating what was found in the theoretical framework of the study as well as the literature that was reviewed on various sources of the research topic. The discussion is then based on the following three main themes which are further divided into sub-themes. The three main themes that form part of the data analysis in this study are: School practices on parental involvement in primary township school; the policy and practice of parental involvement in primary township schools; and the management of parental involvement in township primary schools. Each main theme is analysed under sub-themes. On school practices on parental involvement in primary township schools, the following are sub-themes: awareness of schools on parents' understanding of the parent involvement; responsiveness of schools on township community's needs; treatment by schools of parents in townships; empowerment and encouragement of parental involvement by schools; communication between schools and parents in townships. On the policy and practice of parental involvement, the following are sub-themes: parental involvement in township children's education; support by teachers and parents on parental involvement; attendance to meetings by parents in the townships; value of education to parents in township communities; voluntary parental involvement in township primary schools. On the management of parental involvement in township primary schools, the following are sub-themes: problems and challenges related to the management of parental involvement; principals and the SMTs roles and responsibilities on the management of parent involvement; parental involvement and its benefits in township primary schools; perceptions and attitudes of educators and parents towards the management of parental involvement; overcoming challenges to parental involvement. The table below summarises the theses that would be used in the study.

Table 5.14: Themes and sub-themes

THEMES	SUB-THEMES
<p>1. School practices on parental involvement in primary township school</p>	<ul style="list-style-type: none"> ➤ Awareness of schools on township parents' understanding of parent involvement ➤ Responsiveness of school on the township community's needs ➤ Treatment by schools of the parents in the townships ➤ Empowerment and encouragement of parental involvement by schools ➤ Communication between the schools and parents in the townships
<p>2. Policy and practice of parental involvement in primary township schools.</p>	<ul style="list-style-type: none"> ➤ Parental involvement in township children's education ➤ Support by teachers and parents on parental involvement in township schools ➤ Attendance to meetings by parents in townships ➤ Value of education to parents in township communities ➤ Voluntary parental involvement in township primary schools
<p>3. Management of parental involvement in township primary schools</p>	<ul style="list-style-type: none"> ➤ Problems and challenges related to the implementation and management of parental involvement. ➤ Principal and the SMT roles and responsibilities on the management of parent involvement. ➤ Parental involvement and its benefits in township primary schools

	<ul style="list-style-type: none"> ➤ Perceptions and attitudes of educators and parents towards the management of parental involvement. ➤ Overcoming challenges to parental involvement
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5.5.2 School practices on parental involvement

The section below discusses sub-themes on school practices on parental involvement.

5.5.2.1 Awareness of schools on township parents' understanding

The focus of this theme is mainly to determine whether schools are aware of the community's understanding of the concept of parental involvement as it is key in the education of the child. This can ensure that proper and relevant strategies are implemented to enhance effective teaching and learning in the classroom and to ensure an improved learner participation and performance.

The teachers have to fully understand the background of the children that they teach as well as their parents and guardians as a positive move in understanding the behaviour of the children that they interact with day in day out. According to Bhekimpilo (2015:87), "The information in the background of the learners, the family as well as the community norms and values is essential if an effective rapport is to be created between the home and the school". According to the views from the participants, the schools have knowledge of the understanding by the parents in the community of the role played by parental involvement in ensuring effective classroom delivery as well as an improved learner performance.

Regarding the parents' understanding of the concept of parental involvement and the roles that it plays in effective teaching and learning in the classroom, the interviewed principal from school C had this to say:

Although some parents in this township understand the importance of parental involvement in the education of their children and that it can enhance effective teaching and learning

in the classroom, some other parents in this community, on the other hand are not aware that the involvement of parents in the education of their children can lead to an improved learner performance and participation in the school-related activities. The community, together with the school, works hand in glove to realise a sound culture of effective teaching and learning by trying to improve the understanding of parents regarding the importance of parental involvement in the education of their children. Educational programmes can be introduced that would aim at improving the knowledge of parents in the community on the importance of parental involvement in the education of their children and how it can enhance effective teaching and learning in the classroom. Some parents show interest in learning and update their knowledge on the concept of parental involvement. Some of the parents are negative about parental involvement claiming that it is the duty of the teacher to educate the child.

Further questioning of the principal by the researcher on possible reasons why parents lack understanding of the concept of parental involvement in the education of their children. The response from the principal suggests that this may be that township communities lack the resources as well as the infrastructure to implement some educative programmes that might help improve the knowledge of the community on the importance of parental involvement and other school-related issues.

The other principal in school B responded by saying:

These parents come from a community that lacks resources and are not well developed. There are not enough resources to support them to improve their knowledge on the concept of parental involvement and its role in the education of the child. Parents with a clear understanding of the importance of parental involvement are likely to contribute positively in the smooth running of the school. Society may also stand to benefit from parents who engage themselves in school activities as schools

tend to be engines of the society in as far as development is concerned.

Educators, on the other hand, think that the schools are doing much more to understand the level of knowledge that parents have on the concept of parents' involvement in the education of their children.

One of the educators from a primary school in school D responded by saying that:

The school and other organisations have programmes in place to ensure that our parents get basic knowledge on the importance of parental involvement and other issues in the school. Basic knowledge will enable the parents to realise the role of parental involvement as this kind of realisation may enhance effective teaching and learning and lead to an improved learner performance.

The response signals an awareness of the sample regarding the knowledge of the community regarding the key issues of the school that can impact negatively in the education of the child and lead to the deterioration in learner performance. They seem to be aware that there is a strong relationship between parental involvement and how it is being managed by the principal and the SMT to enhance effective teaching and learning and improve learner performance. Regarding the benefits of parental involvement, one parent said this in her response:

Parental involvement is of benefit in that the school and the community work together to try and help the children. Parents assist in homework and that makes life easy also for the teachers. Effective parental involvement may lead to sound teaching and learning in the classroom.

The participant's response reveal that community-based studies should be conducted by the school as an institution of learning to ensure that the backgrounds, culture as well as the knowledge of the parents regarding the importance of parental involvement in the education of the child and how it enhances effective teaching and learning in the classroom. Knowledgeable parents tend to be actively involved and participate

fully in the education of their children. Emphasis is given to the theory of Epstein that teachers should teach the children while learners, on the other hand, should be encouraged to learn the culture of their schools. When the culture, norms and values of the community are taught at school, the gap is reduced between the home and the school. The reduction in gap may have some positive consequences in that in that the working relationship between the home and the school may be improved. On the other hand, instilling the culture and values of the school to the learners and the larger community enhances a positive rapport between the school and the larger community. An improved working environment may lead to sound teaching and learning in the classroom. An improved learner participation and performance may also be enhanced by an improved teaching and learning environment.

5.5.2.2 Responsiveness of schools on township community's needs

The establishment of the response from the schools towards the needs of the community is a major focus of this theme as it aims at enhancing an effective implementation and management of parental involvement to ensure meaningful classroom delivery as well as an improved learner performance. The awareness of the teachers and other staff members on the community's needs is very essential towards the improvement of learning in the classroom. Some participants with regard to the responsiveness to community needs expressed a deep commitment by the schools to ensure strategies are put in place to meet the needs of the community in a move towards the realisation of an effective implementation and management of parental involvement.

One of the SGB parents from a primary school in school D had this to say:

Food, clothes, uniforms and other essentials are being provided through schools to parents by the government in order to attract these parents to the schools. Strong, effective and meaningful relationships are created between the school and the community where families are provided with essentials by the government and this improves parental participation, the quality of education as well as the performance of the children. Most of the parents from these disadvantaged households benefit from these

provisions. Winter wear is being provided to the needy children to keep them warm during winter. The feeding scheme at school facilitated by the government and other non-governmental organisations is a blessing to the children who leave home without a meal. The uniforms that some of the children wear at school are a direct donation from the government and other non-governmental organisations. Due to the assistance by the government, children who are starving at home get relief at school. The Books and other stationery are very expensive and in scarcity within our communities. The school does the best therefore in supplying the children with stationery to promote effective learning in the classroom.

The material needs of the community are being addressed as the schools supply the disadvantaged learners with essentials to support them in their education endeavours. That brings the parents closer to the school and encourages some unison between the school and the families. The voluntary participation of parents in the school-related affairs of their children facilitates an effective implementation and management of parental involvement in the school by the principal and the SMT.

This is what one of the parents from school A had to say:

The textbooks and exercise are given to the children by the school to promote effective teaching and learning in the classroom. Parents in this township community cannot afford to buy enough learning materials as they are very expensive. Effective teaching and sound learning cannot take place in the absence of adequate teaching and learning resources. The support given by the community to the school in the form of donations strengthen the ties between the school and the parents and this scenario may improve teaching and learning in the classroom. Most parents are willing to participate in the activities organised by the school if they are motivated and feel that they benefit something from such visits. If learners are to participate fully in the teaching and learning environment basic provisions are a prerequisite.

The parents say that the business community donates uniforms and other basic needs to the learners.

The business people in the community assisted us with uniforms and other important things that our children needed for effective learning. Parents are motivated to participate in the education of their children if the entire sectors of the community are also willing to lend a hand.

Further questions were asked on how parents feel about the assistance given to them by the business community. The response below is from a parent in school B:

As parents, we appreciate the fact that the business community ploughs back into the community and brighten the future of these disadvantaged children in the society. Effective learner participation is achieved if learners are provided with basic needs. The management of parental involvement becomes easy as long as the parents are aware of the need to get involved in the education of their children.

Every child has a right to food, shelter and a decent education (RSA Constitution, 1996:27).

The principal from school B said:

Parents are informed of important matters that take place in the school which involve their children. These issues, among others, may include the abuse of drugs and other dangerous substances, truancy, non-attendance of school and lateness. There is an agreement between the parents and the school to work together towards solving the problems that are caused by some learners at school and those that are faced by other learners on the other hand.

According to this response from the principal, it seems as if schools are working hard to improve the education of the children through partnerships with relevant

stakeholders such as parents. The understanding and adequate knowledge by parents of critical issues in the school such as the role of parents in parental involvement is very important if parents are to be actively involved in the education of their children as this might lead to an improved learner participation.

5.5.2.3 Treatment by schools of parents in the townships

The manner in which parents are treated when it comes to matters relating to the education of their children forms an important feature as this might impact negatively in the didactic situation if not properly managed and attended to all the time. Proper management of parental involvement leads to effective teaching and learning in an environment that is conducive.

Although parents claim that they are treated the same and with respect and dignity, one parent from a primary school in school B and the other from a primary school in school C believes that the status of parents is sometimes considered when handling the parents during their visit to the school. Parents who are financially unstable are less attended to when visiting the school compared to those parents who are considered to be financially stable and educated and rich. Parents believe that for one to be recognised as a decent human being by the school, the person has to occupy a higher status in society and has to have a higher level of education.

The parent from school A said.

The school treats all the parents with respect and the dignity that they deserve. The school seriously considers all the contributions by all the parents in the school meetings and other formal school gatherings whether or not those parents are of a higher social status or a higher educational level. All the parents are attended equally when they visit the school regardless of their levels of education as well as their social status in the society. The issues that relate to the education of the children are freely discussed by all the parents when they visit the school. The observation by the researcher reveals that the opportunities given to all the parents in the school are equal.

Further questioning by the researcher reveal that poorer parents are not fully assisted on their visit to the school. The assistance given to parents is based on their level of education and social status. One of the interviewed parents argues that quick assistance is rendered to those parents of a higher status in society. One of the parents from a primary school D responded by saying:

When you are poor and uneducated, your visit to the school is not fully recognised by the school authorities. You may spend the entire day waiting to be assisted. When you came to visit the principal, it won't be easy to see him if you are poor but when you are rich everything is very easy for you.

Schools, according to one of the parents in school D, are of the view that rich and educated parents are always smart and would contribute towards the building of the school compared to those parents who are poor and uneducated. The treatment that the parents receive at school, according to this parent in school D, is based on their social status in society. Similar sentiments were echoed by the parents in school B who are of the perception that schools believe that it is those rich and educated parents in the society that can put programmes in place towards the development of the school and to create a culture of effective teaching and learning in the classroom.

The educators are of the perception that when you have no resources for your day-to-day activities, you are also very poor in mind and cannot have meaningful strategies and suggestions that can spearhead the development of an institution of learning like a school.

The response from the parents in Schools A and School B is contrary to the views of the parents in these other schools as they believe that the treatment of the parents across the board is the same and no special treatment is given to rich parents compared to those parents who are poor. Teachers are also in support of the sentiments from parents in schools A and B as they also believe that each and every parent that visits the school receives the same treatment from the school authorities, regardless of their level of education and social status in society.

All the parents are treated the same in this school, irrespective of whether they are rich or poor, educated or uneducated, as long as they

are parents in the school, they receive the same treatment from the school authorities. The greatest challenges that we face at school is that some lazy parents who don't want to involve themselves in the school affairs of their children are quick at pointing fingers at the school authorities, accusing them of being biased in making decisions especially towards those parents who are rich and educated.

Principals from schools A and B positively view the fair treatment of all the parents by the school as a positive move towards the building of the schools. When parents begin to trust the school, they put more effort in trying to meet all their children's requirements for effective learning. When parents are properly managed at school by the principal and the SMT, a sound relationship is being created between the school and the community leading to an effective culture of teaching and learning in the classroom. Meaningful interactions are facilitated by sound relationships that are successfully being forged between the families and the schools. They in turn benefit the children in their educational endeavours and support the teachers in their move to achieve quality classroom delivery and an improved learner performance. The principal and the SMT also benefit in that an effective implementation and management of parental involvement is being facilitated.

Further questioning of the educators in school E and F revealed that schools treat all the parents equally regardless of their social status. The argument by these educators was contrary to what some of the parents believed as these parents were of the opinion that there was no fair treatment of all the parents by the school authorities.

The educator in school F said:

There is no discrimination of the parents that visit the school. The treatment of the parents is similar and they are given equal attention when they visit for school for whatever reason. The parents that visited the school got the assistance that they needed. I have never witnessed any bias towards rich or educated parents when they visit the school. When the principal is not at school, the deputy principal performs all the duties that are performed by the principal and when both the principal and

the deputy are not at school, the head of department performs the duties of both the principal and the deputy.

The response from the educator in school E:

Most parents like to talk bad things about the principal and the school management team. The parents feel inferior and like to accuse the principal and the school management team of the things that they did do. Other teachers and parents interact on social grounds and at time such kinds of relations are wrongly interpreting by other parents as they think that these parents are given favours on their visit to the school. It is normal for teachers to socialise with other members of the society as these teachers are also human beings.

It could be pointed out therefore that mixed reactions were expressed by the participants on the manner in which parents are being treated as the SGB members, educators and principals claim that all the parents receive the same treatment on arrival at the school, regardless of their social status and educational level. Most of the parents on the other hand express their disappointment as they claim that educated and rich parents receive better treatment during their visit to the school compared to less educated and poor parents. This suggests that the principal and the SGB have a mammoth task ahead of them if they are to achieve a smooth and comprehensive management of parental involvement to achieve a conducive learning and teaching environment. The relationship between the teachers and the parents is fully determined by the treatment that the parents receive on their visit to the school and it is very important that the teachers and other staff members in the school treat all the parents in a manner that does not discriminate on either social status or educational basis. The strategies by the teachers and other staff members to keep parents motivated to support the education of their children are very essential if an effective implementation of parental involvement and its implementation is to be realised by the principal and the SMT. A conducive and welcoming environment in the school is a priority if all the parents are to be free to visit the school at whatever time of the day.

5.5.2.4 Empowerment and encouragement of parental involvement

The major basis of this theme is on the measures that the schools adopt to keep the parents motivated and encouraged to support the educational endeavours of their children and ensure that they perform well in all the academic and other school-related activities.

As a comprehensive approach in the management of parents' involvement in the education of their children, the theory of Epstein stresses the need for schools to help parents understand what they can do at home to help support and encourage their children in as far as school work is concerned. Schools, through the principal and the SGB members, should preach the gospel of parental involvement and encourage parents to take part in all the school activities that involve their children, in order for these parents to play a key role in their children's education and promote a culture of sound teaching and learning in the school.

The principal from school A said:

Parents are motivated and encouraged by the school during their invitations to the school meetings and other school related activities that would enhance effective teaching and learning in the classroom. The meetings and all these other activities are not being attended by all the parents as most of the parents that attend to these meetings are those parents who are very supportive to their children and those that do not attend to the school activities are those that are not supportive to the education of their children. Parents who attend the school events are given knowledge on how to help their children at home and how to deal with issues that may affect the education of their children. The role of parents in parental involvement is fundamental and to enhance effective teaching and learning in the classroom parents should fully play their roles. The participation and performance of learners whose parents took part in school activities improve from day to day as compared to the participation and performance of

those learners whose parents do not partake in the school activities.

