

**LACK OF PARENTAL INVOLVEMENT IN THE EDUCATION OF THEIR
CHILDREN IN THE FOUNDATION PHASE: CASE OF SELECTED
SCHOOLS IN THE THABAZIMBI CIRCUIT**

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DECLARATION WITH Central University of Technology, Free State INDEPENDENT WORK

I, Motshusi Mosima Catherine identity number _____ and student number _____, do hereby declare that this research project submitted to the Central University of Technology, Free State for the Master of Education (Post Graduation Studies) is my own independent work, complies with the Code of Academic Integrity, as well as other relevant policies, procedures, rules and regulations of the Central University of Technology, Free State; and has not been submitted before to any institution by myself or any other person in fulfilment (or partial fulfilment) of the requirements for the attainment of any qualification.

05 December 2021

SIGNATURE OF STUDENT

DATE

DEDICATION

This dissertation is declared to my late siblings: My brother Essau Tapi Saka and my sister Kgomotso Florah Mphela who believed in me and encouraged me to pursue my studies. I will forever cherish their support and love.

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ABSTRACT

This research study was conducted in a semi-urban area that falls under Thabazimbi Local Municipality. In this area, most of the parents work on farms and are mostly unavailable when requested to come to school or participate in any program that might assist in terms of the academic progress of their children. The rate of absenteeism is increasing each school year and learners end up dropping out. From an experience perspective, most of the parents indicate that they are not well equipped in terms of the new curriculum which requires a high level of educational experience. Teachers must discourage parents from this belief and motivate them to do better for their children.

The study addresses the identified gaps and provides solutions in terms of parents' participation in their children's education. The study differentiates the roles of parents and teachers, identifies challenges, indicates how parents can be motivated and developed to embrace the educational plans of their children as early as during the foundation phase, outlines the analysis and presents recommendations. The researcher used a qualitative approach in order to complete the research. The research is based on imperative and pertinent methods. Three foundation phase educators, three foundation phase HODs, three principals as well as nine parents or guardians of foundation phase learners from three primary schools in the Thabazimbi Circuit participated in the study. Data was gathered through formal, semi-structured, one-on-one interviews with the participants and questionnaires.

The study focused on three main themes that were broken down into sub-themes and the main issues that emanated from these. The first theme was established on the roles of parental participation. As the child's first learning environment is their home, the responsibility of educating learners is shared between parents and teachers. The second theme was based on challenges experienced by schools with a lack of parental participation. The third theme was established on how different structures can help to motivate parents to embrace educational opportunities and support their children during all the phases of their education and the measures that can be implemented in Thabazimbi Circuit schools.

The findings are:

- Parental participation is extremely important for a child to do well in school.
- Parents need to be assisted to understand what parental participation is.
- Parental illiteracy was prevalent among most parents.

Recommendations

- (i) From the conclusions drawn above, it is recommended that partnerships among families, teachers, and community members are needed. Parents need to change and prioritise education at all costs.
- (ii) The DBE should organise workshops for parents to induct them on how to participate and contribute towards their children's education.
- (iii) Cooperation and collaboration of all stakeholders are needed to address the issue of illiteracy, there can be walk-in centres where parents can be taught how to read and write.

Keywords: parent, parental involvement, school and foundation phase

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LIST OF ACRONYMS

ABBREVIATION	DESCRIPTION
ABET	Adult Basic Education Training
ACE	Advanced Certificate in Education
B.Ed.	Bachelors in Education
CPCs	Child-Parent Centres
DBE	Department of Basic Education
ECD	Early Childhood Development
FAST	Families And Schools Together
HOD	Head of Department
NECT	National Education Collaboration Trust
NEPA	National Executive Policy Act
NSNP	National Schools Nutritional Programme
OBE	Outcomes Based Education
SASA	South African Schools Act

ORIENTATION OF THE STUDY

1.1 Introduction

The South African Schools Act [84 of 1996] specifies that schooling and education are mandatory for all learners between the ages of six and 14. The education system in South Africa is guided by two fundamental documents: Firstly, education is mandated by the supreme law known as the Constitution of the Republic of South Africa (1996) and secondly, the South African Schools Act (84 of 1996).

Parental participation requires that parents and teachers work together to facilitate the education of children. Children spend half their day in school and the rest of the day at home. Learning must take place in school and at home in order to determine the characteristics of an individual learner. Parents must embrace their children's education as early as the foundation phase. This will help them to be able to understand what is expected and how they can deal with the curriculum throughout their children's education up to university level.

Although there are limiting factors like poverty and working hours, parents must draft a plan in terms of how and when they can collaborate with the teachers and allocate time to engage and partake in their children's educational plans. This will boost learners' self-esteem, confidence and willingness to work hard and improve. Parents must also promote full days' school attendance and a strict rule for homework and school activities to be completed on time.

In Thabazimbi Circuit, there is evidence of parents who neglect their responsibility of being involved in the curriculum development of their children. There are also parents who, despite their adverse living situations, wanted to collaborate in the curriculum development of their children. The case study research will assist foundation phase teachers to obtain an understanding of how parents can partake in the education of their children in the foundation phase, how they can be equipped to be able to partake in their children's education academically and how the reputation of Thabazimbi Circuit schools can be restored while the quality of education is improved and educator's morale is boosted. Data was collected through questionnaires, focus group interviews

and face-to-face interviews. The participants in the study consisted of teachers, HoDs, school principals and parents. Purposive sampling was used to select three schools, three teachers, three HoDs, three principals and nine parents.

Most of the schools in the Thabazimbi Circuit are declared underperforming because parents are not involved or do not show any interest as far as the curriculum development of their children. When parents partake in the education of their children, the standard of education improves because parental participation sends the message to the child that education is valued and important (Mawere, 2015). Teachers are frustrated and their morale is low because of parents who don't want to work with them to develop the small mind. They believe that parental participation in their children's education will benefit the school, learners and teachers. Children benefit through the collaboration of the school and their parents.

The study will look at parental participation and engagement in depth by focusing on the concept of parental participation, its benefits, the disadvantages of a lack of parental participation in the foundation phase, how parents can be developed to partake in the education of their children and how all stakeholders can be involved in motivating parents to participate in the education of their children.

1.2 The historical overview of parent participation in education

The 21st century marked the beginning of a time where access to technology is widening within different sectors as compared to before. It is the first time in history in which the way we work, board and shop have had such an impact through the tools to access and manage information. Every day new tools and technologies are developed and by the time they reach the market, they are already outdated. A variety of studies and reports have been done seeking to identify the life, career and new learning skills required to triumph in the 21st-century world. Parental participation is an old approach worldwide that was practised to enhance the progress of education, the progress of learners and the progress of schools. In the 19th century, teachers were appointed as missionaries to equip pupils for manual employment. During the 19th century, there were dame schools for young pupils which were child minding services.

1.3 The South African system and role of parents

Parental participation in education has been considered the most important aspect of improving the outcome results in the South African education system. For instance, the South African Schools Act (SASA) No. 84 of 1996, Section 3(1) mandates parents to register their children at schools from a specified age which is compulsory for all children. Attendance plays a notable role in terms of improving the learners' self-esteem, participation and willingness to work as an individual or in pairs. The learner will also adapt to how the system works and what is expected from him/her. Parents must promote attendance and make it mandatory for their children.

1.4 Problem statement

Thabazimbi is a semi-urban area. Many parents are working on farms and they devote more time to their work as compared to the curriculum development of their children. There is a significant shortage of parental participation at primary schools in Thabazimbi Circuit, which may be posing an impact and negatively affecting the progress of learners. There are other identified gaps such as the lack of education or the high level of illiteracy level among parents, poverty and unemployment, working decimal hours and the lack of methods that are used to convey information between parents, learners, teachers and the community. Parents are not adhering to their roles; they are not working hand in hand with teachers. The negative correspondence from parents limits the expected outcomes from learners.

This leads to a significant decrease in attendance and the learners end up dropping out. The study intends to provide the spirit of working together and helping each other in order to improve attendance and curriculum development, understanding different roles and the strategies that can be implemented, how the parents and teachers can be creative to help learners, time allocation and working overtime. The study identified the gaps, the cause, the impacts and how the situations can be readdressed to promote curriculum development of the Thabazimbi Circuit as well as other circuits that experience the same problems.

1.5 Aim and objectives of the study

The following aims and objectives of the study are discussed.

1.5.1 The aim of the study

The aim of this study is to investigate parental participation in-depth with the focal points of curriculum development, its benefits, and the disadvantages of lack of parental participation in the foundation phase. Also, how parents of the Thabazimbi Circuit can be developed to be involved and participate in the educational plans of learners and how all stakeholders can work together in stimulating parents to partake in their children's education and schooling, based on the following objectives.