The principal in school D when further questioned claimed that work-related commitments as well as household chores are the major reasons why parents do not attend the activities organised by the school.

The principal of school D said:

Work and household related commitments were some of the major reasons why parents did not have enough time to visit the school in case of meetings and other activities. As a school, we find it very difficult to deal with issues of learners that misbehave since parents do not attend to the school activities claiming that This makes it very difficult for us as a school to effectively deal with some of the problems that involve their children as these parents will never visit the school even if they were requested to.

Schools have to ensure that the meetings that they organise are purposeful and that a healthy atmosphere is created to accommodate all the parents regardless of their knowledge and understanding of some of the school issues and it has to be in these meetings that parents are socialised to the expectations of the school. The knowledge gap in parents on core issues such as their roles in parental involvement have to partly be addressed in such interactions between the school and the community. The principal and the SGB should spearhead such interactions in an effort to achieve a smooth and comprehensive management of parental involvement. Some parents indicate that sometimes they go to school on invitation. They claim that when invited to meetings, they are encouraged to fully participate in their children's school activities.

The parent in school E said:

The school encourages us to ask for assistance on issues that relate to the education of their children. In most cases the schools do not offer us the assistance that we may need in time.

Parents continue to maintain that swift assistance in most case is rendered to well-to-do parents compared to those parents who do not have adequate resources.

The parent in school F said:

Rich and educated parents are given the first preference and when you are poor like me, you won't get assistance in time.

Further questioning on why some parents are given first preference over others, the parent responded and said:

Some of the teachers give favours to the parents in exchange for financial rewards, lunch and other things. At times some these teachers budget the resources that they get from these parents.

The educator in school A claims that the schools encourage their parents to assist the children with homework.

The educator in school A said:

Newsletters are issued by the principal to invite parents to school meetings and some activities that are organised by the school benefit the learner and enhance effective teaching and learning in the classroom. During assembly the principal makes announcements to the learners to inform their parents about things that need their attention at school. Meetings and other activities are attended by few parents because such meetings are called during the week since these meetings are organised during the week when most parents are at work. The meetings are mainly attended by the business community as well as the self-employed personnel in the community.

The educator from primary school C indicates that the attendance of school meetings and other activities can be improved by organising these meetings and other school events on weekends when most of the parents are likely to be available. This can increase and improve contact time between the school and the parents as most parents are always available on weekends.

The educator in school C said:

When meetings and other school -related activities are organised on weekends, all the parents who wish to attend can attend since they have enough time to do so. Households are taken care of since learners are not at school during weekends. All the parents are always motivated by the principal to attend the meetings organized by the school to ensure that all the information that relates to the education of the child reaches all the parents in time. During meetings and other activities, parents get the chance to interact with teachers and consult for their children.

The parents are mobilised by the schools to take part in their children's education through support in the form of resources that would aid effective teaching and learning in the classroom. The general view from the participants is that the weekends are the best for the schools to organise events and meetings for the parents because most of them and their children are at home. Attending these activities is a key factor in the management of parental involvement. Parents need to be motivated by the principal and the school management to attend the meetings so that they are part of the running of the school all the time and are kept informed on what takes place in the school each day.

5.5.2.5 Communication between schools and parents in the townships

The communication channels that are followed between the home and the school are established in this theme. How effective communication relates to the effective management of parental involvement on issues that relate to the education of the children is also looked at.

Mention was made by the principal of school B that the dissemination of the information from the school to the parents is via the learner newsletters. Despite the fact that there are other forms of communication, the principal and the SMT believe that the newsletters are an effective way of communication with the parents. There are some disadvantages associated with the use of newsletters in that some of the learners might not give these letters to their parents and even if they do, sometimes they it is after the dates of the meeting. The level of literacy for some of these township

parents is very low and therefore they cannot read with comprehension some of the newsletters sent by the school. The literacy level of these parents needs to be improved and it is the duty of the school educators to improve them.

The educator from school B said:

To convey the different messages to the parents, the principal of the school uses different forms of communication, although some of these channels are more effect than others. The most commonly used in schools are the newsletters even though the literacy levels of the township parents are very low and they find it very difficult to read some of these newsletters with understanding. The use of phone calls is also a feature in the schools especially if very urgent messages are directed to individuals, not to a group of people. Compared to other forms of communication, the use of phone calls had proved to be the most effective communication the school can use to send messages to parents.

On further questioning by the researcher about the other forms of communication that are used in the school apart from the letters and the phone calls, the educator from school C reveals that announcements are made to the learners instead, as the use of newsletters can be problematic to those parents with a lower literacy level. According to some of the parents, communication from school is done through the use of telephones, newsletters as well as announcements.

The parent from school A said:

Communication from the school is through the use of telephones, newsletters and announcements. Sometimes messages are sent to all the parents at the same time although at times some of the parents could not receive those messages because of various reasons. The use of messages is somehow a disadvantage in that some parents may receive the messages late while some parents may not receive these messages at all.

The educators from schools B and C also affirm that the information from schools is mainly communicated to parents through announcements and letters, and telephonically. Sometimes it is communicated through messages sent to all the parents at the same time although some of the parents cannot receive these messages.

Communication by the school to the parents is done mainly through announcements and newsletters.

According to literature, the foundations of good parent-teacher relationships entirely depends on sound and effective means and channels of communication. The sound, smooth and effective management of parental involvement can only be achieved where there are meaningful forms and channels of communication between the home and the school. In instances where the primary source of communication is in a written form and the language used is English, It is, however, not clear from the participates how the issue of knowledge gap in parents is addressed by the schools in order to accommodate them in all the school activities that require their attention.

The theory of Epstein states that, the communication between the home and the school has to be sound and effective if effective and meaning management of parental involvement is to be realised. Relevant forms and channels of communication have to be put in place by the principal and the SGB in an attempt to maintain a smooth management of the parental involvement programme in the school. Effective teaching and learning may be realised in a school where the principal and the SGB put in place effective means and channels of communication that would assist the school to gather more meaningful information about the community. The information might assist in conducting child study programmes that would help in the design of effective, sound and meaningful teaching strategies that might be used in the classroom to improve learner participation and performance.

5.5.2.6 Summary of findings on school practices on parental involvement

It was found that schools are knowledgeable about the levels at which parents in the township communities understand the importance of parental involvement and the role of the programme in the education of the child. The majority of the parents seems to

be ignorant on the importance of parental involvement in the education of their children.

The government, through schools, provides parents with food, clothes, books and other basic needs. This is mainly aimed at improving the rapport between the school and the community in order to enhance improved learner participation and performance. Apart from the government, the business community has been of much help to the schools in terms of the provision of resources to the needy children within the school community.

Schools treat parents based on their social status in the community. Parents of a higher status in the society are treated well in the schools compared to the parents of a lower social status. The rich parents are given first preference when they visit the schools while poor parents on the other hand had to wait for help which they sometimes do not even get.

Schools invite parents to meetings and open days to motivate and encourage them to take responsibility of their children's education. Not all the parents attend the meetings that are organised by the schools due to time constraints and poor information dissemination by the schools.

Information is sent to the parents by the schools through newsletters although it is proved to be ineffective as some of the learners fail to deliver the letters to their parents. Parents propose the use of other forms of communication such as messages and telephones as a strategy to improve communication between the home and the school.

5.5.3 Policy and practices of parental involvement

The section below discusses the policy and practices on parental involvement.

5.5.3.1 Parental involvement in the education of township children

The theme aims at establishing the extent to which parents get involved in their children's education through engaging in various activities that help improve teaching and learning. The importance of family involvement in the education of their children is stressed in the theory of Epstein. Family involvement is very key in the education of the child as it enhances effective teaching and learning in the classroom especially

where a sound relationship exists between the school and the home. Where there are good relationships, parents are free to visit the school and talk to the teachers about the progress of their children and other issues that affect the children at school. The teachers, on the other hand, are also free to report to parents some matters that need attention and have negative impact on the teaching and learning environment.

Despite the fact that schools work day and night to try to involve all the parents in the education of their children, teachers are much disappointed to discover that not all the parents are fully involved in the education of their children. Some of the parents do not give support to their children. The task of managing parental involvement lies with the principal and the SGB members, regardless of the fact that most of these parents do not take part in the education of their children. Effective management of parental involvement may lead to effective teaching and learning in the classroom.

The principal in school D said:

The parents with a higher level of education participate in school activities more than those parents with lower levels of education. Most of the parents especially those with low knowledge level do not attend school activities and are not aware of the value education has to the future of their children. The management of parental involvement becomes very difficult as some of these parents have different perceptions on how learning should be supported in the classroom and how lack of support could affect learning in the classroom.

Although some parents attend events organised by the school, some view such meetings as “community gatherings” mainly for the purposes of socialisation more than the intended purpose of such meetings. Moreover, parents’ representations in these school meetings, despite the fact that they were SGB members, are sometimes ineffective due to the fact that they lack knowledge of some critical issues of the school as most things are done by the principal and the SGB chairperson. Other SGB members are not involved in the day-to-day issues of the school, making it very difficult for them to answer to some questions pertaining to the school processes.

This was echoed by the response from the principal in school C who said that:

The curriculum is congested with new learning areas. Most parents in this township community are not familiar with these new learning areas, making it very difficult for them to assist their children with homework. This creates a gap between the home and the school as most of the parents are not well versed with the new curriculum that is being offered in the school. The school is doing a great job to try and orient the parents on the new curriculum as new learning areas were being introduced. Programmes, activities and courses are being organized by the school to educate parents on the new curriculum and to share some knowledge of the new learning areas with them. The exercise could assist to ensure that all the parents are knowledgeable on what takes place in the school.

The motivation and encouragement of parents by the schools to assist their children with homework and other school-related activities is very essential even though not all the parents adhere to this call. The parents are supposed to be equipped with relevant knowledge and skills by the schools, failure of which parents cannot have enough power to fully take part in the education of their children. Not much has been done by the schools to educate the parents on their roles and responsibilities in the implementation of parental involvement, making it difficult for parents to involve themselves in the school affairs of their children. Lack of effective parental involvement leads to a deterioration in the academic performance of their children.

The parent from school E said:

The neighbours are sometimes consulted when children bring homework that we don't understand. Although other older children try to assist at times some of the problems become difficult for them. It is very difficult in cases where there are neither neighbours nor older siblings who can assist in these activities. Children in this case tend to be frustrated as teachers don't care whether or not you had someone to assist you on the home works but they want the home works done on time.

On further questioning by the researcher, one of the parents suggests that homework should be clearly explained by the teachers before it is given to the children, more especially for those new learning areas such as Mathematics and Natural Science (NS). The teachers must not just give difficult homework to the learners without motivating them, as difficult tasks tend to frustrate these learners and create a negative attitude towards the teacher and that particular learning area.

Teachers are employed to teach children at school and make them understand all the things that are taught at school. It is not the duty of parents to teach the children at home. Teachers expect most of the teaching to be done at home and as parents with that little knowledge that we have we try to assist our children at home. Learners are sometimes frustrated since we may not assist them in everything but only those things that are within our knowledge.

The interviewed educators from school E and F claim that the parents seem to be facing some challenges in assisting their children with homework due to the fact that there are other learning areas that were introduced in the curriculum which the parents are still struggling to understand. Schools, on the other hand, are doing their best in educating these parents on how to handle the homework that is given to the learners by the teachers.

One of the educators from School B said:

Some parents in the townships have low knowledge levels and are faced with challenges when it comes to assisting their children with homework. Subjects such as Technology, Economic and Management Science (EMS), Mathematics and Natural Science are the biggest challenges to the parents. As a school we have put measures in place to assist the parents who have challenges in assisting in homework.

The other parent from School D claims that although some parents have high knowledge levels, they are struggling to understand some of the learning areas that

have been recently introduced into the primary school curriculum. Such subjects include Technology and Economic and Management Science (EMS).

One parent claims that he is always keen to assist his son in most of the subjects offered in the primary school curriculum except in Technology and EMS which are new learning areas in the curriculum and are very difficult for him to understand.

The participants that were interviewed reveal that it has not been easy for parents to assist their children with homework and other school-related activities due to the knowledge gap. The knowledge gap is mainly due to the inclusion of new learning areas in the curriculum that parents are not familiar with. Meaningful and comprehensive strategies should be implemented by the GDE that would assist in the process of knowledge sharing between the school and the community in order to empower parents on the knowledge of the new learning areas that have been introduced. Enough knowledge by parents on the new learning areas would assist these parents to support their children at home, making the life of a teacher easier in the classroom. Managing parental involvement includes a system whereby all the parents are drawn closer to the school by empowering them on all the curriculum issues of the school so that they are able to render all the support that their children may need for an effective learning environment.

5.5.3.2 Support by teachers and parents on parental involvement

The basis of this theme is on the key roles that the educators play in the support of parents in the implementation of parental involvement in the school. According to Epstein's theory on parental involvement, "the issues of parenting include such aspects as family support and child-rearing skills, adolescent and child development as well as setting up of home conditions to support learning in an educational partnership across the grades". Teachers get information about culture, beliefs and educational goal from their children while on the other hand parenting information is being offered to the families by the teachers. The responses from the participants that were interviewed reveal that children get most of their support from the mothers compared to the fathers.

The principal from **School A** said:

In most cases, it is mothers who give most of the support to the school work of their children compared to fathers. The children form very unbreakable bonds with their mothers as they spend most of the time with them at home, unlike with their fathers. The fathers, in most of the times, are at work and come home very late when these kids are already asleep. Everything that is needed at school is reported by the children to their mothers.

The principal from School A, when asked about the possible reasons why mothers appear to be more involved in their children's education compared to their fathers, indicates that fathers seem to have limited time due to work commitments and other household duties.

These were the words from the principal of School C:

Some parents support learning at home. Teachers give learners homework and parents sign after assisting these learners with their homework. Some parents are unsupportive and that category of parents in this township will not assist their children with homework and other school related activities.

There is a big challenge in the townships where other learners are parents themselves. These learners have no one to assist them as they live alone due to certain circumstances. Measures have been taken through the initiative of schools to assist these learners to get some grants and other resources so that despite the fact that they are parents themselves, they have to be actively involved in their education. The researcher asked one of the principals on how to deal with situations where learners are parents themselves and this is what the principal had to say:

The cases are referred to the social workers although not all of them are being solved in the social welfare department. In our school there was a case of a child whose grant money was sacrificed for a boyfriend by the mother.

Non-profit organisations like churches play a pivotal role in the development of township schools. Churches rent some of the classes in the school and a lot of money

is collected by the schools in the form of rentals. The money is used by the school to buy some equipment and resources that it might need to enhance effective teaching and learning. Data collected reveal that churches also assist in cases of driving away the evil spirits from affected learners through prayer services that are conducted in the school. Learners attend these church services and proper moral values are instilled.

Apart from the churches, the business community also assists in the development of the school and contributes to the smooth management of parental involvement by the principal and the SGB in that they donate cash thereby creating a strong relationship between the school and the community. When asked on the criteria used to select the churches that rent the school classes, the principal had this to say:

In selecting churches that would rent our premises we usually consider the manner in which these churches conduct their sermons. We normally allow churches that conduct their sermons in the manner almost similar to how we do our things here at school.

Educators in the school render much support to the programme of parents' involvement in the education of their children. They play a key role in promoting parental involvement as this assists the principal and the SGB in their move to realise a smooth management of a parental involvement programme in the school. In a case of wrong behaviour by the learners in the school, parents are called by the teachers to attend to the problem. It is the responsibility of teachers to attend parents' meeting and other related activities in order to strengthen their rapport with the parents. Reports to parents are issued by the teachers and the performance and conduct of learners are discussed on such platforms where teachers are fully engaged with parents and these parents are motivated to take part in the education of their children. The educator in School E responded by saying:

We assist the parents by organising workshops where we invite some resource persons to teach the parents on the importance of parental involvement and how they can take part in the education of their children. Teachers write in the learner diaries to explain the homework that is given to learners as some of the parents find

it difficult to understand it. Teachers give guidance to parents if they present their problems to them.

Parents claim that they help their children in as far as school-related work is concerned. Most of the assistance is based on the areas of specialisation by the parents and it becomes a big challenge when other parents have no specialisations to assist their children. Both parents and learners in such cases were frustrated hence the principal, the SGB and the educators had to work collectively in a comprehensive move to motivate, support, and help the parents in areas where there were challenges.

The parents in School F said:

The responsibilities and duties are shared by the parents based on their expertise. If the mother is good in a certain area, she will assist the child in that area and, likewise, if the father is an expert in another area, he will also assist in that area. Learners tend to be frustrated in case they come from families where both the father and the mother have no capacity to support them in their school.

On further questioning on how issues of illiterate parents are dealt with at home in order to assist the children, the parents say that they sometimes seek assistance from the neighbourhood or from other older kids if they have the capacity to assist. Failure by the neighbours or other siblings to solve the problem frustrates the child.

The parent from School D had said:

The parents from the neighbourhood or their children are consulted and if they cannot help, they get too much frustrated. Failure to solve the problem completely means that the teachers are informed of the challenge that the child is facing and how best the child could be assisted. Communication to the teacher in this case can be done in writing. At times teachers are not happy when our children submit uncompleted claiming that as parents we are not fully supporting our children.

Although teachers assist parents in this programme of parental involvement, there are extreme cases of slow learners who can hardly understand, despite the effort of their parents and teachers. Parents in this case are encouraged and motivated by the school to continue supporting these learners with whatever means they have. Teachers recommend that parents register their children in the remedial programme that is conducted in the school for learners who have various challenges in learning. Remediation is very important to learner improvement as the remedial class is comprised of few learners and the teacher has enough time to fully assist each learner in the process. The learners who are brought to remedial classes tend to show gradual improvement over a period of time. Teachers in remedial classes develop concepts based on the understanding of the learners and hardly move to the next concept before learners can understand.

Such programmes are a motivation to the parents and a boost to the programme of parental involvement. It is therefore key in the school that the principal and the SGB facilitate such programmes in order to achieve smooth and comprehensive management of parental involvement, especially in the township schools southwest of Johannesburg. Asked if extra lessons are allowed in the school, this is what the educator had to say:

Extra lessons are allowed in the school. The school offers remediation mainly in areas such as Mathematics, Natural Science and English although assistance is given if other kinds need it in other areas. Remediation in the school is being done during the normal working hours and therefore parents are not paying anything for the service.

The responses from the participants reveal that the children get most of the support and motivation from the mothers who are perceived to be more involved in all the school activities of their children. The children get all the motivation to participate in school activities from their mothers. The homework and announcement that the children are given at school are sent to the mothers who are always at home all the time, while the fathers are always out to fend for the family. These are some of the possible reasons as to why mothers are predominantly involved. The relationships

between the mothers and their children are better compared to that of fathers and the children because the mothers spend most of the time with the children at home.

Educators, according to the data collected, play a key role in supporting parents and learners towards the achievement of effective teaching and learning in the classroom. The findings contradict the literature in that not all the parents with a low knowledge level fail to assist the children with homework. The literature that is reviewed suggests that some of the fathers play a fundamental role in the education of their children through the support in homework and other school-related activities where the learners need support. The principal and the SBG design some strategies to ensure that fathers are also brought into the equation of parents' involvement in the education of their children. Effective teaching and learning can be easily realised in the classroom only if all the parents can be involved in the education of their children and support them all the time.

5.5.3.3 Attendance of meetings by parents in the townships

This theme looked at the manner in which parents, regardless of their knowledge levels and other commitments attend the activities organised by the school. The discussion of the theme assists in evaluating the attendance of parents of the school activities in order to determine how parental involvement is being managed by the principal and the SGB.

The principal in School A indicated that about 70-80% of parents attend meetings on weekends although the percentage tends to drop during weekdays.

This is what the principal from School B had to say:

The meetings that are mostly attended by the parents are those organised during the weekend as most parents are free during the weekend compared to week days. The learners during the weekends are at home to take care of the household and other siblings and therefore the parents can attend the school events. During the week fewer parents attend these meetings due to work commitments.

On further questioning by the researcher about why meetings and other school activities are mainly attended by parents on weekends, and why there is a significant drop in the number of parents that attend during the week, the principal was quick to point out that during the week most parents are at work and cannot attend to the activities organised by the school. 40% to 50% of the parents are estimated to be attending the activities during the week compared to between 90% and 95% on weekends.

The parent from School B said:

We can be free to attend the school events and activities if they are organised during the weekend. It is very difficult to attend during the week due to work commitments.

The educators indicated that there is a 50% to 65% attendance rate of parents' meetings organised by the school and they attribute the percentages to the fact that most parents are at work during the week and some even work on weekends.

The parents only attend the meetings and school activities that are organised during the weekend. In most cases it is the parents who are not working and the parents that are self-employed who will attend the meetings during the week.

The informants that were interviewed by the researcher expressed their general view regarding the attendance of parents to meetings and other school-related activities. They suggest that weekends can be the best times to organise the meetings compared to week days. According to literature, the long working hours of the parents often prevent them from attending meetings that are organised during the week.

Generally, it appears as if parents' attendance of meetings is good if the meetings are scheduled for the weekend and bad if scheduled during the week. The principal and the SGB have an obligation in this case to ensure that suitable and appropriate times are allocated for the meetings and other school activities in order to accommodate all the parents. Parents' engagement is one of the key strategies for the principal to ensure a smooth management of a parental involvement programme that leads to effective teaching and learning. Townships primary schools are therefore challenged

by the communities to ensure that they accommodate and educate the parents on the importance of parents' involvement in the education of their children and motivate them to attend the activities that are organised by the schools.

5.5.3.4 Value of education to parents in township communities

The determination of the categories of parents that attach a value in the education of their children and those that view education negatively in the township communities form the basis for this theme. Possible ways and strategies are formulated in a move to ensure all the parents are actively involved in the education of their children regardless of whether those parents are rich or poor, educated or uneducated. All the parents are pursued by the principal and the SGB towards this cause as it is their responsibility to achieve a smooth and comprehensive management of parental involvement in the school.

According to the literature review, parents' involvement in the education of their children sends a message that they care about their children's success and that they regard education as very important in society. Educated children fit well in the society they live in and lead a life that has a bright future. It is a direct responsibility of the parents to ensure that set an example in as far as the educational issues of their children are concerned. To achieve this, parents have to work hand in glove with other stakeholders such as teachers.

There are different views from the principals of the schools. A positive response is obtained from the principals of schools that indicate that the parents' attendance of meetings and other events is good. Good attendance means that these parents are supportive of their children.

The principals in School B said:

When parents are invited to the school meetings and other events, they attend and are willing to see their children performing well in all the learning areas within the school curriculum. The attendance of meetings by these parents clearly shows that these parents are eager to see their children succeeding. A lot of things regarding the school curriculum are discussed in the school

meetings where all the parents regardless of the social status are given the platform to air their views of issues that relate to the education of their children. Teachers and parents interact during the process and this assists in building sound and meaningful relationship between the school and the community. Sound relationships between the school and the community enhances the development of the school and improves learner performance and participation.

There are also other cases mentioned by the educators in school D, in which the parents of those learners who struggle do not support their educational activities. These parents, according to the data that were collected, do not attend the events organised at school level. Failure by these parents to attend the good activities have a negative impact on the management of parental involvement in the school. Effective management of parental involvement involve the participation by all the parents to the curriculum as well as the co-curricular activities that take place in the school. When interviewed one of the educators in School C said:

The issues that are problematic to both teachers and the parents are ironed out in these meetings where parents meet with teachers face to face. Not all the parents support the education of their children. To fully support the education of the child, the attendance of school events and meetings is the best way to support your child and should be compulsory. The parents, through this kind of interaction with the school, learn more about the way their children conduct themselves when they are outside the home milieu and how best they can deal with negative behaviour from their children when they get home.

The revelation by the parents is that education is essential as it empowers the recipients to become useful in the societies in which they live in. Educated people live a full life and in the absence of education people tend to lead a miserable life in society. It is therefore very important that these children get a decent education in order for them to fit well in society.

The parents from School D said:

As parents when we empower our children, we also prepare for our bright future as these children will grow to help us when we are old. In most cases when children are fully education, they tend to be bread winners and assist take care of the family and other siblings. The parents in township communities are very poor and the structures that most of us live in are not good. As a result of that we expect these children to grow up and build better accommodation for us and other siblings.

The principals believe that if parents support the education of their children, these parents are placing themselves in a better position and are moving towards a brighter future in society. Educated children in most cases assist their parents and remove them from poverty. It is therefore important that parents give the education of their children priority in order to create a brighter future for them. The interviewed principal responded by saying:

Some of the parents are working very hard to uplift the standard of education of these children and they give support to these children in all the aspects in life to ensure that they improve in their performance. As a school we hope that these children will in the future support their parents and remove them from poverty.

The learners are optimistic of the future ahead. According to the learners who participated in the study, education is considered essential by the parents regardless of whether they are educated, uneducated, rich or even poor.

5.5.3.5 Voluntary parental involvement in township primary schools

The extent to which the level of knowledge influences the visits by the parents to the school forms the basis of this theme. The responses from the participants reveal that despite the fact that these parents do not voluntarily visit the schools, they claim that they are not afraid to visit the schools that are attended by their children.

The principal in School C said:

Not all the parents come to school voluntarily. The school invites parents in case of issues that need attention that relate to the education of their children. Not all parents come to these meetings even if invitations were sent to them. The inferiority complex in most of the parents make them think that teachers think they are better than them making it difficult for them to visit the school and consult for their children. The school allows all the parents to visit the school at any time. The visit by parents in the school helps improve the rapport between the school and the community and enhances effective teaching and learning in the classroom.

On further questioning of the principal on why most of the parents cannot visit the school, the principal reveals that other staff members consider the visit to the school by the parents as a disturbance as teachers would have to leave in the middle of the lesson and attend to these parents. Teachers believe that visits by the parents to the school should be arranged on weekends when teachers are not in class to avoid the disturbances that parents may cause when they visit the school anytime. The random visits by parents can negatively affect effective teaching and learning in the classroom.

The educator in School D said:

We consider the random visit by the parents to the school a serious disturbance that should be attended to as a matter of urgency. Effective teaching and learning is compromised when parents are given that freedom to feature at school at any time they may deem necessary. At times parents visit the school for social purposes, at the expense of the learners who expect a teacher in front of them all the time. That creates an atmosphere that is not conducive to effective teaching and learning.

Some parents especially those that are not educated are not fully considered in the decision-making processes of the school because the principal and the SGB feel that their contributions may compromise the development of the school and impact negatively in the teaching and learning process. The only parents that are confident to

visit the school are those parents that serve in the SGB. This is because the principal and other educators think that the SGB members have knowledge on how the school should be run and therefore could contribute meaningful ideas towards the development of the school.

The parent who is also a member of the SGB in School A said:

I have freedom and confidence to visit the school whenever I deem necessary. I have never had any problem with the teachers and the principal and the treatment that I receive from the school authorities is overwhelmingly. Other parents believe that as parents we are not treated the same when we visit the school but I have never seen any discrimination in this school. The fact that I'm a member of the SBG means that I frequently visit the school several times in a week in case of meetings or any other school-related issues.

The principals from school E and F echoed the same sentiments regarding visits by parents to schools. They indicate that the parents are not afraid to visit the schools but in the majority of cases these township parents only visit when there are parents' meetings and other related activities. Parents in the townships would not usually visit to ask about progress on their children's school work.

The principal in School E said:

When parents are invited to attend the school events they always come in large numbers. Parents visit the school for various reasons that concerns the education of their children. The problem at times is when parents are invited when they are supposed to go to work, it becomes very difficult for them to attend in such cases. It has always been good for parents to visit the school as such visits improve the relationship between the school and the community thereby improving teaching and learning in the classroom.

The other principal from school F also said that the parents in his school visit the school when invited, unless if the invitation came at a time when the parent already had other commitments.

When we invite these parents, they always come to school if they are free without any hesitation. In some instance parents cannot visit the school on invitation due to other reasons.

On further questioning on why teachers think parents are not comfortable visiting the school when not invited. The response from the educator pointed out to the fact that visiting the school by parents is a disturbance to the teaching and learning process especially if those parents are not invited to the school.

The educator said:

A visit to the school by the parents should only be on invitation so as to avoid the disturbances that may be caused as a result of such a visit.

According to the teachers, the visit by parents to the school may have a negative impact on effective teaching and learning in the classroom. Parents should only visit the school on invitation to avoid any disturbances. The design of policies and programmes by schools to guide parental involvement may become very essential if the management of parental involvement is to be realised in a school environment. In designing these programmes, schools should bear in mind that these parents have other commitments at home.

Despite the fact that some of the participants think that parents disturb the programmes of the school when they visit the school during the working hours, parents are free to visit the school in order to check on the school progress of their children and to assist the teachers where necessary. Although parents are welcomed to visit the school anytime, some participants are of the view that the school should arrange for parent visits on weekends to avoid interrupting the school programmes.

5.5.3.6. Summary of findings on the policy and practice of parental involvement

It was found that parents with a higher level of knowledge fully participate in the school activities of their children compared to parents with a low knowledge level who seem to complain about many issues at the school. Such as parents not being familiar with the new learning areas in the curriculum, making it very difficult for them to assist their children with homework and other school-related activities.

Mothers are the ones who support their children at home more than the fathers because the children spend most of their time with their mothers, and therefore bond with each other. The workshops are organised by the educators where resource persons are invited to teach parents on issues that relate to parental involvement and how it can contribute to an improved teaching and learning atmosphere in the classroom. In some cases, the teachers write in the learners' diaries to explain the homework that might be given to the learners in order to assist the parents that have challenges.

Not all the parents attend the meetings that are organised in the schools, citing time as a constraint. Parents suggest that the meetings should be scheduled on weekends to accommodate all the parents.

Mixed feelings are recorded from the participants regarding the value of education to parents in the townships. Some parents attach value to the education of their children through the support that they offer their children in school-related activities. On the other end, some of these parents do not attach any value to the education of their children as they do not offer any support to them.

It was also found that not all the parents voluntarily visit the schools, citing some issues of discrimination based on their social status.

5.5.4 Management of parental involvement in township primary schools.

The next section discusses the problems and challenges related to the management of parental involvement.

5.5.4.1 Problems and challenges related to the management of parental involvement

The theme addresses the problems and challenges in the management of parental involvement by the principal and the SGB in the township primary schools. The manner in which the principal and the SGB address issues that relate to parental involvement in township primary schools form the basis of this theme. Possible solutions and strategies are explored in an attempt to improve teaching and learning in the classroom.

5.5.4.1.1 Major challenges to parental involvement

There are several challenges that are associated with parental involvement. Some of these challenges are lack of commitment and interest by parents, limited knowledge and skills by the principal, lack of effective communication channels between the home and the school, lack of time as well as negative attitudes by teachers and parents. According to Van Zyl, (See Section 2.13), the challenges are classified based on physical constraints and mind-centred hindrances.

5.5.4.1.1.1 Physical constraints

The category of physical constraints discusses time constraints and poor communication. The physical constraints have a linkage with mind-centred hindrances due to the complexity of the phenomenon of parental involvement. (Van Zyl, See Section 2.13), It is very important to note that the identified categories belong to physical constraints and mind-centred hindrances and because they are related, one category may relate to another.

5.5.4.1.1.1.1 Time constraints

The principals, educators and parents identified time constraints as a challenge to parents' involvement in the education of their children.

The principals said that the meetings and other school-related events are not being attended by most of the parents due to time constraints.

The principal from School C said:

Owing to time constraints, a handful of parents attended the school meetings.

Van Zyl, (See Section 2.13.1) supports the view that in most cases time is a major obstacle to parental involvement.

These sentiments are echoed by the principal from school F who reiterated that the greatest challenge to parental involvement in the education of their children is time.

The principal said:

Most of the homework that the teachers give to the children is not being done at all. Sometimes some of the learners don't finish this homework at home but will be seen in the morning trying to copy from those learners who come to school with completed homework. The excuses by the learners are that time is a limiting factor as their parents who are supposed to assist them with the homework come home very late due to work commitments."

The responses from the participants show that due to time constraints, parents cannot always be available when the children need to be assisted with their homework. The sentiments echoed by the principals from schools A and B regarding time as a limiting factor correspond with the views from the parents that it is very difficult at times to meet with teachers on consultation days (Van Zyl, see Section 2.13) and also to attend to the meetings organised by the school due to time constraints.

Concerning time constraints, the parent from School A said:

Parents have to be actively involved in the education of their children but time tends to be a limiting factor when they have to attend the activities organised by the school. Due to work commitments and other related issues, some of us as parents arrive home very late and cannot assist our children with homework. We sometimes work during the weekends.

The sentiment from the parent above is related to that of DCSF, (See Section 2.13.1). The DCSF reveal that due to time constraints, the involvement of parents in the

management of the school tends to be a nightmare as parents worked very late during the week and sometimes work on weekends. Most of the school functions take place during the working hours.

5.5.4.1.1.1.2 Poor communication between home and school

One sub-category of physical hindrance is poor communication. Due to the fact that poor communication relates to lack of interest and commitment, it cannot be totally isolated from mind-centred. The parents that took part in the study from all the selected schools think that where there is poor communication parental involvement in the education of the child is never as effective as where the communication channels are effective (See Section 2.14).