1.5.2 Objectives

- (i) To evaluate the role of parents and how they can partake in the education of their children in the foundation phase;
- (ii) To explore challenges that the schools experience with a lack of parental participation; and
- (iii) To suggest strategies to improve parental participation with the view of restoring functionality or performance of the circuit.

1.6 Research questions

Main research question

- (i) How parents can be motivated or developed to partake in the education and schooling of their children in the foundation phase.

Research sub-questions

The following three sub-questions were derived from the aim and objectives:

- (i) What roles can parents play in participating in the education of their children in the foundation phase?
- (ii) What are the challenges that the school experience with a lack of parental participation?



(iii) Which strategies can be implemented to improve parental participation in the Thabazimbi circuit schools?

1.7 Preliminary literature review

Parental participation refers to a process whereby parents are implicated in terms of their children's school work and must engage in order to make sure that the learning programmes will benefit their children (Ntekane, 2018). Parental participation is initiated to support and encourage learners to improve their academic progress. The participation or engagement must be initiated as early as the foundation phase. Since the 18th century, research has indicated that the participation or association of parents yielded good performance, increased learners' self-esteem, ensured 100% learners' attendance and improved social behaviour (Von Otter, 2015). That is what is needed in the Thabazimbi Circuit: direct involvement of parents, from the foundation phase, in the education of their children. Parents can identify the gaps and engage with teachers on how they can address the issues and work together.

Literature also outlines or identifies other barriers that lead to a lower percentage of parents that are involved in their children's education. The identified barriers are high levels of illiteracy and poverty. Illiteracy is usually associated with poverty. It has been noted in the literature that the causes of high illiteracy might be a lack of facilities, lack of adequate schools, disabilities, being orphaned, gender inequality, the lack of trained teachers and economic status. Poverty means a lack of provisions or financial resources to meet the needs and wants of the family. If parents are struggling to provide for their families, there are a lot of things that are been compromised. For example, if parents cannot provide for their children's health it means school attendance will decrease due to sickness or health issues. If parents know how to help their young ones this will boost their self-confidence and increase parental participation (Barge & Loges, 2003).

Another aspect that has been raised in literature is that parents are not comfortable consulting teachers or even going to schools. Most parents indicated that they feel unwelcome and that some teachers are rude in such a way that they feel intimidated (Jones, 2001).

1.8 Research frameworks

The study used the following theories.

1.8.1 Theoretical framework

The framework is described as an intervention that is incorporated in order to guide the research problem, the development, data collection and analysis. On the other hand, the theoretical framework is different from the conceptual framework although they are sometimes used as interchangeable words or concepts. The theoretical framework is based more on the primary information whereby the problem is investigated (Jabareen, 2009:53). The study will focus on the following theories:

1.8.1.1 The social capital theory

James Coleman's social capital theory associated sociology of education and public policy. He indicates that the child's well-being and education are determined by family income and parental educational background, titled human and financial capital in the theory. He further introduces the third aspect that determines child education as social capital. In simple terms, work schedules disadvantages parents from being involved and partaking in socialization with their children (Coleman, 1988). He further suggested that the connection among parents, teachers, learners and the community could result in higher academic improvement. This relationship yields social capital that enables human capital from parents to children. The lower levels of interaction with learners and higher levels of human capital have fewer opportunities than the other way around.

1.8.1.2 Gordon's theory related to parental participation

Gordon's (1977) theories were revolutionary in the sense that they were based on group interaction rather than focusing on one person. The researcher emphasises that human development is represented by different aspects or inputs, however, the home is a necessity. If the living environment is well established, it is easier for the learner to progress and show significant improvement.

1.8.1.3 Swap's model of parental participation

Swap's theory is based on four models that talk about or address the issue of home-school cooperation (Swap, 1993). The four models are the partnership model, the protective model, the curriculum enrichment model and the school-home transmission model. The researcher indicated that the cooperation between schools and families is based on providing mutual support, collaborating to make changes and decisions, establishing good communication between the two and lastly enhancing learning platforms at school and at home.

1.8.1.4 Comer's theory of parental participation

This theory talks about the methods that can be implemented to capacitate parents and teachers in order to accelerate the development of learners. The psychiatrist studied learners from low-income families and their academic progress. The study was based on six pathways that are linked which provide room for improvement and academic achievement. The researcher classified the six pathways as language, physical, ethics, cognitive and psychological. Comer (1978) indicated that these pathways are linked and work together, if one pathway is not met there is a possibility that the child will lack the motivation to progress. Comer (1978) further indicates that teachers must develop learners in a way that they will be able to cope outside the classroom.

1.8.1.5 Epstein's theory related to parental participation

This theory indicates that parental participation should not only be based on school and home. It must be expanded to include community members (Wright, 2009). The researcher focused on the six types of parental participation frameworks which are communicating effectively, parent participation, volunteering, decision making, learning at home and lastly working together with the community. These frameworks were utilised to determine the roles and responsibilities of parents, the types of behaviours of parents and working together of the three spheres which are a school, families and the community (Epstein et al., 2002). In a nutshell, the frameworks cover the spectrum of family participation and support, communication between the school and parents regarding the progress of the learner, participating in school activities and extramural

activities, policy-making decisions v...pheres, providing extra resources to help parents understand learners' homework and collaboration to reach a common goal.

The research approach is depicted in the next figure (Figure 1).

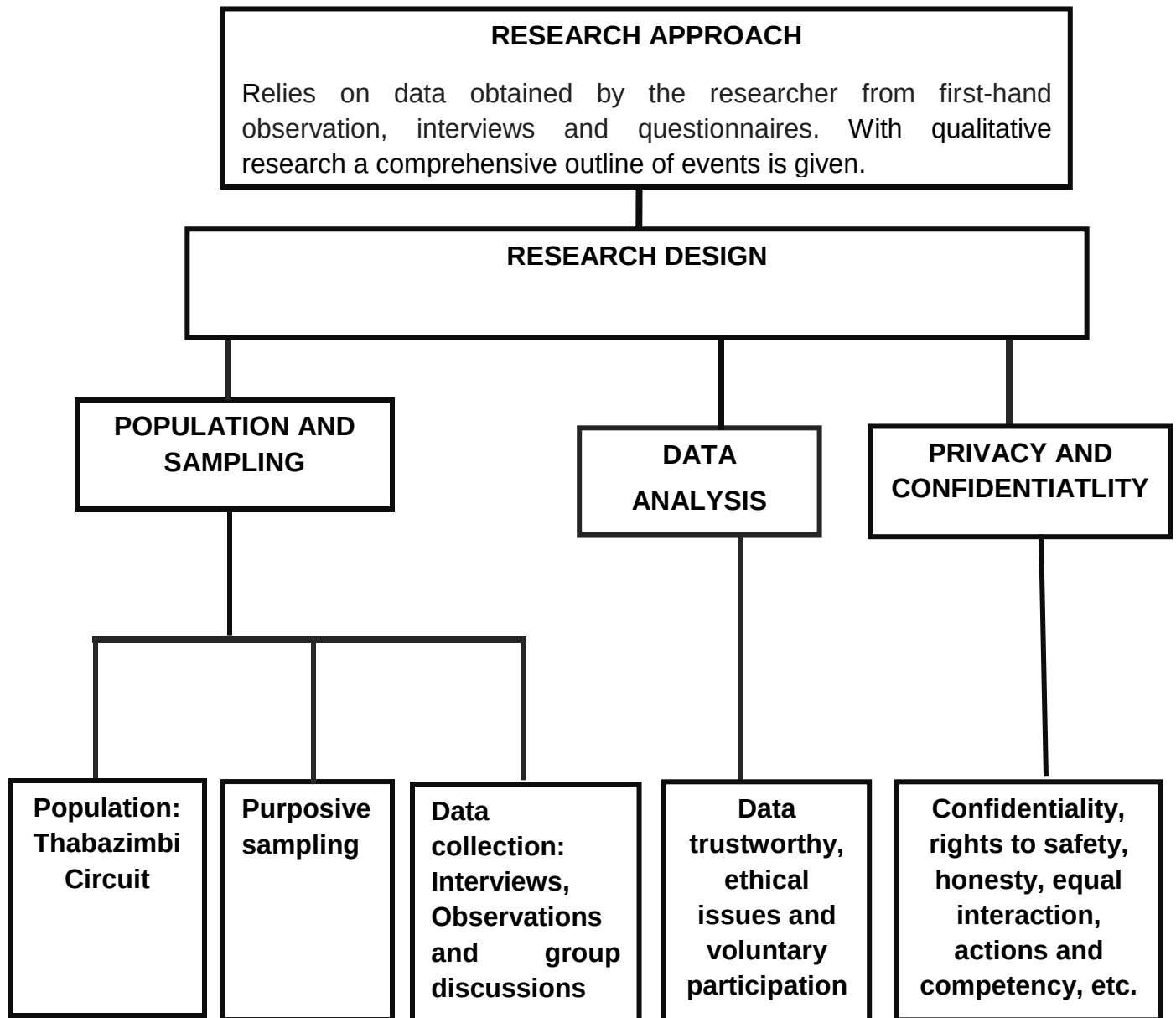


Figure 1: Research framework outlining the approach

1.9 Approach-structure of thesis

The study is divided into five main chapters consolidated from different sub-headings. Chapter 1 covers the background and the study area. Chapter 2 gives the literature review of the work that is in place, not only focusing on the study area but other areas

as well. Chapter 3 covers the rese.....y and empirical findings. Chapter 4 consolidates the data representation, interpretation and discussion of results. Chapter 5 covers the summary and outlines the outlying problem statement and the recommendations.