The blame is shifted to the parents by the principals especially those from schools C and D. The principals think that parents have challenges when it comes to communication with the school. They are of the view that some of these parents cannot take the communication sent to them by the school seriously.

The principal from School C said:

As a school we have used newsletters to communicate with parents but most of the parents cannot respond to the communication sent to them by the school. At times learners do not deliver these letters to the parents and some deliver them after the invitation dates have passed. Some of these parents are always negative about anything that takes place at school.

The above participant's view corresponds with that of Van Wyk's opinion who thinks that it is these parents with a negative school experience and a low knowledge level who cannot fully participate in the school activities of their children, and support them as well (See section 2.13.2).

The SGB parents in all the selected schools have views similar to those of the principals as they believe that most of the parents, despite having received the communication from the school, are not quick to respond and always have a negative attitude towards the schools. The SGB parents also believe that the blame should also

go to the learners due to their failure to deliver the newsletters to their parents or sometimes failing to deliver them on time.

The SGB parent from School A said:

Despite the fact that the school tries to communicate with the parents, at times they cannot respond to the communication from the school. Some of the learners cannot deliver the letters to us on time.

The parent is concerned about the language that is used when communication is sent to parents claiming that it does not cater for the minority languages within the community. Kadir, (See section 2.11.2) thinks that minority languages should be considered when writing letters to the parents as an effective strategy to improve communication between the school and the community. The importance of communication as a tool that helps strengthen the relation between the teachers and the parents and parents are motivated towards supporting their children in as far as school-related activities are concerned. An efficiency in the functioning of the school depends entirely on the effectiveness of communication between the home and the school (Bhekimpilo, see section 2.11.2).

Some parents think that schools should vary the channels of communication they use and avoid the use of newsletters written in the language that some of the parents cannot understand.

The parent in School B said:

The major challenge that parents face was that schools communicated to them through the use of newsletters as the only channel. We recommend that the school uses different types of communication channel in that the technological era enables all the parents to receive the information on time. The use of WhatsApp, SMS and phone calls was recommended.

The principal and the SBG believe that they are doing a sterling job in as far as communication with the parents is concerned despite the fact that these parents complain of the manner in which the schools communicate with them.

5.5.4.1.1.2 Mind-centred hindrances

Mind-centred hindrances which are not seen as totally independent from the subcategories of physical constraints are discussed below.

5.5.4.1.1.2.1 Lack of commitment and interest by parents

The responses from the principals of schools D and E reveal that the major barrier to parental involvement and its management can be the lack of interest and commitment by parents to support their children's formal education. The principals are of the view that the promotion of children's formal education is a priority to parents who are educated and have enough knowledge of the concept of parental involvement and how it can lead to improved learner performance.

The principal from school D said:

The parents in this community do not show enough interest in the education of their children. Most parents seem not [to be] interested in their children's education. Even when they are invited to meetings and other school events they don't attend and cannot even support their children with homework and other school-related activities.

The principal from School F added that:

The fun part is that good results are expected from these teachers despite the fact that these parents cannot support both the teachers as well as the children.

The principals from schools A and B, despite their view that most parents lack interest and commitment in children's formal education, are of the opinion that parents expect schools to produce good results. The emphasis is made by these principals concerning parents' lack of interest and commitment in supporting their children that this is indeed a challenge of great proportions. The concerns of these principals regarding the lack of interest by the parents were 'written on their faces'.

The interviews that were conducted with parents serving in the SGB had corresponding views based on parents' lack of interest and commitment with those of the principals that took part in the study. This reason for inadequate parental involvement possibly corresponds with the view held by Van Wyk, (See Section 2.13.2). The lack of knowledge and skills by parents to develop their children results from the parents' lack of interest and commitment in supporting the education of these children. Lear and Laura, (See Section 2.13.2) also links parents' lack of relevant skills to assist with children's academic development to limited educational experiences, knowledge and skills.

The parent from School B said:

The commitment and interest by the parents would mean that the learners on the other hand would develop interest and become more focused on their school work. A relaxation on the part of parents resulted on the relaxation on the part of learners.

The views from the parents that were interviewed are contrary to those of the SGB chairpersons and parents serving in the SGBs as these parents maintain that they are very eager to support their children but their efforts are being hampered by the schools. The parents are of the belief that schools do not give them the platform to render support to the education of their children. The knowledge gap in parents is believed to be a strong factor that hinders parents from supporting their children. Some parents claim that the children bring home some homework that is beyond their cognitive development.

The parent from School C said:

The reason why in most cases we don't support our children was that at times we won't be understanding the homework that they bring to us from school.

5.5.4.1.1.2.2 Limitations of principals

The general view of the participants in this study is that the principals are not doing their part in ensuring that all the parents are fully involved in the formal education of their children.

The SGB parents are of the opinion that the facilitation of the programmes of parental involvement in the school is the core responsibility of the principal and the SMT to ensure effective teaching and learning takes place in the classroom. They think that the principals, together with the SMT, should design effective, innovative and comprehensive strategies that motivate all the parents regardless of their social status towards the programme of parents' involvement in the education of their children.

The parent from School B said:

The principals should lead by example in motivating parents towards the programmes of parental involvement in schools. An inviting atmosphere in the school will encourage parents to participate in the school activities of their children.

According to Mathekga, (See Section 2.14), lack of knowledge and strategies by the principal and the SMT may result in poor communication channels within a school. Proper and relevant strategies of parental involvement need to be implemented in the school in order to create a conducive atmosphere for parents to be free to visit the school for consultation on issues that may affect the education of their children. Workshops should also be organised to empower the parents.

The parents believe that the school climate created by the principal and the SMT should be inviting and allow all the parents to freely visit the school in cases of any activities organised by the school. Effective parental involvement in the school could be prevented by the principals who are not innovative and cannot create an inviting atmosphere for all the parents to visit the school.

The parent from School C said:

As parents we wish to be actively involved in the education of our children but the principal and the school management team were

not welcoming to all the parents in the school. The school clerks at times required you to make an appointment in case you want to visit the school. It becomes difficult sometimes to visit the school just to make an appointment to see the principal.

The other parent from School A said:

The atmosphere created by the principal was not inviting to the parents hence most of the parents don't attend the events and meetings that the school organised.

The participants suggested that workshops should be organised for the principal and the SMT to educate them on how best they can create an inviting atmosphere that will motivate all the parents towards the parental involvement programmes in the school. There were comments from the principals regarding the issue of lack of innovation on their part. They do not want to take the blame but insist that parents are not supportive of the formal education of their children and that they make it very difficult to manage the programme of parental involvement in the school.

5.5.4.1.1.2.3. Lack of education by parents

The principal and educators are of the opinion that the education level of the parent has an effect in the administering of the programmes of parental involvement by the principal and the SMT. Mavuso and Duku, (See Section 2.15) are of the view that the lack of adequate education is a limitation to parental involvement, and Lear and Laura, (See Section 2.13.2) state that the lack of parent experience and knowledge leads to the lack of relevant knowledge that would help them to assist the children with homework and other school-related activities that the children bring home.

The educator from School A said:

The levels of literacy of parents at times has to be considered when these children are given some work to do at home. Less educated parents at times may lack knowledge to assist their children at home.

Van Wyk, (See Section 2.13.2) is of the opinion that the parents with limited education cannot fully support the education of their children.

The principal from School B said:

We should take into consideration the levels of literacy of the parents to determine the cognitive level of the work that we give learners to do at home.

The parents agree that it is a reality that most of the parents have a very low literacy level and cannot effectively help their children with homework all the time.

The parent from School C said:

The painful truth is that some of the parents are not educated, making it very difficult for them to assist their children with homework and other school-related activities.

The parents think that their lack of education becomes a limitation on the programme of parental involvement as it compromises the smooth running of the school and adversely affects effective teaching and learning in the classroom.

According to Van Wyk, (See Section 2.13.2), parental involvement is limited by the fact that parents are not sure of the practical application of the concept of parental involvement in a didactic situation as well as their roles on the programmes of parental involvement.

The researcher feels that school teachers should take into cognisance the educational level of the parents when they give learners work to be done at home. The homework that is given to the learners should be clearly explained by the teachers before the children leave school. A sound relationship between the teachers and the parents should be encouraged so that parents can easily communicate with the teachers in case they need clarity on some components of homework that are given to the learners. The individual records of parents should be kept by the teachers to facilitate communication and enhance effective teaching and learning in the classroom.

5.5.4.1.1.2.4 Parents' negative attitudes

Negative parental attitudes were identified as a challenge to parental involvement in the education of their children by the principals, educators and parents.

The principal from School A said:

English tends to be a problem to some of the parents especially where they have to communicate with the expatriate teachers who cannot mix English with other local languages as well as those who cannot speak a local language.

Van Wyk, (See section 2.13.2) states that the parents with a negative attitude find it very difficult to fully support the formal education of their children. The parents with a low literacy level find it very difficult to communicate with teachers who can only speak English.

Principals, educators of the school were of the opinion that the entire responsibility of educating the child has been left at the disposal of the teacher by the parents claiming that teachers are paid to teach their children. Lear and Laura, (see Section 2.13.2) stated that educating the child is the core responsibility of the teacher and not the parent. The failure by parents to attend to the school meetings and the events organised by the school shows that these parents have a negative attitude and do not support the education of their children.

According to the principals and SGBs, non-participation of the learners in some of the school-related activities does not relate to inadequacy.

The principal from School F said:

Parents in some cases didn't allow their children to attend to some of the activities that were organised by the school claiming that they don't have enough resources to supports those activities.

Some parents, according to the principals and educators in schools A and B, do not appreciate the support the government renders to the formal education of the parents in the township communities.

A parent serving in the SGB said:

The assistance that the government gives to parents spoil these parents in that they think that it's a must that the government supply resources to their children.

The SGB parent said:

Despite the support that the government renders to the formal education of their children, the parents don't support that but instead they develop a negative attitude towards the school.

Principal B commented that it the responsibility of the parent to supply pens to the children. The reflection of a negative attitude by parents towards the education of their children can be demonstrated by the lack of support to their children as some of these children come to school without pens. Some parents think that it is not the parents who have a negative attitude towards the education of their children but it is the principal and the educators who perceive them that way.

The parent from school said:

The blame for the poor performance of our children is put on us by the principal and the teachers because of our social status and level of education.

The following section discusses in detail the negative teacher attitudes.

5.5.4.1.1.2.5. Teachers' negative attitudes

Different views are expressed regarding the negative teacher attitudes.

Parents are of the opinion that some teachers look down upon them. This clearly expresses the negative attitudes that these teachers have towards the parents.

A parent from School A said:

The principal requires the parents to make appointments in case they intend visiting the school. The time constraints couldn't allow

us to visit the school for the purposes of making appointment with the principal.

The parents that were interviewed expressed their concerns over most of the teachers claiming that these teachers do not even bother to give them an update on the performance of their children and how best their children could be assisted to improve their academic performance. These parents are of the view that teachers undermine them and think that they have nothing much to contribute towards the education of their children just because they are not educated. According to Mathekga, (See Section 2.13.2), some teachers think that parents are uncooperative and do not do much to support the education of their children all the time.

The principals of the six selected schools defended their teachers on the above mentioned issue claiming that teachers have overloaded schedules and at times it becomes very difficult to promptly attend to the parents due to such work demands. Valerie, (See section 2.15) also supports the above views when he says that, “schools and class size are factors that might negatively impact on parental involvement and affect the programme of parental involvement by the principal and the school management team”.

The principal in School A said:

Parents might develop a negative attitude towards these teachers, not aware of how congested their schedules are in terms of the number of classes they teach, their workload and other activities within the formal and informal curriculum of the school. The slot for the parents to visit the school is after the learners have been dismissed and back home. The teachers find it very difficult after a long day they had with learners to attend to the issues that parents bring to school.

The view by the principals is that the PED has greater demands on the teachers, making it very difficult for these teachers to fully meet the demands of the parents all the time. An unsatisfactory relationship between the teachers and the parents,

therefore, exists (See Section 3.7) in terms of the workload of teachers at schools in the microsphere, and the demands of the PEDs in the exosphere.

The blame is shifted to the principal by the parents, claiming that parents should be given enough time during the day to meet face-to-face with the teachers in order to talk about the performance, behaviour and other issues that may affect the child while the child is still at school. Failure to schedule the visits by parents properly in the school can possibly imply damaged, mesosystemic interaction between principals and teachers in the microsphere (See Section 3.7).

The implementation of parental involvement is done differently in schools. The problems and challenges that these schools face are different and therefore implementation of the solutions to these problems is also different. In townships one finds people of different ethnic groups who have different backgrounds, cultures, values, beliefs and do things in a different way. The children that are enrolled in these township schools are also of different ethnic origins and therefore do things differently.

In terms of staffing, the educators in these township schools are also of different ethnic origins and have different interpretations of everything that happens in the school. To comprehensively address the issues of learners, teachers and parents, a consensus has to be reached among the concerned members. This helps the principal and the SGB in their attempt to address the issues of parents' involvement and how effective and comprehensive management of parental involvement can be realised to ensure effective teaching and learning takes place in the classroom.

The principal from School A said:

The issues of different ethnicity in these township communities has become a major challenge if parental involvement was to be effectively and comprehensively managed especially in township primary schools. During meetings and other activities organised by the school the parents sit according to their ethnic origins and have a bad tendency of supporting a bad idea as long as it has been raised by a member of their group. Such meetings tend to be fruitless and are characterised by disagreements which result in fights among these parents.

The principal responded to the question of how they deal with the issues that relate to ethnic groups in his school as if not properly handled may affect the smooth running of the school.

In his response, the principal said:

The school always encourages parents to interact with everyone during school gatherings to avoid bias that results from discussions. The school organises sitting arrangements and in most cases parents sit according to the phase in which the child is in to try and encourage mingling with one another regardless of which ethnic group one belongs to. Meetings in this this case are characterised by effective discussions and fruitful outcomes are the result.

The principals demonstrated the understanding of the term “management of parental involvement”. One of the principals who was interviewed said that the school invites parents to the school but if there are issues that they consider critical and could be hard to come up with solutions in the absence of the community. The principal believes that parents have no big deals on curriculum issues as that is the area of the teachers to effectively implement anything that relates to the formal curriculum of the school. The educators also believe that parents can be involved especially on issues that relate to the co-curriculum activities of their children. The parents in this regard feel that the school is not fully involving them in the education of their children and that affects the management of parental involvement by the principal and the SMT.

The educator in School A said:

The ideas from the parents in the school were invited when there are serious issues that the school cannot attend to in the absence of the community. Parents in the school were not invited to attend to curriculum issues as these were issues of the educators.

The research asked the parents some of the policies of the school that they have seen being used by the principal and the school management team.

The parent in School D said:

Although I have seen a lot of policies that the principal uses in the school, I haven't come across any policy that is specific to the management of parental involvement in the education of their children.

The implementation of parental involvement in the school becomes a problem in the absence of policies that guides that implementation. The government, through the GDE, encourages schools to design their own policies that would enable them to run each and every programme more effectively and efficiently. Policies are guiding principles and they help the school to operate in a more meaningful and professional manner in order to achieve its aims and goals.

According to SASA, there are no learner representatives in the primary school, therefore, learners are given a code of conduct as a guiding principle. The announcements are given to the learners verbally. The school does most of its communication with the parents during general meetings which most of the parents do not attend. This is a challenge to the principal and the SGB to effectively manage parents' involvement in the education of their children.

The principal in School E said:

Information dissemination to the parents is a challenge as most of the parents don't attend to the meetings and other events organised by the school. The programmes of parental involvement are grossly affected as effective teaching and learning is compromised.

Parental involvement is mainly improved by the attendance of parents in the meetings and other events organised by the school.

5.5.4.2. Principals and SMTs roles and responsibilities

The principal and the SMT have key roles in the management of parental involvement in township primary schools. They have to have policies in place to guide the programme of parental involvement in the school. Clearly designed policies lead to an effective and smooth management of a parental involvement programme in the school. The principal facilitates the programme of parental involvement to ensure effective

teaching and learning takes place in the classroom. One of the interviewed principal said:

The school phones the parents about the developments in the school concerning the children. Newsletters are also sent as means of communication with the parents on matters that relate to the education of the children.

The principal and the SMT facilitate the interaction between the school and the community. Parents volunteer in some schools to perform a variety of duties. Although parents have a role to play in this capacity, not all schools welcome parent volunteers as they view it as a disturbance to the smooth running of the school programmes. It is very important that parent volunteers assist the school in their area of expertise as this assistance by the parents enhance the smooth running of the organisation and leads to effective teaching and learning in the classroom. One of the interviewed educators regarding the roles of the principal and the SMT said:

In the teaching and learning processes, highly -educated parents are invited by the principal and the school management team to act as resource persons in their areas of expertise. In career guidance and other related social platforms, parents who are professionals in specific fields are invited in the school to give guidance and critical information on selected professions.

It is very important to involve parents in the education of their children as these parents are knowledgeable on a variety of fields and can help in the development of the school. Incorporating parents into the school environment requires a high level knowledge and skills from the principal and the SGB on the concept of parental involvement and its management. There are rewards that are associated with a properly managed parental involvement programme in the school. The interviewed parent said:

A well-managed parental involvement programme in the school leads to an improved school attendance by both teachers and learners, homework completion rates by learners improve, organisational goal in-terms of school development are achieved, and social skills, general school discipline and behaviour improves.

The principal and the SMT have a responsibility of implementing changes in the school environment. Parental involvement has changed over the past five years due to a number of reasons and schools in the townships are trying to implement the changes to improve teaching and learning. Most parents are enlightened and aware of the need to be fully involved in the education of their children. Government legislation on parental involvement has improved, precipitating changes in school-related policies. The school and the relevant communities are becoming aware of the benefits that are related to parents' involvement in the education of their children.

5.5.4.3. Parental involvement and its benefits in township primary schools

The literature reveals that there is a great deal of benefits that are associated with parents' involvement in the education of their children. There are a number of benefits that the research participants came up with that relate to parents' involvement in the education of their children. Improved learner participation and performance, improved provision of teaching and learning resources, improved relationship between parents and school, improved learner motivation and school attendance by the learners are some of the benefits that are associated with parental involvement.

5.5.4.3.1 Performance improvement in learners

Improved learner participation was identified by the participants as a benefit to parental involvement in the education.

The principal of School A said:

The involvement of parents in the education of their children is very important as it leads to the smooth running of the school and promotes learner participation.

Van Zyl, (See section 2.5.1) states that parents' involvement in their children's education, according to the cross-sectional and longitudinal studies, is associated with improved academic performance. Decreased absenteeism and improved learner academic performance are some of the benefits associated with parental involvement.

These views once again relate to those of Van Zyl, (See section 2.5.1) who asserts that, "Parental involvement means that parents become united with the school and

thereby form an enlarged base which promotes acceptable behaviour among learners.”

The parents that were interviewed did not mention learner participation and performance as benefits to parental involvement. The researcher is of the opinion that they do not consider the above benefits seriously.

5.5.4.3.2 Improvement in teaching and learning resources

The principals are the only participants who identified improved provision of teaching and learning as beneficial to parental involvement. The reason is that the principal of the school is the one who spends most time with the learners at school, compared to the SBG. The views by the principals from schools C and D are of the opinion that the school and the community should work together as partners to work out solutions to problems in order to improve teaching and learning in the classroom. Parents become motivated if they feel that they are part of the learning process of their children and the support that they give to the learners assist the teaching and learning process.

5.5.4.3.3 Improvement in the rapport between the community and the school

The awareness of the benefit of the relationships between the community and the school was identified by the principals, educators as well as the parents that took part in the study. Teachers tend to be motivated where parents are fully involved in the education of their children. Epstein, (Section 2.6.3) supports the view that teachers and principals are helped by parental involvement to experience improved job satisfaction as well as higher morale.

The parent from School E said:

Teachers feel supported if we work together with them and they will work hard to improve the performance of the children. The happiness on the part of teachers means achievement on the part of our children.

Bhekimpilo, (See Section 2.6.4) also believes that the actively-involved parents in the education of their children benefit in that they develop full potential and strength in supporting their children in the school activities.

According to the parents that were interviewed, the good relationship between the school and the parents determines the trends of behaviour on what should be expected from the learners. A point was raised by the parents that when the school and the parents are in the best relationship, learners tend to behave well.

5.5.4.3.4 Improvement in learner motivation and school attendance

Improved motivation and learner attendance were mentioned briefly by principals, educators and SGB parents from all the schools. One of the parents from school F mentioned both benefits when he said:

If parents are involved with the school, children tend to be motivated to attend school, thereby improving school attendance.

Parents' involvement in the education of their children is associated with progress in performance, greater school enjoyment, better school attendance and improved learner behaviour. It is very important that parents feel welcomed at school and that they become involved in the school activities as well. According to research, there are benefits that are associated with parental involvement which can lead to effective teaching and learning in the classroom. One of the interviewed educators said:

Parents offer assistance to their children on curricular and co-curricular-related activities. Teachers on the other hand gather more knowledge through research on how parents can provide necessary assistance to their children.

The fundamental aims of involving parents in the education of their children includes informing teachers about the child. The principal and the SGB therefore have a duty to ensure that the programme of parental involvement in the school is facilitated and comprehensively managed to enhance effective teaching and learning in the classroom. The interviewed principal said:

Although many parents lack knowledge and skills to assist their children with their education, helping with homework can motivate children towards their school work leading to an improved learner participation and performance.

Open communication channels between the home and the school contributes towards improved parental involvement. It is important for the child that the channels of communication between the home and the school are enhanced for effective management of parental involvement that would in turn lead to effective teaching and learning in the classroom. Parents' involvement in children's lives could have a long lasting impact on the well-being of the children. The interviewed parent said:

When parents are involved in the education of their children, they send a valuable message that they care about their children's education. Parents who are involved send a message that education is important and these children are more likely to value education themselves. Most learners can perform better if the parents are involved in their education.

The role of a parent is extremely vital in the development of values, beliefs, interests and the identity of the child, and that the child needs on-going support and guidance of the parents. The participation of parents in children's education could provide security and emotional stability. This shows how beneficial parental involvement is in the education of the child. The interviewed principal said.

Through parental participation, learners become aware that they should account to both teachers as well as their parents. In as far as behaviour and performance are concerned, children become afraid of doing wrong things simply because of the motivation that they get which assists them to progress to the next level.

When the teachers and parents improve the quality of their relationships and make it part of their school practice, the parents increase the interaction with their children at home and feel more positive about their abilities to help the children. Parents can take part in education regardless of their economic status, knowledge levels and employment status. The principal and the SGB should motivate all the parents as this could assist in raising a complete human being who would fit well in the larger society. If all the parents are motivated towards this cause, a smooth management of parental involvement would be realised leading to effective teaching and learning in the classroom.

5.5.4.4 Perceptions and attitudes of parents and educators.

The manner in which parents and educators address issues relating to the education of their children within the context of parental involvement in township primary schools was explored in this theme. This, in an attempt to work out possible strategies to improve the attitudes of all the parents and the educators towards the management of parents' involvement in the education of their children in primary school in townships southwest of Johannesburg.

The educators interviewed have mixed feelings regarding the management of parental involvement in township primary schools. The educators from primary schools A and B revealed a positive attitude towards the manner in which parental involvement in the township primary schools is being properly managed by the principals and the SMTs.

The educator from School A said:

Parental involvement, according to the educators and parents, is properly managed in the school. The motivation that the teachers and parents have is demonstrated by the support that that they give to the learners in terms of resources and materials to aid teaching and learning. The meeting and events organised by the school are attended by the parents and they contribute meaningfully.

Less interest was shown by the parents in schools C and D in the informal curriculum of the school, expressing their opinion that they are not happy in the manner in which parental involvement is being handled by the principal and the school management. In a scenario where parents do not fully participate in the education of their children, teaching and learning tend to be compromised.

The parent from School C said:

The manner in which the principal and the school governing body handle the parents in this school is not pleasing. There is no transparency in handling issues concerning parents as some parents are given more attention compared to others. Parents

end up having a negative attitude towards the school in general and the education of the child in particular.

The parents from primary school F indicated that they are proud of the manner in which parental involvement is being managed at their school. They claim that those parents with a higher knowledge level contribute meaningfully to the development of the school. Other parents with expertise in various fields helped in the development of the school as they visit the school as resource persons to assist the learners. It is very critical therefore that the principal and the SMT work collectively to ensure that smooth management of parental involvement prevails in the school as this leads to effective learning and teaching in the classroom. Although some parents were happy about the manner in which their matters are being handled by the principal and SGB, other parents were not happy about the conduct of the educators themselves towards the parents.

The parent from School B said:

The manner in which teachers handle the issues that concern our children is not good. The principal, teachers and the SMT don't handle professionally the critical issues that affect the children at school. The smooth functioning of the school is compromised in this case.

The educators in school E indicated that they are proud and happy of the skills that the principal and the SGB apply in handling issues that relate to parents in the school. The educators claim that due to that reason, they get maximum support from the parents in the form of stationery, textbooks and school uniforms. The parents also assist their children with homework.

The educators in School A said:

The development of the school as well as the learners get support from the school. The school library was constructed from the money that the parents donated to the school. Parents get the forms from the school and hunt for donations in the streets. Apart

from the construction of the school library, the money collected from the donations is used in the development of the school.

When asked about some of the things that they think could affect the attitude of their parents towards the management of parental involvement in the school, this was the response from another educator also from School A.

The parents believe that although schools are doing their best in managing parental involvement and improving learner performance, they still need to work hard to improve all round. The relationship between the school and the community needs to be further strengthened to improve the process of parental involvement in the school.

Parental involvement, according to the parents and educators, is properly managed by the principals and SMTs in the township primary schools. Some of the parents do not have enough interest in their children's education. These parents have a negative attitude towards the school and have a perception that teachers have a superiority complex and look down upon them. They feel that there is nothing meaningful that they can discuss with these teachers.

The perceptions and attitudes of the parents and teachers towards the management of parental involvement by the principal and SMT according to the data that was presented show that the participants have varying perceptions regarding the subject under discussion. Teachers think that parental involvement is being properly managed by the principal and the SMT. Parents on the other hand think that the principal and the SMT are not doing their best to get all the parents involved in the education of their children.

Despite the fact that effective teaching and learning takes place in township schools, parents think that more needs to be done to meet the standards set by the GDE. Parents and teachers suggest that workshops should be a priority for the principal and the SMT in order to equip them with the knowledge and skills of how to handle issues that relate to parental involvement in the education of their children.

5.5.4.5 Overcoming challenges to parental involvement

There are several strategies that are designed to reduce the challenges to parental involvement. These strategies, among others, include the organisation of conferences and workshops for parents, improving the channels of communication between the home and the school, provision of guidelines on parental involvement by schools, organisation of conferences and workshops for teachers and principals, reduction of the ratio of the teachers to the learners in the classroom, facilitation of programmes promoting parental involvement as well as encouraging learners to disseminate information from school to their parents at home all the time.

5.5.4.5.1 Workshops to be organised for parents

Based on the interviews that were conducted with all the participants that took part in the study, most parents appear to have a knowledge gap in as far as issues that relate to parental involvement are concerned. Derrick, (See Section 2.6.4) acknowledges that guidance and support is needed in terms of knowledge and skills even if parents show some interest in the education of their children. Parents themselves enjoy the benefit of parental involvement in the education of their children in a variety of ways that include the improvement in the parental skills through the well organised workshops to empower the parents on how to support their children at home. Through workshops, the principal and the educators think that the parents would be empowered to take part in the education of their children. Equipping parents with adequate information on the importance of parental involvement keeps these parents motivated and very eager to support the education of their children. They added that information on parental involvement would enable parents to gain a clear understanding on what parental involvement entails.

The SGB chairperson from School A said:

Parents benefit a lot from the workshops organised by the school as they gain more knowledge on the importance of parents' involvement in the education of their children.

SGB chairperson from School B stated that

The school should also organise some workshops to empower parents on how to assist their children in their homework.

Derrick, (See Section 2.6.4) supports the view when he says that training sessions are the best to equip parents with adequate skills and knowledge on how to assist their children with homework and other school-related activities. Mavuso and Duku, (See Section 2.15), “Parents lack the skills and knowledge on how to deal with the work that the children bring from school. It is very important that these parents are empowered in order for them to gain confidence when assisting their children in their homework and other school-related activities”.

The parents are also of the view that the workshops will go a long way in equipping them with relevant skills and knowledge to assist them to support the education of their children at all times. The lack of knowledge and skills on the part of parents` impact negatively on the education of the children as these parents fail to support them in their school work.

The parent from School C said:

As parents we can be grateful if the school organises knowledge gap workshops to equip us with knowledge on the concept of parental involvement in the education of our children.

Derrick, (See Section 2.6.4), on the issue of workshops, believes that the educational training programmes will equip parents with knowledge and skills in various fields and that they will enable them to support their children at home. Therefore, meaningful parental involvement will be enhanced and effective teaching and learning will take place in the classroom.

5.5.4.5.2 Effective communication channels between the school and the home

The participants are of the view that to realise the smooth running of the school, communication between the school and the community should be improved. Effective channels of communication should be developed between the home and the school in order to improve the performance of learners as well as the functions of the school. Where there is open communication between the home and the school parents feel

supported and empowered by the teachers and they in return also support their children at home. (Bhekimpilo, See section 2.11.2).

The principal from School F:

There should be a frequent communication between the home and the school to ensure that parents always feel that they are accommodated on the issues of the school.

Kadir, (Section 2.11.2) also thinks that the more the frequency of communication between the home and the school, the more parents feel that they are part and parcel of whatever takes place in the school and become more involved in the education of their children.

The teachers and parents, according to the principal, have communication problems.

The principal said:

Teachers and parents, the way I see it, don't communicate well and for the benefit of the child and the system, their issues regarding communication should be fixed.

The principal from School B said:

The parents don't respond to the communication sent by the teachers and that's the reason why there is poor communication between these two parties.

The means and channels of communication used by the schools are ineffective, according to the parents in the SGB (See Section 2.11.2). Most of the parents are quick to point out that the communication sent to them by the school does not reach them in most cases because the schools are not using the correct forms and channels of communication.

The parent from School E said:

New technologies should be used by the schools to improve the communication between the school and the community. In the

case of new technologies parents get the communication at the same time, unlike the use of letters where some learners don't even deliver the letters to their parents.

The participants, during the interview session, mentioned that communication is very important because things have never worked well where there are communication problems and the whole system tends to be negatively affected. Bhekimpilo, (See Section 2.11.2) puts an emphasis on the importance of communication as a factor that has led to improved learner performance in the school.

5.5.4.5.3 Availability of guidelines on parental involvement in schools

According to the data that was collected, a view is held by the educators from the sampled schools that the stakeholders should be guided if effective implementation and management of parental involvement is to be realised in the schools. The opinion from the educators in schools C and D is that the non-availability of guidelines would cause a disruption in the functioning of the schools as stakeholders will not be aware of their roles and responsibilities in the implementation of parental involvement.

The educator had this to say:

Whatever we do at school becomes easy when there are laid-down guidelines for what is supposed to be done. The stakeholders don't seem to be aware of that which they are supposed to do when it comes to parents' involvement in the education of their children.

The educator in School E said:

To work without any form of guidelines is like a teacher working outside a work schedule that guides him on what to teach in the classroom. For us to do the right thing we need to be guided on the concept of parental involvement.

Kadir Beycoglu, (See section 2.13.3) stated that, "Very few schools have policies on parental involvement although there are quite a number of policies in the school that relate to one another".

The parents that were interviewed think that they need to be guided on the concept of parental involvement so that they know how to support their children.

On the issue of guidelines, the parent from School B said:

It is important that the school provides parents with some policies or guidelines on the concept of parental involvement.

There were few written policies, according to the participants, to guide the programme of parental involvement in the education of the children.

The participants that were interviewed think that operating without guidelines is a very difficult task and they believe that the stakeholders should be guided on what to do in order to do it properly. In the presence of clear guidelines there would not be any confusion.

5.5.4.5.4 Principals and teachers to attend workshops

The participants that were interviewed believe that it is a good idea to organise workshops for the parents on the concept of parental involvement. In these workshops the parents will be taught how to support their children at home with homework and other school-related activities. The principals claim that there is an urgent need to equip the parents with the knowledge and skills on the concept of parental involvement.

The principal from School B said:

It is not the parents only that need to be educated on the concept of parental involvement but all the stakeholders, including the principals and the teachers, need to be educated on the concept.

The principal went on to say:

The workshops for the teachers and the principals on the concept of parental involvement benefit the school, the parents as well as the learners. The confidence of both the teachers and the principals is boosted as they can easily assist the parents on how to support their children.

The educator from School D said:

It makes it easy to deal with the concept of parental involvement if there are workshops to equip us with relevant knowledge and skills on the concept.

Xaba, (See Section 2.13.3) thinks that educational training programmes would assist principals and teachers with adequate knowledge on how to assist the parents on the concept of parental involvement. If the parents are aware of their roles on the concept, they will be able all the times to support their children. The learners that get support from their parents tend to participate and perform well in all the school activities. Effective teaching and learning in the classroom are a feature where there is sound parental involvement.