LITERATURE REVIEW AND THE IMPLEMENTED THEORETICAL FRAMEWORK

2.1 Introduction

Chapter 2 covers the literature review, theoretical framework and aspects that are related to parental participation in education. As mentioned in this study's research problem, the lack of parental involvement in the education of children in the foundation phase in Thabazimbi leads to poor academic performance in different schools in the circuit. Parental participation covers the aspect of parents' association in the learning process of their children and how they can partake in it (Ntekane, 2018). The engagement must start during the foundation phase and it has been proven to improve the results of learners. The main intention of parental participation is to promote self-learning and to show learners that they embrace them in order to see significant changes in terms of schoolwork performance.

Since the 18th-century literature suggest that parental engagement and participation yield a beneficial ramification on children's learning and curriculum development, it delivers the important message to the learners that education is valued and important (Mawere, 2015). The importance of parental participation is beneficial for an increase in attendance, positive academic improvement, improved behaviour and positive association between parents and learners as well as teachers (Von Otter, 2015). Direct participation of parents from the foundation phase in the education of their children is needed in Thabazimbi Circuit. A strong collaboration between the school and parents is important and can also assist the school with academic performance (Ntekane, 2018).

Other aspects such as illiteracy and poverty also contribute to parental participation and contribute to the lack of parental participation in our schools. The Thabazimbi community needs programmes that can equip them with reading and writing skills so that they can be able to assist their children with schoolwork. They also need workshops and inductions that will capacitate them to know what to do and how to do it. If parents know how to help their young ones it will boost their self-confidence and increase parental participation (Barge & Loges, 2003).

Literature has also evidenced programmes focused on increasing parental participation in education as having a positive impact on learners, their schoolmates, teachers, parents and the community as a whole (Catalano & Catalano, 2014). Collaboration amongst parents and the school is needed for improvement (Epstein, 2016). The common barrier to parental participation is parents who have no idea about how to assist and take part in the educational plans of their children and don't understand the needs of the education system at an early stage (Jaiswal, 2017). The gap has been identified in my study area whereby, parents are ignorant and do not fulfil their roles and do not understand that learning and curriculum development goes hand in hand with how the children are raised at home. Their background plays a crucial aspect in terms of their academic improvement.

Parents doubt their own academic abilities, often feel challenged and also struggle to understand certain terminology when they must assist with homework. Participation is limited due to the high level of illiteracy in our area. Other parents have negative interactions with the school due to attitude, previous interaction with the teachers and language barriers which may become an obstacle for them. They end up not being actively involved in school activities (Lemmer, 2012). Some schools are still treating parents as customers, instead of partners in education. Parents are not involved in school governance and a partnership-orientated approach is necessary to allow parents to contribute and engage in the curriculum development of their children. The SASA, Section 16, (1) and (2) convey this treatment or silence by giving parents higher votes, powers and opportunities through the school governing body.

2.2 Theoretical framework: Epstein's learning theory

Epstein (2002) argues that the association between schools and communities is vital. Among the range of benefits is improved levels of academic performance. Epstein believes a learner's performance depends on a healthy association amongst the community, family and school. Where this relationship is least troublesome, academic development is generally inevitable. To state it simply, better parents create better learners, who can ultimately lead to better societies (Epstein & Sheldon, 2015). The goal will determine the expected individual inputs in order to complete and accomplish the same goal and mandate.

Epstein discusses the three responsibilities that teachers identified in terms of the education of learners (Epstein, 1995), namely:

(i) Subsequent responsibilities of schools and families

This emphasises the stages that are undertaken in the learners' education in an orderly form by the school and families. In reality, parents take good care of their children during the early stages of growing up and teachers take over from the primary level. In this case, parents and schools are separated which makes parental participation limited Epstein (1995).

(ii) Different responsibilities of the school and families

Parents and teachers portray different roles and responsibilities throughout the learner's learning journey. Teachers complete their duties during school hours and parents take over after school hours. There is a professional gap between teachers and parents, whereby teachers and parents are expected to fulfil their roles and responsibilities independently (Epstein, 1987).

(iii) Shared responsibilities of families and schools

Cooperation and teamwork outline the shared tasks amongst the school and parents. Each party fulfils their roles and responsibilities jointly without any interruption or criticism. These shared responsibilities overlap one another and build or capacitate one another (Epstein, 1987). Teachers and parents can be assigned one common responsibility. For example, they are all responsible for the academic progress of learners. Teachers can report to parents how the learner is performing at school and parents can also report to teachers how learners are performing at home. Another example is the communication between parents and teachers. Teachers can contact parents to report or request more information or engagement. Parents can also call teachers to request assistance, and clarity or even request one-on-one meetings. These shared responsibilities introduce the overlapping theory or model of Epstein. The model doesn't only concentrate on the shared responsibilities; it also takes into account the separate and subsequent responsibilities that can be performed by the three different

spheres. The following section will examine Epstein's (1997) typologies of parent involvement.

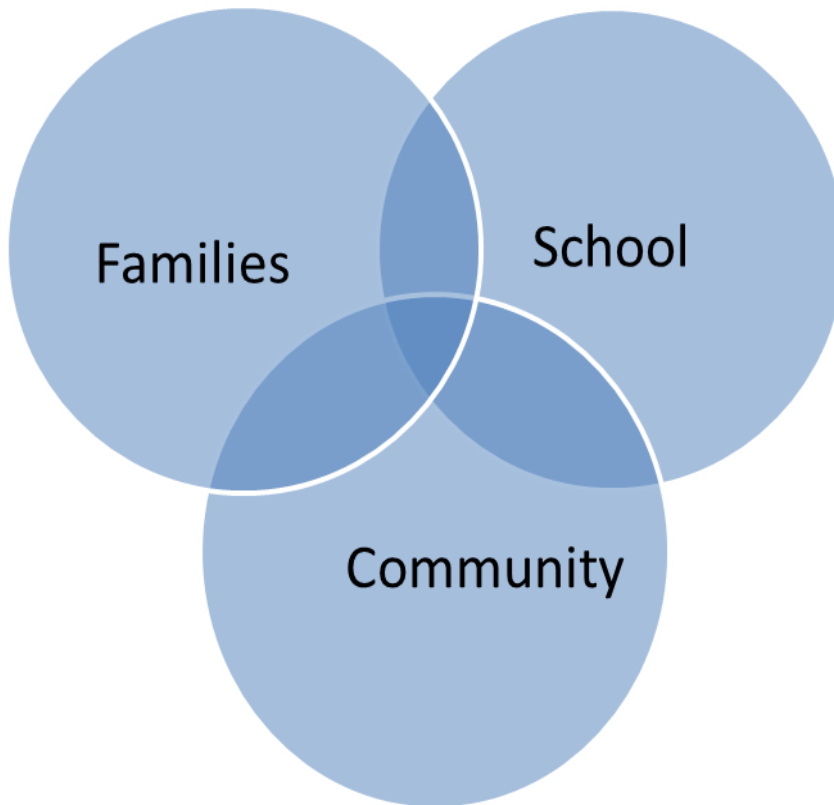


Figure 2: Epstein's overlapping spheres (Epstein, 1997:72)

The overlapping model shows the distinct relationship amongst the three spheres, some functionalities that they perform together and some that they perform on their own (Epstein, 1997). All the internal and external forces are taken into consideration in order to establish where the spheres overlap and where they don't overlap. The internal structure is based on the interconnection amongst families, the community and the school. It establishes the communication between the three spheres and how they can communicate effectively using different resources that are available (Epstein, 1997). The external structure focuses on the settings, which include time, policies, regulations, the constitution and management (Kgaffe, 2001). A huge overlap is usually created when teachers invite parents and work together (Epstein, 1987). Parental participation

has been viewed as having a positive or beneficial impact on the development of learners' education or learning (Epstein, 1995). The community can be a valuable resource in the growth of children. Community members can create programmes that will motivate learners to participate and show off their capabilities (Van Wyk & Lemmer, 2008).

2.2.1 Family, school and community

The six elements are based on the three spheres that make the overlapping model or structure (Michael et al., 2012). Each individual that is affected must acknowledge their own responsibility in order to reach a common goal. The school must bring the three spheres together and decisions must be based on the level of interaction amongst the three spheres. Nojaja (2009) illustrates the efficiency and benefits of Epstein's theory of overlapping spheres in parental participation and presents a model based on barriers to parental participation. The models aim to reach a positive and good working relationship between the three spheres and can also be implemented in the South African learning context.

The established partnership between the three spheres creates family-like schools. This concept does not criticise or distinguish learners in terms of their background or socio-economic status. However, parents create what is known as school-like families. Families take up the responsibility to educate learners and make them understand the importance of learning. Communities can assist with extra-mural school activities that will encourage learners to perform better.

2.2.2 Six elements of Epstein's parental participation

There are six elements or components of participation that have been identified by Epstein (1997). They can be used by schools as strategies to involve parents and improve the lacking parts of dealing with curriculum development. The six strategies will be explained in full and examples will be given in the following sections.

2.2.2.1 Parenting

This activity involves the engagement with the parents and the identified gaps that can be fulfilled in order to provide families with parenting skills for learners' development

(Kgaffe, 2001). Information sharing creates a platform for everyone to learn. Schools can promote information sharing and transparency amongst themselves and the parents. If the school is well informed of the type of learners or is more aware of the characteristics and their behaviour they can channel their teaching skills and ability in a way that will meet the identified characteristics. Schools can identify ways to intervene, like awareness, promoting learning from home, workshops, training and one-to-one sessions.

Parenting has been identified as a tool that can be used to assist parents to determine home environments that are conducive and support the learning system or curriculum. Parenting is not only limited to providing shelter or food, it includes supervision, guidance, promoting the self-confidence of learners and also being there no matter what the situation might be. Zellman and Waterman (1998:378) observed that parenting enthusiasm motivated parental rather than child behaviours, enabling parents to see themselves as effective teachers for their children and possibly leading to other positive child outcomes such as a more positive attitude to school.

2.2.2.2 Communication

Communication and engagement procedures must be in place. A formalised system whereby internal and external communication will be handled to ensure that everybody is informed about the important aspects as far as the learning curriculum involved. The language barrier must be taken into account. The school can identify the background or home language and send communication to parents in a simple way that will enable them to read it and respond accordingly (Kgaffe, 2001). Sometimes the letters do not reach the parents and the school must identify different ways and not focus on one method of communication. Preparations must be made before time and reminders must also follow as parents are always committed to other things. The benefits associated with communication are:

- (i) The school can convey information or messages to both parents and learners;
- (ii) Parents and learners have an understanding of what is expected from them;
- (iii) Parents get an opportunity to understand the school governing policies and legislations;

- (iv) Parents, teachers and learners can raise their concerns or opinions;
- (v) Parents will feel free to engage in the drafting of school regulations;
- (vi) Parents engage more if their first language is used as a means of communication; and
- (vii) Teachers can determine parents' abilities and capabilities.

2.2.2.3 Volunteering

All the affected parties can be encouraged to participate and volunteer at school and to be more involved in school activities. This will boost the students' morale and confidence and their willingness to push their parents to be part of the engagement. Volunteering can also be in a form of providing extra-mural activities, tutoring, forming part of assembly if they are available, engaging in sports activities and other school-related projects. The benefits of implementing this type of involvement are as follows:

- (i) Learners are able to complete their school homework;
- (ii) Gain momentum and have a positive attitude towards learning;
- (iii) Parents learn along the way and gain knowledge;
- (iv) Parents get more comfortable interacting with the teachers; and
- (v) Teachers are able to communicate with parents and involve them in other school-related activities.

2.2.2.4 Learning at home

School-aged children spend most of their waking hours including weekends and holidays outside of school. As observed during the Covid-19 pandemic, most of the learners were given exercises and homework activities to do at home. Some were limited by restricted access to data, working hours and not understanding what was expected. However, this promoted a good learning at-home environment for both parents and learners. Epstein emphasises that information and ideas should be provided to the three overlapping spheres for proper decision-making and planning. Learning at home yields the following benefits:

- (i) Learners get an opportunity to receive more clarity or learn more from parents;
- (ii) Learners will complete their schoolwork on time;

(iii) Learners gain self-esteem; and

(iv) Parents gain knowledge and understand their children's needs.

Parental participation doesn't only benefit learners to improve their academic results, but also provides the schools with the opportunity to engage and get to know their learners much better. Learners must receive guidance from home so that they can cooperate at school and do as they are told. If parents are not engaging with their children at home, they will never know what they are struggling with or require assistance with.

2.2.2.5 Decision making

School governance decisions must incorporate parents and the community. The structure of the school and the vision, as well as the mission of the school, should be discussed with both parties. They must be involved in decision making, and new developments, understand what is expected from them and the learners, the teaching lesson plans and their expected contributions towards the lessons. When parents are more involved in decision making they take the responsibility of owning the implemented policies of the education system. The benefits of successfully involving parents in decision making include:

(i) Parents can be part of policy decision making;

(ii) Parents can decide how and when they want to participate or engage with the school;

(iii) Learners' contributions can also be incorporated when curriculum decisions are implemented;

(iv) Teachers understand parental perspectives in policy development and decisions.

2.2.2.6 Alliance with the community

Schools can work closely and combine the inputs from the community and also allow them to partake in school activities that might occur during the school year (Kgaffe, 2001). The community plays a vital role in raising learners and observing their challenges and where they can help. The school will need contributions from the community and combine the resources to promote a healthy and sustainable learning

environment. The community is not only limited to parents of learners that are enrolled in that school but extends to the community as a whole (Kgaffe, 2001). The community can assist with identifying resources that can assist in uplifting the school programmes. It does not mean that the community must play that part alone, parents and teachers must be involved. The alliance with the community will benefit all spheres. The following benefits have been identified:

- (i) Learners will gain skills through extra mural activities;
- (ii) Parents get an opportunity to interact with other parents;
- (iii) Parents are also motivated and gain self-confidence;
- (iv) The community as a whole will be part of decision making;
- (v) Different schools will interact and share information;
- (vi) The community will be united and active.

Alliance with the community will allow schools to promote awareness of education and school curriculums. The community can also assist with extra reading materials, provide venues for events and also donate what they can to disadvantaged learners.

2.3 Literature review

The literature covers topics related to research questions as well as the aims and objectives of the study

2.3.1 The role of parental participation

Parental participation is described as the process that motivates the overlapping spheres to work side by side and jointly for the academic progress of learners (Lemmer, 2012). It gives all the parties, including the teachers the opportunity to communicate with parents and report any outstanding issues that must be addressed by parents. Schoolwork progress must be reported to parents and parents must be able to respond or communicate further (Mncube, 2010). Consistency and transparency must be promoted between teachers and parents. From this definition, it is clear that when a parent is mindful of his or her role, such a parent will assist the child in reading and writing to achieve better results in their schoolwork.

On the other hand, other researchers associate parent participation with learners' attainment, which relates to parents' participation in the foundation phase curriculum engagement. However, the concept is different from the one that was suggested by Kay, which measures parent participation based on the child's life and school activities. The suggested activities can be participation or support in the National Schools Nutritional Programme (NSNP), volunteering to clean classrooms, taking part in sports as a mentor or coach, mentoring and other activities. Bachman, Votruba-Drzal and Nokali (2010) emphasize that parent participation includes parent's behaviour in the school setting and at home in order to support his/her child. Parents are the main players in the social behaviour of children and how one must handle and present his/her appearance at school.

2.3.2 International perspectives on parent participation

The transformation of education in order to strengthen parent participation has been implemented in different countries. International researchers indicate that parental participation in education depends on the community, and families, building trust and mutual engagement among educators (Henderson & Mapp, 2002). It has been noted in the literature that countries like the United States of America, Britain, New Zealand and others implemented reform movements to capacitate and promote this participation (Shun Wing, 2015). In Chicago, Child-Parent Centres (CPCs) were established to promote parental participation in order to improve the country's academic progress (See & Gorard, 2015). The CPCs were implemented to improve parenting skills, and equip teachers with the relevant skills and classroom quality. The impact of social class on education was studied in the United States of America by various writers who concluded that parental participation is important and it does not depend on social groups (McGrath & Kuriloff, 1999; Lareau, 1987).

Researchers confirm that in the United Kingdom, parental participation yields positive results. Learners' attendance has improved, their overall academic grades have improved and the behaviour changed overnight (Gwija, 2016). The same positive results or impact were identified by the European Commission (Desforges & Abouchar, 2003). A multifamily intervention program was developed in 1988 known as Families And Schools Together (FAST). It intends to build preventative measures for children.

The mandate is to motivate parents to partake in the academic plans of their children. The program focuses on family stress and systems, group work, adult education, community development, social development and different therapies that are currently in place. The program is divided into components. It starts with the identification of the social behaviour of learners and the impacts that might arise from that specific behaviour.