Mention was made by the principal from school A that there is lack of knowledge on the concept of parental involvement by the teachers and urgent intervention is important if effective teaching and learning is to be realised in the classroom.

There is no mention of the principals' workshops on the concept of parental involvement. There is a need for an urgent intervention to educate the principals and the SGB members on how to devise strategies that assist the parents on how to support their children at home. It is the duty of the principal and the SGB to ensure that sound and meaningful parental involvement are in place for the smooth running of the school.

5.5.4.5.5 Reduced teacher-pupil ratio

Concerning teacher-pupil ratio, the educator from school D had the following to say:

There is an abnormality in terms of the teacher-learner ratio in township schools which explains why the teachers at times may fail to give attention to all the parents that visit the school. Few parents can therefore be attended to during the working hours.

The educator went on to register her disappointment on the part of the government's failure to increase the classrooms and teachers, as too many learners in a class are a barrier

to effective classroom delivery as well as the implementation and management of parental involvement in the school.

The members of the SGB also support the educator in this regard claiming that the classes are too crowded for teachers to manage them. They expressed their opinion on the reduction of class sizes as they believe that by so doing teachers will be accorded enough time to attend to the parents when they visit the schools. Due to the large numbers of learners in their classes, the teachers have to deal with many parents on consultation days which is a huge burden on teachers and therefore compromises effective classroom delivery in one way or the other.

Despite the fact that the parents are aware of the challenges as a result of high teacher-pupil ratios, they remain optimistic that the strategies will be designed to reduce the problem in schools in the future.

One of the male parents from School A responded:

As much as it would be a very noble idea to reduce class sizes, in the actual fact that can take ages to happen due to the non-availability of funds to support the development of schools.

The strategies on the reduction of the teacher-pupil ratios were not mentioned by the principal in school B. As a non-teaching manager, the principal in this school may not have enough knowledge on his disposal regarding the challenges to parental involvement as a result of crowded classes with high teacher-learners ratios. All the parents from all the schools that were interviewed registered their disappointment on the higher teacher-learner ratios as a major challenge to effective classroom delivery and that it also impacts negatively on the academic performance of the learners.

5.5.4.5.6 Programmes facilitated by schools on parental involvement

The participants that were interviewed think that it is a best idea for schools to put in place effective programmes for parental involvement.

The parent in School F said:

The parents are likely to improve their skills if programmes are put in place to educate them on the concept of parental involvement. In this case the parents would be motivated to support the education of their children.

Valentine and Victoria, (See section 2.13.3) stated that, "Many schools fail to create an environment that is conducive for parental involvement although they claim that they welcome parental participation in the school.

The parents that were interviewed said that they are willing to take part in the events and activities that are organised by the school if they are invited. They claim that they were previously invited to very few events in the schools.

The parent from School A said:

We are willing to take part in the school events if the school invites us. In most cases the schools don't invite us to come to these school events and activities.

Some of the parents claim that they are not willing to participate in the school activities since the principal and the teachers think that they have nothing much to offer in the development of the school. To grow the attendance of the parents in the school events, there should be improved communication channels between the school and the community and in this case parents will be motivated to support their children.

5.5.4.5.7 Parents to receive messages from schools

The lack of communication between the school and the community is highlighted by Topor, Keane, Shelton and Kalkins, (See Section 2.13.3). The participants that were interviewed believe that there should be some means to enforce learners to deliver to the parents the letters that the schools frequently give them. A concern was raised by the parents that letters are not delivered by these children at home and in cases of those that are delivered they are seldom delivered on time.

The parent in School B:

We sometimes see other parents coming from the school meetings that we have never heard of and when you ask further you will be told that the letters were given to the children the previous week.

The parents suggest the use of new technologies to ensure all the parents receive the communication from the school on time to improve the system and avoid further inconveniences on the part of the school as well as the parents. The principals that participated in the study claim that it is cheap to send communication to parents through newsletters hence most of their communication with parents is through the use of newsletters. Due to poor communication by the schools some messages do not reach the parents at all while others do not reach them on time. There is a need therefore to change the channels of communication by the schools so that the information reaches the parents on time. Regarding the importance of effective communication, Bhekimpilo, (See Section 2.15) states that for the effective functioning of the school, communication between the home and the school is very important.

5.5.4.5.8 Summary of findings on the management of parental involvement.

Time constraints are identified by the participants as one of the major challenges on the programme of parental involvement in schools, as in most cases parents are occupied at a time when they are required to attend the school events. The management of parental involvement in schools is grossly affected, among other things, by the lack of interest and commitment on the part of parents to support their children's formal education.

A conducive and inviting climate is not created by the principals and the SMT to motivate all the parents to participate in the education of their children and give them support. As a result, most of the parents do not support their children. The responses from the participants reveal that some of them lacked the adequate skills and knowledge to support their children with homework because they are not well educated. The challenge according to the principals and educators is the low literacy levels of parents as they fail to communicate in English with some of these teachers who cannot speak a local language. The parents think that the teachers are undermining them and will ask for appointments in case they visited the school to check the progress of their children.

The phone calls are sometimes made to the parents in case of issues concerning the children and the newsletter are commonly used to send communication to the parents. The resource persons are invited to school to assist the children on the concepts that they find it difficult to understand at school. The principal and the SMT try harder to work towards improving the school climate in order to accommodate the parents as key stakeholders in the education of their children. Where there are effective parental involvement programmes in the school, learners are motivated to attend and participate in all the activities organised by the school.

Various feelings were expressed by the parents and educators concerning the management of parental involvement by the principal and the SMT in this school. Some believe that they are well managed by the principal and the SMT while on the other hand some have contrary views regarding the management of parental involvement.

Various strategies have been adopted to address the challenges of parental involvement in the schools. The strategies among others include the organisations of conferences and workshops for parents, the development of effective channels of communication between the home and the school, the reduction in the teacher-learner ratios, the facilitation of events and programmes by the teachers on parental involvement and also encouraging the delivery of messages by learners to their parents.

5.6 Conclusion

This chapter focused on the analysis and interpretation of the data that were collected from the participants through interviews. The background, culture, and the levels of education of the parents in the township communities are understood by the schools. The cooperation and collaboration exist between the school and all the other stakeholders as they work together towards the building of the school and ensuring that effective teaching takes place in the classroom. It is very difficult for the parents to support their children with homework and other school-related activities because the majority lack enough knowledge and skills to support their children. The schools encourage the parents to attend the workshops on parental involvement so that they are equipped with adequate and relevant **knowledge and skills on how** to handle the tasks that the children bring home from school. The big task of the principal and the

SMT is to motivate the parents to participate in the school activities of their children and to support them with their homework and other school-related activities.

The smooth running of the school as well as the management of parental involvement by the principal and the SMT is ensured where the community is well engaged in the affairs of the school. The children in the township schools southwest of Johannesburg are mainly assisted by their mothers due to the fact the fathers are not at home most of the time and at times arrive home very late. The bond between the children and their mothers is stronger compared to that between the children and their fathers due to the fact that these children spend most of the time with their mothers at home. The mothers are the ones who accompany their children to school in case a child has been asked to bring a parent to school. The principal and the SMT also bond with the mothers and also prefer them in cases parents are needed at school. However, the fathers are also encouraged by the school to take part in the education of their children.

The value of education, according to the data produced, is attached by the parents to the education of their children despite the challenges that they face in trying to assist their children with homework and other school-related activities. The new learning areas that were introduced in the school curriculum are a very big challenge to the parents although measures are being put in place by the schools to educate them on the contents of these new subjects. For the effective functioning of the school, effective and sound communication should prevail between the school and the community.

The meetings that the schools organise on weekends are well attended by the parents because most of them are free then, compared to those that are held during the week.

The next chapter focuses on synthesis of findings, recommendations as well as conclusion of the study.

CHAPTER 6

SYNTHESIS OF FINDINGS, RECOMMENDATIONS AND CONCLUSION OF THE STUDY

6.1 Introduction

The research study aimed at assessing the degree to which parental involvement is managed in the selected primary schools in the townships southwest of Johannesburg. The major purpose, therefore, was to explore some meaningful strategies that would be aimed at improving the management of parental involvement by the principals and SMTs in the selected township primary schools in Soweto. The assumption was that a comprehensive parents' involvement in the education of their children can lead to effective teaching and learning in the classroom and subsequently lead to improved learner performance in the school-related activities.

In this chapter, the overview of the study is highlighted and followed by the highlight of the **key findings of the research which are based on** the themes that are derived from the study. The conclusion of the study is drawn to give a summary of its points and is followed by the recommendations that come from the findings. The recommendations for further research are based on the concept of parental involvement which constitutes the final conclusion of the study.

6.2 The study overview

Chapter 1 presented the motivation for the study. It started with an introduction that was a general description of parental involvement as well as how the effective management of parental involvement by the principal and the SMT can lead to effective teaching and learning in township primary schools. The major focus was on primary township schools situated southwest of Johannesburg in the Gauteng province of the Republic of South Africa. The background was highlighted by **relating how** other scholars in the world at large perceive the concept of parental involvement in the education of their children and what best they thought could be done to improve the management of parental involvement especially in primary township schools. The problem statement highlighted the need to investigate the role of management in parental involvement in selected primary schools in the townships southwest of Johannesburg. The general and specific objectives spelt out the purpose of the study.

From the general objectives, the significant factors from the literature regarding parents' involvement in the education of their children was outlined as well as the role of the management thereof. The specific objective was to explore the possible strategies to enhance the effective management of parental involvement by the principal and the SMT in township primary schools.

The significance and scope of the study in this chapter was outlined, with an intention to assist the JNED to review and evaluate current policy on the management of parental involvement in public primary schools in Soweto. In this case, six Soweto primary schools were selected to participate in the study. Purposive sampling procedure was used to select the primary schools that took part. Such concepts as management, parent, parent involvement, public primary school, townships in the South African context were defined in this chapter. The researcher approached the study with some preconceived assumptions on the concept of parental involvement and its management: The study did include the former Model C schools since they form part of an education system where parental involvement is functioning well, are well equipped and resourced with sound and conducive learning and teaching environment.

The public primary schools located in poor black communities in the townships, especially those southwest of Johannesburg, are the ones that are affected by the lack of key resources that enhance effective teaching and learning in the classroom. The choice of township communities to participate in this study was as a result of the above and other assumptions by the researcher. The issues of validity, reliability, flexibility and ethics were also highlighted in this chapter.

Chapter 2 presented a literature study based on the concept of parental involvement. The researcher discussed the barriers to parental involvement the management hereof in township schools especially those located on the southwest of Johannesburg. The views of other African researchers on the phenomenon of parental involvement were highlighted to gather more information on how other scholars perceive the concept of parental involvement in an African perspective. School governance in the SA context regarding relevant legislation to parental involvement in SGBs was also dealt with in this chapter, with the main reference to the South African School Act.

The research focused mainly on primary schools in the townships southwest of Johannesburg and the researcher discussed the historical background of Soweto with particular reference to the primary schools in the township, as well as the education that was being offered by these primary public schools in the township.

Chapter 3 presented the theories that underpinned the research study. In this regard the functional, parental empowerment, cultural competence, and the social capital approaches were discussed in this chapter. Joyce Epstein's theory of the overlapping of spheres, the typology of parental involvement and Bronfenbrenner's ecological model formed the basis for the theoretical framework of the study and also constituted a significant section of the literature study since it allowed the researcher to view the topic of parental involvement in a holistic manner.

Chapter 4 presented a brief description of the research design, research methods, population and sample selection. The **methods of gathering data such** as literature study, individual interviews, focus group interviews, document review and observations were discussed in this chapter. Semi-structured, standardised open-ended interviews were used to construct data during the study. The interviews were standardised for the purposes of consistency and standardisation of the interviews implied that, for example, all the six principals interviewed were asked similar questions even though their interviews took place at different times, venues and environments. Face-to-face interviews were conducted with the principals of the six primary schools while focus group discussions were done with teachers and SGB parents. As a means of **data production**, the following documents were reviewed: minute books, attendance registers, and school policy on the management of parental involvement as well as the information books that were available in the school office. The participant and non-participant observations were used in this study in order to fully examine the management of parental involvement by the principal and SMT in township schools southwest of Johannesburg.

As part of the observations, I attended the events that were organised by the schools such as meetings, open days and prize-giving ceremonies in an attempt to examine how parents were being handled by the SMT during activities organised by the schools. The interactions between the parents and the researcher during these events

enabled him to evaluate the manner in which parents were managed when they took part in the school-related activities.

Chapter 5 constituted the presentation, discussion and interpretation of the findings regarding the management of parental involvement in primary schools in townships southwest of Johannesburg. The analysis of data involved the interpretation of events and responses of participants that were given by the principals, educators and SGB parents during the interview process. The organisation of data formed an essential step in that larger amounts of data were organised into workable units that enhanced effective coding. The process began with an inventory of what I had gathered during the process of data production. During the process of data transcription, notes and other information were taken and converted into a format that facilitated effective data analysis. I read one by one the transcripts from the interviews that were conducted with principals, educators and SGB parents while taking down important notes on the data collected. Several important codes were brought together to form categories which were combined to form themes that were used in the study.

In chapter 6 the overview of the study is highlighted followed by the highlight of the key findings of the research which are based on the themes that are derived from the study. The conclusion of the study is drawn to give a summary of its main points and is followed by the recommendations that come from the findings of the study. The recommendations for further research that are based on the concept of parental involvement constitute the final conclusion of the study.

6.3 Presentation and discussion of general and major findings of the study

The following section discusses the general and the major findings of the study.

6.3.1 General findings of the study

In chapter 5, the findings were presented based on the views of the participants on the management of parental involvement in primary schools in the townships located southwest of Johannesburg. The three main themes below form the basis of the discussions:

- School practices on parental involvement in township primary schools
- Policy and practice of parental involvement in township primary schools
- Management of parental involvement in township primary schools

6.3.1.1 School practices on parental involvement

The following section discusses the sub-themes on school practices on parental involvement.

6.3.1.1.1 Awareness of schools on parents' understanding

Adequate knowledge has been demonstrated by the schools on how much they think the parents in the townships understand the roles parents and schools play in parental involvement. The responses from the interviewed parents that were part of the study reveal that some of the parents in the community are not aware of the role they have to play in parental involvement. The knowledge of the parents in the community is improved by the introduction of educational programmes by the schools to educate the community of the importance of parental involvement and the roles that parents should play in parental involvement.

The cultural backgrounds of the community are understood by the schools through the studies that they conduct in the township communities. The studies are meant to improve parental involvement in township primary schools. When parents have the knowledge, it makes it easy for them to help and support the education of their children. According to the theory of Epstein, the school culture should be learnt by the children while the culture of the learners should be taught in schools. Exposing learners to their culture as well as the school culture improves the relationships between the school and the community and helps to improve the standard of education in township schools. When there is a good relationship between the school and the community, learners tend to perform well and participate effectively in their teachers' class presentations.

6.3.1.1.2 Responsiveness of schools on the township community's needs

Parents get much support from government in the form of resources and materials offered to the learners like food, stationery and other resources, to mention a few. Most of the parents in the township communities do not have enough resources to support the education of their children. It becomes a relief to them when they get assistance from government in the form of resources given to the learners to support their education. The children who come to school on an empty stomach are fed at

school through government feeding schemes. The schools, after conducting some community studies, implement some intervention programmes that are aimed at helping families in the community in order to improve the standard of education in the township communities. The presence of parents in the school motivate the children and encourage them to work hard towards the improvement of their performance.

The business community in the township schools play a fundamental role in supporting the children that come from struggling families. These children are given food, uniforms, jerseys and other basic things that are needed to support their education. Knowledgeable parents find it very easy to support their children compared to those parents who lack knowledge.

6.3.1.1.3 Treatment by schools of parents in the townships

The treatment of parents when they visit the school is not the same. Some parents are given more attention than others. The social status of a parent determines the manner in which that parent is being treated by the school. The parents who are considered to be poor and uneducated do not get the attention they need when they visit the school compared to those who are considered to be rich and educated. The interviewed parents reveal that for one to receive quick attention when visiting a school, one has to be educated and rich. Meaningful contributions are expected from educated and rich parents by the schools. The reason why a school would give more attention to the rich parents is because they expect them to contribute resources to the school.

A good relationship between the school and the community facilitates effective management of parental involvement in the township schools. When the parents are motivated to support their children, these children tend to participate well in the school activities and this leads to improved performance in their academic performance. The school and the parents interact well where the relationship is good.