2.3.3 Parental participation in South Africa

Detailed legislative guidelines are discussed and they unfolded as follows:

2.3.3.1 The governing legislative framework

During the apartheid era in South Africa, parents were not allowed to form part of decision-making in education. The parents did not get any opportunity to provide input or have a word until their liberation came in 1994. After the liberation parents were encouraged or empowered to partake and have a say in their children's educational improvement. The constitution democratised the education system of the country in order to strengthen the collaboration among the affected parties in cooperate governance. This Bill of Rights is a cornerstone of democracy in South Africa. It enshrines the rights of all people in our country and affirms the democratic values of human dignity, equality and freedom and protection of rights. This initiative indicates that children's rights must be protected and they must be given the opportunity to learn. This liberation allows parents to control and maintain physical resources, provide inputs on school policies and regulations, as well as to be part of every initiative that is suggested or implemented.

Just like other countries, South Africa has an education system and legislation that governs its education in schools through the SASA of 1996 under Section 18. The document mandates parents to participate and to be involved in the education of their children allows them to raise their concerns, to agree and disagree, and also to have a say in the final decision. South Africa also introduced outcomes-based education (OBE) which promoted parental participation in schools. OBE was introduced to allow parents to be part of the new education system. The state provides parents with an opportunity to engage and have a say. It also allows parents to share responsibilities with the

Department (Department of Education, 1997). OBE requires parents to showcase their knowledge and understanding to promote education in their communities. Most of the parents are struggling to understand the new curriculum and to partake in school governing bodies. OBE requires parents to fulfil certain roles and responsibilities related to the education of their children. The three spheres (community, schools and families) are motivated to become one single component in order to establish a comfortable and also comprehensive curriculum (Department of Education, 1997). Parents are also encouraged to partake in the following aspects:

- (i) To ensure that the standards of educational results are acceptable and very high;
- (ii) Assisting with the determination of the vision and mission of the school;
- (iii) Promoting the culture of learning and also providing a comfortable environment;
- (iv) Identifying all the resources within the community that can be utilized to promote education

2.3.3.2 Two classifications of parental participation

According to Dookie (2013:26), parent participation is defined as “the activities that parents engage in, both at home and school supporting their children’s educational achievement”. The following two types of parental participation are discussed:

a) School establishment parental participation

School-based parent participation is regarded as the most important aspect to improve learner performance. Parents get exposed to the concept of engaging with learners and communication skills; skills that they can use to handle different home activities. Parents can partake in additional activities besides classroom activities. Our experience is what we have done, the total of our life’s impressions and our interaction with other persons and the world. As teachers, we can exploit this rich source of knowledge through techniques such as group discussion, skill practice sessions, simulations, role-playing and team building. In this way, the experience of all participants can be used as a resource for learning. When individuals function as teachers and learners at the same time, using their experience to facilitate the learning process, they are much more likely to remember the lesson.

b) Home establishment parental participation

Home-based parental participation determines parent-child interaction; the barriers that the learner encounter can be identified and the parent is able to discuss them with the school. The parents can provide clarity and explain other terms that the learner was not able to understand during the class. The parents can provide more examples and provide clarity in simpler terms to enhance the understanding of their children. Although one of the limiting factors of home-based parental participation is the high illiteracy level of parents. Parents understand other concepts or pose questions differently and mislead the learner. Parents can move away from focusing on one resource by introducing or utilising different resources (Higgins & Katsipataki, 2015). Illiterate parents can be provided with after-school class engagements, extra resources, simplified versions of homework and additional dictionaries.

2.3.4 The benefit of parental participation

Parental participation serves as an advantage and also poses an improvement in learners' academic progress (James, 2008). Learning concepts about any subject or career could be easier if students are allowed to direct their learning process with projects or opportunities to serve others. This way they can start applying concepts that were learned in class, which will make the learning process more realistic. In the process of living, adults accumulate vast quantities of experience of different kinds.

Parents must ensure that children practice spelling, reading and writing in order for the child's learning to be highly enhanced (Van Wyk & Lemmer, 2008). It is wise for parents to engage or interact with learners during the foundation phase. Teaching children can be great fun as young learners are enthusiastic and energetic when they like something, and are eager to participate in any activity that the teacher brings to class. They bring fewer obstacles and preconceived ideas about language to the classroom and are not as self-conscious about making mistakes as adults or teenagers.

2.3.5 The benefit to both parents and teachers

If parents and teachers work hand-in-hand they reach a common goal. Parents will be less stressed, their children will have a brighter future, they will get used to the routine

and they will also learn and improve their knowledge. If teachers do their job well and the student's success is followed up as they move to a new school or grade, there is no reason why young learners cannot become highly successful learners even though they may well be the most difficult age to teach. It has been identified that if parents are involved and are participating willingly, the learner will:

- Have improved overall scores;
- Be able to complete homework;
- See an increase in self-esteem;
- Exhibit good social behaviour;
- Adapt to different environments; and
- Have lower odds of dropping out.

The intervention of working together will benefit both parents and teachers. Teachers have also outlined that their performance somehow depends on the base that has been formed at home. If parents teach their children how to behave and respect their teachers, day-to-day learning will be easier for the teacher and time will be conserved. Parents who do not show up during the school opening and closing days demoralise teachers and cause a slowdown in terms of going the extra mile for their learners (Henderson, 1988).

2.4 Barriers that parents encounter

The following barriers hinder active parental involvement in the education of their children.

2.4.1 Socio-economic status

Socio-economic status plays a crucial role in parents' participation in their children's education. Families that are earning low incomes are in most cases unwilling to participate and collaborate with the school (Cooper, 2006) whereas parents with higher socio-economic status are more involved (Holloway et al., 2008). Unemployment also contributes to the self-esteem of learners in terms of how they measure their capability as compared to those learners that are well off and whose parents can do anything for them. Parents cannot express themselves due to the fact that they cannot provide for

their children. Sometimes they feel like they don't have a say because they are not earning enough to meet the needs and wants of their children.

2.4.2 Single parenting

Single parenting is another factor to be considered as parents get demotivated and sometimes they will tend to be depressed. Single parenting might lead to less time allocated to each child at home, income distributed among the household responsibilities and the need of the individual child are not met. Single parents are always working extra hours to receive more money or extra income. Sometimes they are unable to attend parents meetings, volunteer to do any extra activities besides the given activities, and lack communication and the monitoring of the progress of their children.

2.4.3 Parents' work schedules

Parents' work schedules also contribute to their lack of participation in education (Lee & Bowen, 2006). The work schedule clashes with the school meetings and workshops. Sometimes their allocated leave days are not enough for them to attend the meetings. South Africa must enforce workplaces to allocate special leave days for parents so that they can be able to attend meetings. Working from home due to Covid-19 has shown some significant improvement in parents' participation. Parents engage with teachers and different learning platforms have been created; parents get more time to spend with their children. This concept of working from home can be adapted and encouraged by companies that can communicate and reach production by working online.

2.4.4 Language barriers

Language barriers generate communication disintegration. A first language is easier to understand and communicate in, unlike a second language and this leads to communication disintegration (Hornby & Lafaele, 2011). Parents are not attending the school meetings because of a language barrier. They are afraid that they will not be able to respond or understand what the teachers are trying to say. Parents are also unable to express themselves in front of their children because they cannot help them with their school work. They struggle to understand what is expected to be done or

illustrated with the given schoolwork. Parents can also determine the language of learning and teaching that they want their children to learn or to be able to understand. They can read together, do other activities together and watch programmes that use the same language that they want their children to learn.

2.4.5 Parents' attitudes

Parents neglect their responsibilities and expect their children to do their schoolwork alone. Attitude is considered one of the delaying factors. Parents are always ready to say that they don't understand. No one was born ready; we must all learn and acquire knowledge. Parents limit themselves from learning by saying that they don't understand without even trying or giving it a chance. The approach towards the burning issue of parental participation fails because of the attitude that is received from parents. There is always room for improvement and it doesn't mean that teachers are always right. Teachers also make mistakes and need to correct them. Parents are afraid of owning mistakes, being corrected and being advised. This attitude of not trying delays the progress of learners' improvement and it also disadvantages learners to learn in different settings. Teachers have identified that parents become less involved when a new curriculum or syllabus is introduced (Eccles & Harold, 1993). The study area is composed of semi-illiterate parents and a high dropout of learners.

Siririka (2007) indicated that parents cannot read, write or understand the new curriculum. They are struggling to provide their children with support and assistance with homework. As the curriculum is changing the old teaching methods have changed and new items are being introduced into the curriculum. Parents might find it difficult to relate to or even follow what the context is about. Schools also do not consider the learners' loss of a parent as one of the barriers that limit learners' performance and parents' participation. If parents divorce or one of the breadwinners passes away, this contributes to single parenting and a lack of enough income to provide for their families.