The reactions that are captured from the participants are different, with some claiming that all the parents receive the same treatment when they visit the schools while others think that some parents are treated better than others. To achieve a smooth and comprehensive management of parental involvement, the principal and the SGB have to ensure that at all times the parents receive the same treatment when they visit the school, regardless of whether they are poor, rich, educated or uneducated.

Teachers are encouraged to forge sound relationships with parents in order to motivate parents' participation in their children's school activities. The factors that affect effective parental involvement are supposed to be addressed by the teachers and effective strategies put in place in order to improve the performance of learners.

6.3.1.1.4 Empowerment and encouragement of parental involvement

The support that the school renders to the community goes a long way in motivating parents towards the support of their children. The materials and resources are given to the learners by the schools. The business community also gives support to the learners in the form of resources and materials.

Parents' attendance of meetings can be promoted by improving the communication channels between the school and the home. In cases of meetings or any other events, all the parents should be informed in time. Improving the attendance of parents in school-organised events makes it easy for the principal and the SGB to effectively motivate all the parents to render meaningful support to the education of their children.

6.3.1.1.5. Communication between schools and parents in the townships

Communication between the home and the school is mainly through the use of newsletters that are given to all the learners. Unfortunately, not all the learners deliver the letters to their parents. Some parents do not receive these newsletters at all while others do not receive them on time. The major disadvantage of the newsletters is the fact that some of the parents cannot read them as they are written in English and most of these township parents do not understand English. The improvement of the literacy level of the parents lies solely with the school as the principal and the SGB are mandated to work towards improving the literacy level of the community.

The use of relevant channels of communication is essential if schools are to function effectively and improve the teaching and learning in the classroom. Child study programmes should be conducted by the schools in the community to gather relevant information that would assist in the development of the children and improve teaching and learning in the classroom.

6.4 Policy and practices of parental involvement

The following section discusses the sub-themes on policy and practices on parental involvement.

6.4.1 Parental involvement in township children's education

Most of the children in the township primary schools do not receive support and assistance from their parents. The parents lack knowledge of the newly-introduced subjects in the primary school curriculum. There is an urgent need by government through the GDE to address the problems that are caused by the inclusion of these subjects. The meaning of managing parental involvement involves motivating all the parents to a point that they all feel free and empowered to support their children with their homework and other school-related activities.

6.4.2 Support by teachers and parents on parental involvement

The children are assisted more by the mothers at home compared to the fathers. School homework given to the learners are signed mainly by their mothers and this is clear proof that they get most of the assistance from their mothers. The fathers spend most of their time out of the home either visiting friends or due to work commitments. The mothers spend most of their time with their children at home and bond well with them compared to the fathers who always come late home.

The parents get most of the support from the educators. Literature, on the other hand, states that the literacy level of most of the women is very low and therefore cannot effectively assist their children with homework as well as other school-related activities. The contrast in this case is that the literature states that the most active parent in support of the child is the father while the responses from the participants reveal that the mothers are the most active. It is the duty of the principal and the SGB to ensure that all the parents in the family, regardless of gender, assist in the education of their children.

6.4.3 Attendance of meetings by parents in the townships

Parents' meetings are better attended when held on weekends compared to those organised during the week. The parents' long working hours, according to literature on

parental involvement, prevent the majority of the parents from attending these meetings.

It is the duty of the principal and the SGB to ensure that in their year planner they slot most of their meetings and other activities on the weekends so that all the parents can be in the best position to attend. Engaging parents in the school affairs helps in the effective management of parental involvement and where it is effectively managed, the children are motivated to participate in the school-related activities. Workshops are held in the township primary schools to educate parents about their roles in parental involvement and how best they can assist and support the education of their children at school and at home.

6.4.4 Value of education to parents in township communities

Township primary schools parents attach value to the education of their children and believe that the performance of their children would be determined by the support that they give to these children. There is always a brighter future ahead of a child who is educated compared to that of child who is not. It was and still remains the responsibility of all the stakeholders to ensure that the children are supported and should not be deprived of a decent education that would make them prosperous and productive citizens in society.

The participants that were interviewed think that some parents have interest in checking the progress of their children while others think that some parents do not care about the progress of their children. The parents who come to school to check the progress of their children also attend the meetings while those parents who do not come to check the progress of their children do not also attend the meetings organised by the school.

6.4.5 Voluntary parental involvement in township primary schools

Parents only visit the school on invitation. They believe that the teachers give them a bad attitude when they visit the school during the week and that makes them not to visit the school frequently. When the parents visit during the week, the teachers think that they are disturbing the processes of the school.

According to the literature review, the schools do not invite uneducated parents to the decision-making meetings of the school and this makes them to feel out of place. The SGBs are the only parents who have the confidence to visit the school every time since they are approved by the teachers and the principal of the school. The parents, on the other hand, participate in the school activities of their children which include being members of the SGB. By virtue of being members of the SGB, these parents visit the schools frequently because they feel that they are part and parcel of the school system.

The teachers do not encourage the parents to visit the schools during the working hours as such visits are regarded as disturbing effective classroom delivery and meaningful learning. The movement of the parents in the school are supposed to be monitored by some instruments as policies to ensure that their movement in and out of the school does not in any way compromise classroom delivery and the smooth running of the school. The parents, according to school policies, are expected to visit on specified dates and times during the working hours.

The teachers view the parents' visits during working hours as a barrier to the smooth running of the school. Through the introduction of policies, the principal and the SMT ensured an effective implementation of parental involvement in the school.

6.5 Management of parental involvement in township primary schools

In this section issues that pertain to the management of parental involvement will be discussed in detail.

6.5.1 Principals and SMTs` roles and responsibilities

The main players in the management of parental involvement in township primary schools are the principal and the SMT. Each and every school has its own guidelines as well as policies that the principal and the SMT use to ensure that the school runs smoothly all the time. It is very important that the policies developed are easy to implement in the organisation without causing further problems.

The principal said:

The changes in the school environment are implemented by the principal and the SGB. Over the past five years, a significant change on parental involvement has been noted

in township primary schools. Where parents are fully involved, learners improved in various aspects that range from behaviour to performance in the classroom. The government also provides some policies in schools to spearhead the implementation of the parental involvement programmes. The community's knowledge of the concept of parental involvement has grown to a reasonable figure in the townships, especially those in the southwest of Johannesburg in Gauteng.

6.5.2 Parental involvement and its benefits

Communication between the home and the school is mainly through the use of newsletters that are given to all the learners. Not all the learners deliver the letters to their parents. Some of the parents do not receive these newsletters at all while others do not receive them on time. The major disadvantage of the newsletters is that some of the parents cannot read them as they are written in English and most of these township parents do not understand English well. The improvement of the literacy level of the parents lies solely with the school because the principal and the SGB are mandated to work towards improving the literacy level of the community.

6.5.2.1 Performance improvement in learners

The improvement of the performance of learners in school-related activities is a good indicator that parental involvement in the school is effectively being managed by the principal and the SMT. The parents that were interviewed did not want to answer the questions on how an effective management of parental involvement by the principal and the SMT benefits the learner in the classroom.

6.5.2.2 Improvement in teaching and learning resources

Principals think that in a school where there are adequate teaching and learning resources, learners tend to perform well in all school-related activities.

6.5.2.3 Improvement in the rapport between the community and the school

In a school where the community is a priority, learners tend to do very well as a result of the support that they get from school and from their parents at home. The involvement of parents is a relief to the teachers as teaching the child becomes a dual responsibility of the teacher and the parent. The teachers, in this case, act in loco parentis. The performance of the children who are supported by their parents tend to

be present at school every day compared to those who do not get support from their parents.

6.5.2.4 Improvement in learner motivation and school attendance

Where parental involvement is effective, learners tend to show a very good performance and also improve in the other aspects of the school. A welcoming environment at the school enables the parents to be free to visit whenever they wish to do so. Where parental involvement takes a centre stage, an open atmosphere between the school and the home prevails. Parents are the foundation in the education of their children and where these parents are active, the children tend to do very well whereas where the parents are passive children tend to do badly in their school work. The work of the principal and the SGB at the school is to make sure that parents are kept motivated all the time in order to support the education of their children.

The communication channels that the school implements determine the level at which parents get involved in the school activities of their children. The child feels secure when the parent takes the front seat on issues that concern the education of that child.

The development of the child requires input from both the teachers and the parent, and effective support by both enables the child the proper values to live harmoniously with other members of the school community as well as the larger community. A lack of support by the parents leads to the strain on the part of the child and impacts negatively on the day-to-day activities of the child at school. The children feel a sense of security when they see their teachers having good relationships with their parents; and that is a key motivation to the learners as they also work towards maintaining the good relationship between their parents and the school. There seems to be no formula for supporting the education of the child as some parents think that it is the duty of only the rich parents to support their children. It is the core duty of every parent to ensure that the child is supported all the time in order for them to perform well at school. The parents therefore have to be motivated all the time to support their children.

6.5.3 Perceptions and attitudes of parents and educators

According to some parents and educators in township primary schools, there is effective management of parental involvement that takes place. The responses from

the participants reveal a certain group of parents, namely the uneducated ones do not show any interest in the education of their children while another group of parents, the educated ones, show an alarming support to the school that relates to the education of their children. According to research, this is due to the fact that the less educated parents tend to draw their conclusions about the principal and the educators in the school. These parents also tend to think that the principal and the educators have a negative attitude towards them because they are less educated.

Mixed perceptions are held by the parents regarding the management of parental involvement by the principal and the SGB. Some parents believe the principal and his team are doing exceptionally well in making sure that all the parents participate in the school activities. On the other hand, some parents think that the principal and his team are biased towards a certain group of people when attention was needed.

The parents in the township schools believe that the standard of education in these township schools should be improved to enable the children to be competitive in the outside world when they finish school.

6.5.4 Overcoming challenges to parental involvement

Parental involvement can be overcome through the use of various properly implemented strategies. The workshops should be organised to assist to gather more knowledge and information on the concept of parental involvement. The communication channels between the home and the school should be improved each day. Due to the daily changes in technology, parental involvement should be guided to assist the parents as well as the principal on the implementation and management of parental involvement in the school. The teacher-learner ratios should be improved so that the teachers have manageable classes all the time. The claims have reached the schools from the parents that some of the learners do not deliver the messages to the parents at home.

6.5.4.1 Workshops to be organised for parents

Workshops have been organised by the school and other interested stakeholders to help close the knowledge gap that exists in parents in as far as parental involvement is concerned. These workshops, according to the participants, would empower the

parents so that they support their children at home. Where the parents are fully involved, the children tend to do well in their school work. The knowledgeable parents have confidence and find it very easy to visit the school to consult for their children.

6.5.4.2 Effective communication channels between school and home

Communication between the home and the school is mainly through the use of newsletters that are given to all the learners. Not all the learners deliver the letters to their parents though, some of the parents do not receive these newsletters at all while some do not receive them on time. The major disadvantage of the newsletters is the fact that some of the parents cannot read them as they are written in English and most of these township parents do not understand English. The improvement of the literacy level of the parents lies solely with the school as the principal and the SGB are mandated to work towards improving the literacy level of the community.

6.5.4.3 Availability of guidelines on parental involvement in schools

All the stakeholders should be guided if they are to fully participate and support the children to achieve their educational goals by performing according to the expectations of the DBE. The school should provide these guidelines in order to maximise efficiency in the management of parental involvement.

6.5.4.4 Programmes on parental involvement to be facilitated by schools

The programmes and events are to be organised by the school and parents are invited to take part in these programmes. Such programmes promote the interaction between the teachers and the parents and that assists in creating sound and meaningful relationships. When parents and teachers are in each other's good books, the work of teaching and learning tend to be effective in the classroom.

6.5.4.5 Parents to receive messages from schools

According to the participants, the messages are not delivered by all the children and those that deliver them at times do so very late, when the dates for meetings have already passed. This owes to the bad communication channels that are used by the school to communicate to the parents. The schools are therefore encouraged to improve the communication channels that they use to communicate with the parents.

6.6 Major findings of the study

Below is the presentation of the major findings of the study.

6.6.1 Awareness of schools on parents' understanding

A discussion below pertains to the school's awareness of the township community's understanding of the concept of parental involvement which is based on the views of all the participants that took part in the study. The interpretation of the views from the SGB parents is followed by the interpretation of the views of the educators and, finally, the views of the principals of the schools.

➤ Perceptions of SGB parents on the understanding of parental involvement

The SGB parents consider parental involvement as the assistance that is given by the parents to their children in their school-related activities such as homework. Consideration was taken into Epstein's typology of parental involvement, where Type 1 parental involvement (Parenting) is implied (see Section 2.11.1). The ways in which parents should be involved in the education of their children is mentioned by not all but by other parents who took part in the study.

Some parents do not show much interest, claiming that whatever the concept of parental involvement entails has nothing to do with them as it is the business of the principal and the teachers in the school. The parents think that by actively being involved in the education of the children, the behaviour of the children would change for the better, school attendance is likely to improve for the better, and the performance is also to improve. This also relates to Type 1 parental involvement (Parenting). Other parents mentioned that long working hours, poor communication between school and home, limited educational background negatively affect them on all their efforts to support their children at home (see Tables 5.1 - 5.6).

According to Epstein's initial theoretical model of parental involvement, the responsibilities of families and schools are separated by the parents and they believe that the families and schools have varying responsibilities when it comes to the education of the child. This means that the bulk of the education of the child occurs at home than at school as more hours are spent by the children in informal learning at home than the formal learning that takes place at school. Considering that most learning takes place at home, the principals feel that the parents giving all the

responsibilities to the teachers are not doing justice to these learners hence some of the learners grow to be juvenile delinquents in society.

On the description of parental involvement the SGB parents that take part in the study have an emphasis on Type 4 parental involvement (Learning at home). Type 2 parental involvement (Communication) is also alluded to as well as Type 3 parental involvement (Volunteering) as they try to unpack the concept of parental involvement. Type 1 parental involvement (Parenting) only features where teachers are serious about acting in loco parentis as required by legislation. There is no parent who made mention of Bronfenbrenner's exosphere (see Section 3.7) which talks about the cooperation of the school and the community for the good of the child. The responses from the participants reveal that a broader spectrum is needed in terms of the views of the stakeholders regarding the concept of parental involvement and how best it can be implemented to benefit the child.

➤ **Perceptions of educators on the understanding parental involvement**

The discussion below is based on how the educators think the parents perceive the concept of parental involvement. According to the educators, much is being done by the schools to gather knowledge of how much the parents in the community know of the concept of parental involvement. The interviewed educators mentioned that there are projects that are implemented by the school to gather as much knowledge as possible on the knowledge that the parents have on this concept as this helps the school to properly plan its programmes. Where there is lack in the management of parental involvement, the parents tend to feel left out as parental involvement and its management are two sides of the same coin. Basic knowledge is imparted to the parents by the school though other interested organisations via courses and workshops offered to the parents. When parents are educated, they become aware of their roles in learner support and the importance of supporting these learners.

➤ **Perceptions of principals on the understanding of parental involvement**

The principals' perceptions on the concept are discussed below. The principals think that not all the parents in the school community understand the concept of parental involvement. The cooperation between the school and the community is one step in the right direction in solving the ignorance on the part of the parents. The educational

programmes are introduced to empower the parents. Most of the parents want to develop their literacy so that they can help their children at home.

The resources are not adequate in the township communities to support the mass education of the parents, hence most of these parents have a very low literacy level. The lack of development in the township communities means that other sectors such as education are also affected. When all the parents in the community are educated then they will know the importance of supporting children, and that **promotes learning and teaching.**

6.6.2 Benefits of parental involvement

Below is the discussion of the benefits of parental involvement.

➤ Performance improvement in learners

The improvement of the performance of the learners in school-related activities is a good indicator that parental involvement in the school is effectively being managed by the principal and the SMT. The parents that were interviewed did not want to answer the questions on how an effective management of parental involvement by the principal and the SMT benefits the learner in the classroom.

➤ Improvement in the teaching and learning resources

The principals think that in a school where there are adequate teaching and learning resources, the learners tend to perform well in all the school-related activities.

➤ Improvement in the rapport between the community and the school

In a school where the community is a priority, the learners tend to do very well as a result of the support that they get from the school as well as that which comes from their parents at home. The involvement of parents is also a relief to the teachers as teaching the child becomes a dual responsibility of the teacher and the parent. The teachers in this case would act in loco parentis. The performance of the children who are supported by their parents tend to attend each day compared to the children who do not get support from their parents.

➤ **Improvement in learner motivation and school attendance**

Where parental involvement is effective, the learners tend to show a very good performance and also improve on the other components of the school. A welcoming environment in the school enables the parents to be free to visit the school whenever they are free.

Where parental involvement takes a centre stage, an open atmosphere prevails between the school and the home. The parents are the foundation in the education of their children and where these parents are active, the children tend to do very well and where the parents are passive, the children tend to do badly in their school work. The work of the principal and the SGB in the school is to make sure that parents are kept motivated all the time to support the education of their children.