2.4.6 Institutional (school) organisation

The operational structures discourage parents from being interested and participating in school programmes (Okeke, 2014). The school more often does not consult the parents in terms of the structure or the organogram. Sometimes teachers are placed where they

are not supposed to be. Parents are also afraid to approach the school and engage in terms of how their children are progressing and the relationship between the children and the school teachers. Even if they are not happy with a certain teacher and his/her teaching methods they don't raise their concerns because they feel like they don't have power in terms of the institutional organisation and structure.

2.4.7 Communication

Communication is the channel of a good working relationship between parents and teachers. It is also the method for messages and instructions to be conveyed. Information can be conveyed through speaking, writing, listening and reading. These are the four basic language skills that enable communication. The 21st century marked the beginning of a time when technology is used widely worldwide. It is the first time in history in which the way we live, work, shop, and play has had such an impact through the tools to access and manage information.

Every day new tools and technologies are developed and by the time they reach the market, they are already outdated. A variety of studies and reports have been done seeking to identify the life, career and learning skills that are required in the 21st-century world. Although rural and semi-rural schools might not have the latest technologies such as are used in private schools for communication, there are other skills that teachers can use. Teachers must be creative, exploit critical thinking and collaborate by sharing knowledge to create solutions and effectively implement innovations.

2.4.8 Education level

Most of the parents are not educated. They cannot understand some words, especially if the home activity is given in a second language and not the native language. An understanding of a particular target and learning situation is derived from a needs analysis. This attempts to give the course designer or teacher a clear idea of the goal the learners are trying to reach, and the best method to use for helping them to reach that goal. A more formal method of doing a needs analysis is by use of a questionnaire. This could be given to learners and parents before the first class to identify the gaps and the needs of both. Notice that it covers personal information, the student's past

learning experience, expectations for this course, learning style and possible future needs.

2.5 Different concepts that are used for parental participation internationally, in African countries and South Africa

The literature covers different concepts that are being implemented by countries internationally. The concepts are not the same, however, the visions and the goals are the same. In China, it has been noted that parents participate through the different identified six elements by Epstein (Ng & Lee, 2015). CPCs have been introduced in Chicago to encourage parents to be involved and to also enhance academic performance (See & Gorard, 2015).

According to Frempong et al. (2011), in Namibia parents are only involved during the early stages and stop caring about monitoring the academic progress of their children because of the perception that their children are then mature enough to do their schoolwork on their own. In Ghana, parental participation is improving as parents are developing an interest in their children's schoolwork (Nyarko, 2011; Chowa et al., 2012a). Msila (2012) specifies that parents are not involved and they mostly expect the teachers and the nanny to be more involved. They are busy pursuing their careers and trying to provide for their families. Some of the parents were found to be swinging their responsibilities all to educators and that was exactly what was happening in Thabazimbi. Kenya has introduced a new concept known as Early Childhood Development (ECD) and the country is receiving positive feedback from parents (Mwonga & Wanyama, 2012). In South Africa, the SASA (84 of 1996) is a legislative framework that is implemented as well as the National Executive Policy Act (NEPA) 27 of 1996 section 3.4. Parents are engaged in their children's schoolwork progress and the mitigation that can be undertaken.

Literature proves that improvement and good results or higher grades are achieved when parents are participating in learning platforms (Harris et al., 1987). Disadvantaged parents are not aware of or even don't understand their roles and responsibilities as far as education is concerned, especially black parents (Singh et al., 2004).

2.6 Strategies to improve parental participation

Parents can change or transition from spectators to active participants through special volunteering opportunities. They will also get an idea of and understand what is expected from them and what their children are doing during school hours. They will be able to identify the challenges that their children are facing. Listed below in the table are some innovative ideas that can be implemented to increase parental participation.

Parents must be inspired to attend parent meetings, training, workshops and conferences as and when they are provided or requested by the schools. Parents must also be motivated to do follow-ups to check the progress of their children and where they can assist to improve their performance (Clinton & Hattie, 2013). Parents with a vision and dreams for their children ensure that they participate and engage with teachers to assess the academic progress of their children. Suggested innovations are given in Table 2.1 below.

Table 2.1: Innovations to improve parental participation

Innovation	Examples
(i) Web-based videos	Teachers can encourage the development of new school websites whereby certain assignments and progress or feedback can be shared.
(ii) Parent initiation blog and event calendar	The blog and online event calendar can be created to keep parents updated about any event, meetings or governance of the school. The blog or online calendar can be used as reminders for meetings.
(iii) Social media	Social media usage as means of communication has taken its toll. Most of the parents are connected and utilise social media platforms. The schools can create the school platform and bind parents to utilise the platform. They can make the

	use of school platforms free without any data charges.
(iv) Home visits	Home visits have been proven to work in terms of increasing face-to-face interventions. Parents feel free when they are in their own space and freedom to talk or engage.
(v) Family interaction and socialising afternoon sessions or weekend sessions	Learners can invite their families in the afternoon or even during the weekend in an informal setting which can be utilised to strengthen the relationship between parents and teachers.

Parenting high self-efficiency has been identified as one of the aspects that also promotes parents' participation in the learning journey of their children (Bandura, 2002). Empirical work suggests that parents with high self-efficacy are more likely to monitor their children's schoolwork and to participate actively at school (Ardelt & Eccles, 2001). Disabled parents or parents with health concerns that do not allow them to travel to schools must be identified. Teachers must make means to meet them halfway if they are keen to participate or engage with the school.

2.7 Summary

This chapter covered the literature review in terms of parents' participation in their children's education. The three spheres, community, school and families, were explained and outlined broadly. The factors that limit parents' participation and mitigation were also discussed. The school and home-based types of participation were also elaborated on, which differentiates the two environments. The overlapping spheres were integrated with the six elements that prohibit or limit parent participation. The different parents' participation methods that are used by different countries were also incorporated in this chapter.

This chapter has described various theories of parental involvement. All these theories have provided evidence suggesting that their particular categories of parental

involvement play critical roles in child outcomes. Many of these categories do overlap, but all provide greater insight into the phenomenon of parental involvement. The types of parent involvement as described in Epstein's model (1997) provide a wide range of practices in which schools can involve a wider group of parents at school and the classroom level. How schools can work with families and communities to assist them to become or stay involved in their children's education. For this to be effective, all stakeholders should make an active effort.

RESEARCH METHODOLOGY AND LAYOUT

3.1 Introduction

Chapter 3 covers the methodology that was undertaken in order to complete the research. The research is based on imperative and pertinent methods. The case study is based on three primary schools in Thabazimbi. They were comprehensively studied to understand the cause or causes contributing to the lack of parental participation and how it affects the morale of educators, the academic progress of the school and the circuit.

Multiple sources of data were utilised and assessed as well as the interpretation of qualitative characteristics in nature. Different affected parties were interviewed and questions were posed to each participant in order to understand different takes or scenarios from different affected schools. This research was embarked on in order to come up with different strategies to address the identified gaps in parental participation. Parents still believe that their children's education and academic progress are entirely in the hands of teachers.

3.2 Research purpose

Parents have different views and opinions as to what is expected from them. This study addresses the feedback that was received from parents regarding participation in their children's education. Different types of participation initiations have been given in literature which include but are not limited to basic school obligations, basic parent obligations, parent participation in school, parent participation in governance and parent participation in learning at home.

3.3 Research methodology and layout

The layout of the research was based on the qualitative method. It was based on semi-structured questions, feedback sessions and interviews of the three spheres. The design was posed in such a way that the researcher will be able to address the aim and the objectives stipulated in Chapter 1.

Research design is based on interviews, empathetic skills and direct access to other peoples' opinions.

3.4 Sampling method

The selected sampling method includes an established sample population and the individuals that are selected in terms of the profile of the people that needs to be reached in order to get more information or understanding. The samples were only confined within the Thabazimbi Circuit. Not all schools were included or engaged but the minimum was selected for this study.

3.4.1 Selection of participants

The researcher selected participants and sites that will help to understand the area that is been studied (Maree, 2010). Three primary schools were identified as the site locations. It is noted in the literature that the result from the purposive sampling of participants is meaningful because they are qualitatively generalised and analysed. All the schools are double-medium schools.

3.4.2 Qualitative data analysing method

Qualitative data is related or defined as any data that is not numbers. It simply means that it is not based on fixed scale or complex mathematics and statistics. It considers interview transcripts, open-minded surveys, interpretation of images or videos and document reviews. According to Maree, different procedures can be used to analyse data effectively (Maree, 2010). The identified data analysis procedures in literature are discourse, narrative, content and conversation analysis.

3.4.2.1 Content analysis

The content analysis approach was utilised in this section to manually analyse and capture the information that was collected from the participants. The pattern was evaluated to make a final analysis or get results. The study area was manageable to process the data manually. The table was used to differentiate and the analyses were made. For this research, the source of data that was used for content analysis are interviews, conversations, open-ended questions posed to participants, notes taken

during the interviews and communicative language. Content analysis identifies the intentions or goals, describes the behavioural response to communications, focus group discussions, and individual interviews, determines the psychological state of people, reveals patterns in communication content and reveals differences in communication content.

3.4.2.2 Conversation analysis

This analysis method is classified as an approach to the study of social interaction. It aims to analyse, describe and have an understanding of conversations among human beings. This analysis was undertaken to understand participants' views, opinions and beliefs as far as parental participation is concerned. It was not only based on parents but holistically including principals, heads of departments and teachers. Engaging in a conversation gives different views and understandings of different concepts or views.

This analysis provides a platform for the participants to raise their views and have a say. Participants will feel free and will know that they have a right to voice out what they know or what they are experiencing. It was used to assess ordinary everyday spoken discourse in order to analyse how people manage their conversations and interactions.

3.5 Research paradigm

According to Terhoeven (2009:45), a paradigm can be defined as a worldview that includes certain philosophical assumptions about the nature of knowledge. The interpretive paradigm will be used in this study to contextualise it within the qualitative paradigm. Each research paradigm has its own methods, assumptions, strategies, limitations and results quality. The researcher must always check the paradigm that is in line with his/her case study. The case research method requires several steps in order to take several key decisions. Most case research studies are deemed to be interpretive in nature. For this study, the interpretive paradigm was chosen. Interpretive paradigm involves the analysis of previous studies or work done to allow new concepts and patterns as well as new theories. The selected paradigm allowed the exploration of hidden reasons behind qualitative evidence limitations and provided more information for areas where there was no or insufficient information.

3.6 Study area – geographical location

The area in question is Thabazimbi. The area includes areas such as Leeupoort, Dwaalboom, Rooiberg and Northam. It is known as the “mountain of iron” due to the lucrative iron ore reef. The reef was discovered in 1919 by J.H. Williams. It was mined during the early 1930s for the production of steel. The Thabazimbi circuit is situated 154,4 km from Modimolle town within the jurisdiction of Waterberg District in the Limpopo Province.

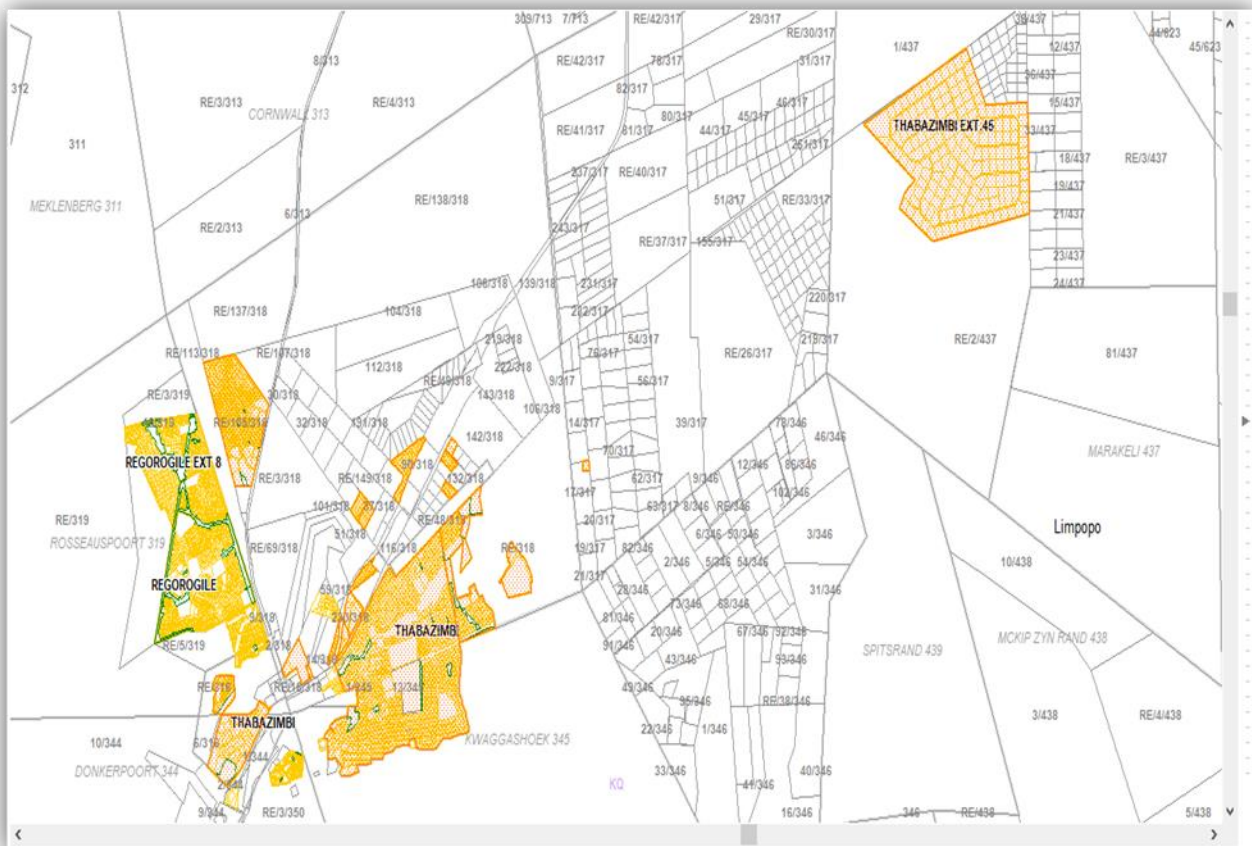


Figure 3: ERF holdings of Thabazimbi Local Municipality

The circuit is made up of 14 schools which include five high schools and nine primary schools. However, the thesis will only be based on the three selected schools out of all schools. The circuit is situated in a semi-urban area characterised mostly by unemployed, mostly illiterate parents working part-time on farms.

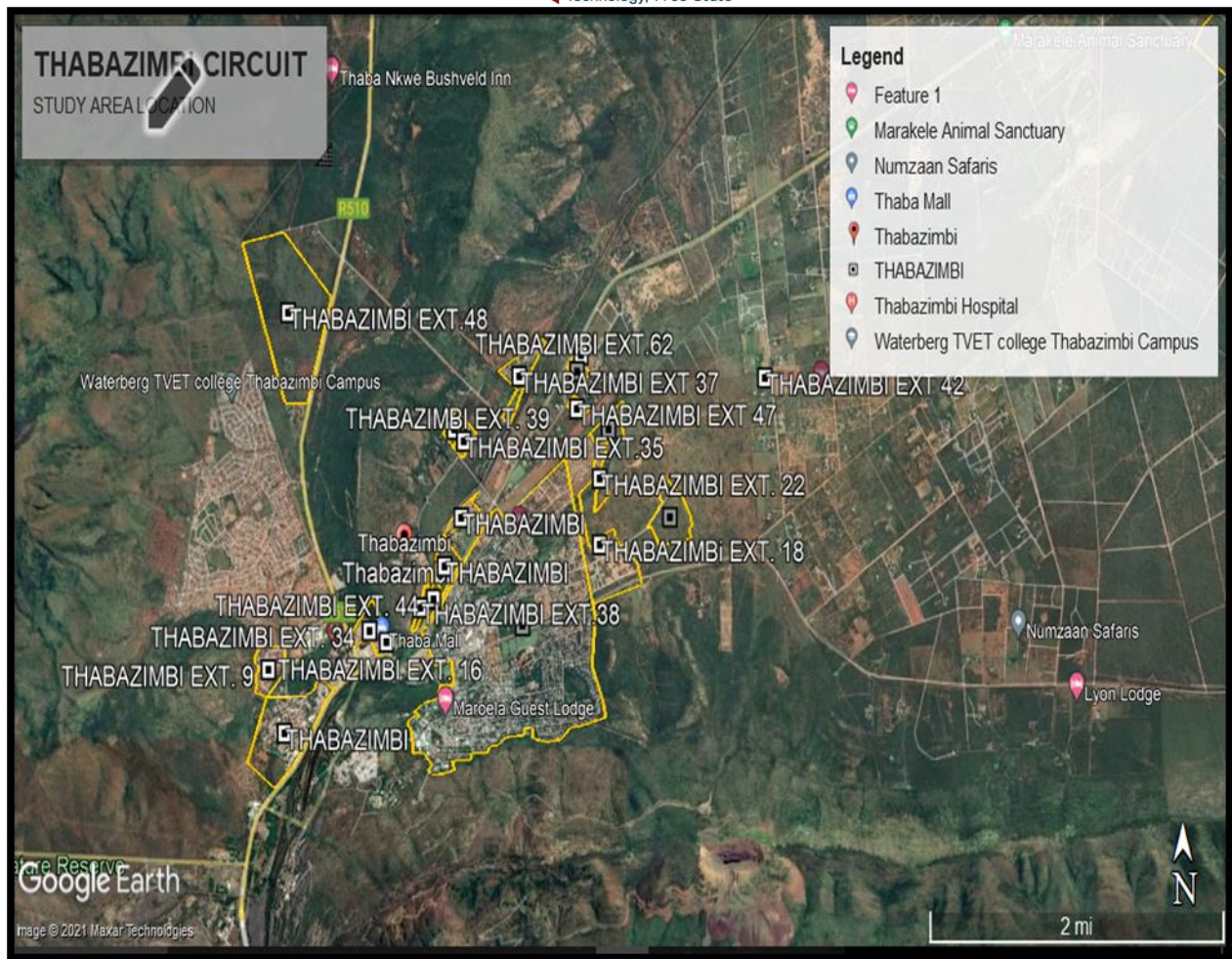


Figure 4: Study area

3.7 Population used to draw samples

3.7.1 Study population

The study population is specified by selected group, geographic location, age, sex, boundaries and positions or roles. The geographic location is demarcated within the administrative boundaries of the Thabazimbi Circuit. The targeted population was three principals, three heads of department, three educators and nine parents. Three primary schools were selected within the circuit of Thabazimbi, however, for confidentiality, the school names cannot be given for this research.