The communication channels that the school implements determines the level at which parents get involved in the school activities of their children. A child feels secure when the parent takes the front seat on issues that concern the education of that child.

The development of the child requires the input from both the teachers and the parent and effective support by both enables the child the proper values to live harmoniously with other member of the school community as well as the larger community.

The lack of support by the parents leads to the strain on the part of the child and impacts negatively on the day-to-day activities of the child at school.

Children feel a sense of security when they see their teachers having good relationships with their parents and that is a key motivation to the learners as they also work towards maintaining the good relationship that exists between their parents and the school. There is no formula for supporting the education of the child as some parents think that it is the duty of the parents with a lot of money to support their children. It is the core duty of every parent to ensure that the child is supported all the time in order to perform well at school. The parents therefore have to be motivated all the time to support their children.

6.6.3 Major challenges to parental involvement

A number of challenges to parental involvement are discussed below. The challenges include: time constraints, poor communication between the school and the community,

lack of parents' interest and commitment, principal's limited knowledge of the concept of parental involvement, limited education in parents and negative parental involvement.

6.6.3.1 Time constraints

The problem that faces the implementation of the programme of parental involvement is time. Most parents do not have time to attend the meetings held during the week. They claim that due to the constraint of time, they cannot manage to assist their children with homework.

6.6.3.2 Poor communication between home and school

A concern was raised by all the participants concerning the communication that needed improvement. The parents and educators that were interviewed think that in this technological age, new communication channels should be used so that the parents receive the information as soon as it is disseminated.

The principals of the schools promised to work out permanent solutions on the issues of communication, claiming that news and effective communication channels are in the pipeline that would benefit all the parents in the community.

6.6.3.3 Lack of commitment and interest by parents

The lack of interest and commitment to parental involvement was found to be a significant factor that limits parents' involvement in the education of their children. Principals, educators and SGB parent members agree that this issue is indeed serious and has a negative impact on the management of parental involvement by the principals and the SMTs. The principals should therefore ensure that the parents are motivated to support their children all the time.

6.6.3.4 The limitations of principals on the management of parental involvement

The responses from the participants reveal that there is lack of knowledge on the part of the principals on how to implement the programme of parental involvement in their schools. This view is according to the SGB parents who participated in the research. A welcoming climate is essential if parents are to participate freely and support their children.

Some of the principals do not have the managerial qualifications which makes it very difficult at times to take uniformed decisions that are based on the managerial issues of the school. Hence the schools have challenges when it comes to the implementation of parental involvement in the school.

6.6.3.5 Lack of education by parents

Most of the parents in the townships southwest of Johannesburg lack knowledge of the key issues of the school and that results from lack of development in the townships. Due to lack of knowledge on the part of parents, the responses reveal that these parents cannot support the education of their children.

6.6.3.6 Parents' negative attitudes

According to the views from the principals and educators, the attitude of the parents towards the principal and the educators is not good. The parents and the teachers are expected to work together if the schools are to operate effectively. Some of the children cannot attend the activities organised by the school claiming that their parents told them not to attend those activities. Most of the activities that the children are supposed to do at home with their parents are left in the hands of their teachers as parents claim that the teachers are employed to educate the children and are fully trained to perform such duties. There are learners who go to school without adequate materials and resources as the parents claim that schools have enough resources that are supplied by the government.

The move by some of the parents to boycott some of the events that are organised at school level is an expression of their dissatisfaction on how the school is being run by the principals and the SMTs.

6.6.3.7 Teachers' negative attitudes

The non-participation of some parents in the school activities is attributed to the bad attitude that the parents think the teachers are giving them on their visits to the school. The teachers, according to the parents that were interviewed, are not happy when the parents randomly visit the school during working hours. The teachers believe that the parents' visits during the working hours disturb the processes of the school. They say such visits also affect teaching and learning because learners' attention tends to be

distracted by the presence of their parents at school. As a result, the parents think that they are deprived of the opportunity to consult on the progress of their children.

According to the principals, the teachers already have the frustration of dealing with the issues of a congested curriculum that is characterised by some abnormal workloads. It is the duty of the parents to understand the pressure that the teachers are subjected to and to work together with them to achieve a common goal of educating the child.

6.7 General recommendations

The general recommendations of the study are presented below.

6.7.1 Perceptions on parental involvement and what it should entail

It is of paramount importance to improve the literacy of the community so that parents are also able to support their children at home. The lack of parental support in the child's education leads to poor performance by the learners.

The integration of all the three systems of Bronfenbrenner's ecological model enhances the improvement of the knowledge on the concept of parental involvement. A recommendation is tabled that the DBE with other interested parts operating in Bronfenbrenner's macrosystem should prioritise parental involvement and give it special attention in the schools. The recommendations that are based on the exo- and microsystem of Bronfenbrenner's ecological model are debated at national level.

Institutions of higher learning should design a curriculum that includes teacher training on a full-time basis as the training of teachers is not effective on a part-time basis. The fully-qualified teachers were produced by the colleges on a full-time basis and it is recommended that these colleges put in place such programmes if the nation has to improve its education system. The relevance of the curriculum contents of the tertiary institutions should be moderated all the time and checked by the Higher Education Quality Committee (HEQC), which is appointed by the Council on Higher Education (CHE) in the Bronfenbrenner's macrosystem (see Section 3.7).

The PEDs in collaboration with other interested parties in the exosystem, should organise the workshops and other related programmes in the concept of parental involvement under the auspices of the DBE in the macrosystem. At tertiary level

people with expertise in the concept of parental involvement should spearhead the programmes that are aimed at addressing the content gap. The training would be aimed at educating the principals, educators and the SGB parents on the concept of parental involvement. The people who attend such workshops could receive the written content from the PEDs.

The parents in the microsphere should also be trained by the most qualified and suitable personnel who would equip them with relevant knowledge and skills on the concept of parental involvement. The mesosystem interactions in this case are furthered in the microsystems between the home and the school (see Section 3.7).

It is the duty and an important responsibility of the community to ensure that the parents are motivated to take part in the education of their children. The role of the business personnel in the exosystem is to motivate and encourage the parents to own the activities that are done at school for the benefit of their children.

6.7.2 Benefits of parental involvement

Adult education is a prerequisite in the community for the improvement of the literacy level of the parents.

The business community and other stakeholders need to be made aware of the role played by parents' involvement in the education of their children. The media in this technological age can be used to broadcast the news on the importance of parental involvement and the roles different stakeholders can play in the education of children.

Parental involvement should be known to form the basis for an improved learner performance through the support that the learners get from their parents.

6.7.3 Parental involvement challenges

It is recommended that the school meetings should be held on weekends, either on a Saturday or Sunday. Events and activities organised by the school improve the relationship between the teachers and the parents.

The poor communication can be addressed by introducing new technologies for communication whereby parents will receive the communication immediately. A positive climate must be created in the school as one of the means of improving the

communication channels between the school and the community. The school should come up with comprehensive strategies to improve the communication.

Friendly and effective communication can be used to combat parents' lack of interest, commitment and negative attitudes towards the educators and the principal in the school. The lack of interest can also be addressed by educating parents on the issues that affect the day-to-day issues of their children at school as well as at home.

Training the teachers and the parents will enable both parties to work together for the benefit of the child without any attitudes towards each other. An informal interaction between the parents and the teachers is encouraged as both parties get to know each other well. Knowledgeable teachers are an asset to the school as they lead to an improved relationship between the school and the community, resulting in improved learner performance.

6.8 Recommendations for future research

A unit on the supervision of a scrutiny of completed research on the implementation and management of parental involvement by PEDs should be established by the DBE with an aim to determine the transferability of research findings concerning township schools compared to other schools within the country.

- A strong and comprehensive knowledge base with regard to the implementation and management of parental involvement should be developed in a positive move that would enhance the compilation of a national policy on parental involvement which is of paramount importance if quality classroom delivery and an improved learner performance.
- A more detailed investigation should be conducted on the major obstacles and barriers to the implementation and management of parental involvement, rather than issues that concern parental involvement as a whole, to determine a more detailed view of the problematic phenomenon regarding the implementation and management of parental involvement to improve the quality of education especially in township primary schools southwest of Johannesburg, Gauteng.
- A more detailed investigation should be launched on the effective and appropriate channels of communication between the school and the community to ensure that all the parents, regardless of their social status and level of education, are fully

supportive of the educational demands of their children in order to improve classroom delivery and the performance of learners.

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APPENDIX A: REQUEST LETTER TO HEAD OFFICE

REQUEST FOR PERMISSION TO THE DIRECTOR TO CONDUCT A DOCTORAL RESESARCH

41 Adderley
Street
Jeppestown
2094

THE DIRECTOR

Gauteng Department of Education

Dear sir/ Madam

REQUEST FOR PERMISSION FROM THE DIRECTOR TO CONDUCT A DOCTORAL RESEARCH

I, Bhekimpilo Sibanda, am an employee of Basa Education Institute. I am doing Doctor of Philosophy of education with a major in Education Management at the University of South Africa and hereby apply for permission to conduct research. The title of the research is: **“The management of parental involvement activities by the school management teams in primary schools in Townships southwest of Johannesburg (Soweto), Gauteng”**. This study will help the district and primary schools to find strategies to create and sustain the culture of teaching and learning.

The research participants are five principals, thirty teachers and thirty school governing bodies from the five sampled primary schools. The interview guide and observation schedule will be used as instruments to collect data. The research will be

conducted to the sixty-five sampled participants during the month of May from the 1st and will be completed at the end of June 2019. Face to face interviews will be conducted with principals. The duration of the interviews will be 45 minutes to an hour per participant. Focus group interviews will be conducted with teachers and School Governing Bodies. The researcher will ensure anonymity and confidentiality and that participation is voluntary and withdrawal without reprisal is accepted. The research will be conducted in schools in no contact time and will not interrupt the working school programmes. Data collected will be used for study purposes. The research will be conducted to the five primary sampled schools

I thank you for your assistance and looking forward to your favourable response.

Yours Sincerely

..... Signature of Researcher

..... Name of Researcher

..... Position of Researcher

APPENDIX B: APPROVAL LETTER FROM GDE



GAUTENG PROVINCE
 Department: Education
 REPUBLIC OF SOUTH AFRICA

8/4/4/1/2

GDE RESEARCH APPROVAL LETTER

Date:	08 May 2018
Name of Researcher:	Sibanda B.
Address of Researcher:	41 Adderly Street Suit 12, Golan Heights Jeppestown 2094
Telephone Number:	078 606 9973
Email address:	sibandabhekimpilo@yahoo.com
Research Topic:	The management of parental involvement activities by school management teams in Primary Township schools Southwest of Johannesburg, Gauteng.
Type of qualification	Doctor of Philosophy in Education
Number and type of schools:	Five Primary Schools
Districts/HO	Johannesburg North

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

1

Making education a societal priority

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001
 Tel: (011) 355 0488
 Email: Faith.Tshabalala@gauteng.gov.za
 Website: www.education.gpg.gov.za

1. The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.
3. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.
4. A letter / document that outline the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
5. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
6. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
7. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
8. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
9. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
12. On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
13. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
14. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards



Ms Faith Tshabalala
CES: Education Research and Knowledge Management

DATE: 08/05/2018

2

Making education a societal priority

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001

Tel: (011) 355 0488

Email: Faith.Tshabalala@gauteng.gov.za

Website: www.education.gpg.gov.za

Interview guide for principals

Introductory questions

1. What do you understand by the term management of parent involvement?
2. Do the school have a policy on the management of parent involvement?
3. How do you communicate this policy to the learners?
4. How do you communicate this policy to the parents?
5. What according to you are the benefits of parental involvement?
6. In what ways do you facilitate parent involvement?

The policy and practice of parent involvement

1. In what ways are parents involved in this school?
2. Who is the key figure in facilitating parent involvement?
3. In what ways has parent involvement changed during the past five years?
4. How do you communicate with parents of this school?
5. What opportunities do parents have to meet with you/your staff?
6. Do you make use of parent volunteers? In what ways?
7. How active/ effective is the SGB of this school?
8. In what ways do parents support learning in the home?
9. Are other parents also involved in decision-making at the school?
10. In what ways does the community (churches/business) support the school?
11. What do you consider to be the responsibility of the principal in home-school community relations?



APPENDIX D: INTERVIEW GUIDE FOR EDUCATORS

Interview guide for Educators

Introductory Questions

1. What do you understand by parent involvement?
2. How did you come to this understanding of parent involvement?
3. What do you think are the benefits of parent involvement?
4. In what ways does the principal in this school facilitate parent involvement?
5. Does the principal have a policy for the management of parent involvement?
6. How is this policy communicated to everyone?

The policy and practice of parent involvement

1. In what ways are parents involved in this school?
2. Do you assist them in the parenting tasks?
3. Do you show them how to support learning at home?
4. How often do you speak with parents?
5. What responsibility does the principal in this school have in the management of parent involvement?
6. How would you rate your principal in this responsibility?
7. What type of parent involvement take place at this school?
8. In what ways do teachers support parent involvement at this school?
9. How active is the involvement of the community in the school and the school in the community?
10. What is your opinion of the management style of the principal?



APPENDIX E: INTERVIEW GUIDE FOR SCHOOL GOVERNING BODY MEMBERS

Interview guide for parents (school governing body)

Introductory questions

1. What do you understand by parent involvement?
2. How did you come to this understanding of parent involvement?
3. What do you think are the benefits of parent involvement?
4. In what ways do the principal in the school facilitates parent involvement?
5. Does the principal have a policy for the management of parent involvement?
6. How is this policy communicated to everyone?

The policy and practice of parent involvement

1. In what ways are parents involved in this school?
2. Do you assist them in the parenting tasks?
3. Do you show them how to support learning at home?
4. How often do you speak with parents?
5. What responsibility does the principal in this school have in the management of parent involvement?
6. How would you rate your principal in this responsibility?
7. What type of parent involvement take place at this school?
8. In what ways do teachers support parent involvement at this school?
9. How active is the involvement of the community in the school and the school in the community?
10. What is your opinion of the management style of the principal?



APPENDIX F: OBSERVATION SCHEDULE

TITLE of thesis:

The management of parental involvement activities by school management teams in Primary schools Southwest of Johannesburg, Gauteng.

Name school.....

Date of observation:

Observation Grid

The observations will be done during the parent-teacher meetings and the school governing body meetings that will be held in those five selected schools

OBSERVATION	DESCRIPTION
<p>1. Communication among the principal, teachers and the parents during the parent-teacher meetings.</p>	<ul style="list-style-type: none"> • Does the principal and teachers communicate with all the parents who attend the meeting or they choose a certain group of parents? • Are all the parents free to communicate their views in the meeting regarding the education of their children? • Behaviour of parents during the meetings.



2. Interaction among the principal, teachers and parents during the parent-teacher meetings.

- The freedom that both parents and teachers have in talking to each other on issues regarding the education of the child.
- The types of questions that parents ask during these meetings.
- The responses that are given by the principal and the teachers to answer some of the questions asked by parents.
- Issues raised by parents that are ignored by the principal and the teachers.

3. Treatment of parents by the principal and teachers during the teacher-parent meetings,

- Fairness in the treatment of parents during the meetings
- Attitude of the principal and the teachers towards parents.
- Attitude of the parents towards the principal and the teachers.
- Conduct of the principal and teachers during the meetings.

4. Relationship among school governing body members during the SGB meetings.

- Type of a relationship that exist among the SGB members

	<ul style="list-style-type: none"> • The behaviour that is being displayed by the SGB members during the meetings. • Issues that are being discussed in these meetings. • Issues that are being avoided in these meetings.
<p>5. Principal management of parent involvement during the parent-teacher meetings and the SGB meetings</p>	<ul style="list-style-type: none"> • Organisation of parent-teacher meetings and the SBG meetings. • Welcome of parents by the principal in the meeting. • Type of environment created for the parent-teacher meetings and the SBG meetings. • Response to concerns raised by parents • Concerns by the school channelled to parents by the principal.



APPENDIX G: DOCUMENT ANALYSIS GUIDE

TITLE of thesis:

The management of parental involvement activities by school management teams in Primary schools Southwest of Johannesburg, Gauteng.

Name school.....

Date of observation:

Document Analysis Guide.

1. The kind of information documents that are kept in the school office.
2. The nature of the school policies kept in the office.
3. The content of the policies and other documents in the school office
4. The date of the publication of these policies and other documents in the school office.
5. The purpose of these policies and other documents in the office.
6. Does the document provide any clues on the management of parent involvement in the school?
7. Important things in the documents pertaining to the management of parent involvement in the school.