3.7.2 Sampling

Sampling can be described as a smaller set of cases that a researcher selects from a larger pool and generalises to the population (Neuman, 2006:219). Sampling is divided into probability and non-probability sampling methods. As described initially in the purpose, sampling will be conducted through volunteers who agreed to participate. Three participating schools were drawn from nine primary schools in the Thabazimbi Circuit. The targeted schools share the same socio-economic status and have the same problem of parental participation. They are also located in the same geographic location. The samples for this study were one principal, one head of department, one teacher and three parents of learners in the foundation phase for each primary school.

3.8 Data collection instruments

Data must be processed and yield meaningful information. The relevant instruments are also required in order to collect data that is relevant to the study area or the aims and objectives of the researcher. The perceptions and opinions on parental participation from group discussions and individual feedback of semi-structured were used as part of the qualitative investigative technique. Irrelevant questions and answers that did not yield any useful information were eliminated and substituted with the relevant ones. The instruments or tools that were used to collect data are:

- (i) Interview sessions with principals;
- (ii) Interview sessions with teachers;
- (iii) Interview sessions with parents;
- (iv) Group discussion rules for the participation of teachers and parents

The different techniques that were used assisted in determining whether the current information is sufficient for the researcher to make a conclusive summary or either seek further clarity. Further analysis was undertaken through direct field observations.

3.8.1 Interviews

Interviews are used to obtain information from participants. They are structured to answer the objectives of the case research. Different types of interviews were enrolled as classified below.



Figure 5: Methods used for qualitative analysis

3.8.1.1 Conducting the focus group discussions

A small group of participants can be described as a focus group, typically representative of the study purpose and they are used as a common qualitative research strategy. The individuals who make up the group were identified under the population sample. The interviewer talks to the group regarding the topic and questions and the group are people that are more affected or related to the topic. The following aspects outline how the group discussion was enrolled:

- (i) The relevant discussion topic was selected;
- (ii) The questions or discussion prompts were selected beforehand;
- (iii) A focus group questionnaire was prepared;
- (iv) The researcher was the notes-taker;

- (v) The participants were recruited and scheduled;
- (vi) Consent was requested; and
- (vii) Equal representations from the group.

Group discussions allow an organised discussion in an equal and flexible manner. It allows the host to control dominant and submissive participants. More information was collected in a short amount of time.

3.8.1.2 Face-to-face interviews

Semi-structured or face-to-face dialogues or interrogations are performed using open-ended questions. Preferably face-to-face interviews are more convenient and the researcher can accumulate or receive more information. The participants can understand and feel free to ask questions. It is even better in terms of providing clarity to the participants. Sometimes you can illustrate to them if they don't understand what you are trying to ask.

3.8.2 Observation

Observation serves as one of the important elements during the interviews or site visits. Sometimes parents or teachers might not be able to express their feelings during the focus group discussion or raise their points, but through observation, you can detect and schedule one-to-one appointments in order to get more relevant information. Observation was used to determine the surrounding area of the school properties, the available resources that are in place for learners, the environment where they live and spent more time, the facial expression of both parents and teachers, the allocated amount of time during lessons, how the parents and teacher address the issue of non-participation of parents and guardians in their children's education.

3.8.3 Notes taken during the interview

During the interview, group discussions and site observations, detailed notes were collected. The notes were not limited to but included information such as native language and the language that is used for teaching, religion, employment status, school infrastructure and the available resources, employed teachers and their

experience, education status of parents, the community and the challenges that were encountered historically. The notes were taken according to the scheduled appointments and the dates were recorded.

3.9 Data analysis

Participants were interviewed regarding the participation of parents in their children's education. They were informed beforehand and clarity was given in terms of why the research was conducted. The researcher requested consent from all participants. For data analysis, the units were established in terms of a table format in order to get significant information. Values of significance were assigned to individual participants by reliving their subjective experiences. Qualitative research is assessed for verifiability using validity and reliability. For this research, trustworthiness was ensured using the truth value model, consistency, neutrality as well as applicability.

3.10 Trustworthiness

Trustworthiness involves establishing data credibility, generalisability and transferability, dependability of the data and confirmability. In order to determine trustworthiness, the researcher must find confidence in disputing and sharing the findings of the research and determine the truth and also determine if the findings are applicable to other contexts.

3.10.1 Credibility

Data credibility illustrates the scope or the level to which data analysis is conclusive, accurate and not biased (McMillan, 2012). The credibility was maintained by using the same questions for the three chosen primary schools. The comparison was done based on the findings and the feedback that was received from the participants.

3.10.2 Generalisability or transferability

The term generalisability refers to academic settings whereby the research findings and summary or conclusion conducted on a selected sample population have been extended or extrapolated to a larger population and it is statistically probable. Transferability implicates the use of own experience and relating to the research topic.

The two concepts were taken into consideration for this study because generalisability rests on the transferability of research findings. Generalisability was considered because the non-participation of parents in their children's education is continuous. Transferability has been considered as the process of research in one situation that is similar to another situation.

3.11 Ethical considerations

Ethics talks about the moral or set of principles that govern or guide the behaviour of an individual or how one must conduct research. The research was conducted through the qualitative method which requires ethical considerations. For this study three aspects of ethics which are consent, confidentiality and privacy were taken into consideration. Based on the research and the steps undertaken to conduct that, research was guided by key ethical considerations. For this research, the governing constitution (rights of participants) was taken into account, Batho Pele principle, and the enhancement of the research validity and scientific integrity.

3.11.1 Permission and consent

The participants were consulted before the interview for consent and availability. The heads of departments were consulted first and permission was granted for the purpose of trustworthiness. The researcher made informed consent to the participants. They were well informed about the purpose and the background behind the study before they provided their consent. The researcher also made the participants aware that their participation is voluntary and they can agree or not agree to be part of the research; they are not obligated to do what they don't want to do. They were well informed that they can participate without any coercion. It was also made clear to the participants that there are no negative consequences or repercussions if they feel like they don't want to participate anymore.

3.11.2 Confidentiality and anonymity

Confidentiality plays a crucial role in terms of ethics. People must be informed that their names or personal information will not form part of the research. The identifying information will be removed from the records or notes as well as the final thesis. The

researcher took steps to safeguard the data confidentiality in order to prevent any threats due to misleading information when the data is misplaced or leaked. Consent forms were also provided to individual participants. The names of participants, their locations and the school names were not exposed or indicated for confidentiality purposes. For this case research, only the boundary or location was stated. The benefits that the researcher achieved by safeguarding the information of participants were that their trust was gained, they felt respected and their dignity was maintained and autonomy was promoted.

3.11.3 Privacy and sensitivity

One of the ethical concepts of research is privacy for research participants. It simply states that every individually identified participant has a right to privacy when they participate in the research. The data was de-identified whereby the personal information was removed from the dataset. The researcher notified the participants that they have a right to privacy and to refuse to be part of any discrimination or interview that is biased.

3.12 Conclusion

The types of data collection methods were listed in this chapter. The framework undertaken was elaborated in full. The data collection tools and analysis were outlined. This chapter serves as a platform for the reader to understand the finding and results as well as the drawn conclusion. Population and sampling methods were discussed in broad which covered the study area, the participants, the number of the chosen participants and their roles in the undertaken research.

DATA ELUCIDATION

4.1 Introduction

This chapter covers the investigation findings and feedback that was received from the participants regarding the role that parents play in terms of participating in the education of their children, especially as early as the foundation phase in the Thabazimbi Circuit. Three educators, three Heads of Department (HODs), three principals as well as nine parents or guardians at three identified primary schools in the Thabazimbi Circuit participated in the study.

4.2 Profile of participants

The researcher collected qualitative data from educators, teachers, HODs, principals and parents. Due to research ethics, the names, locations and school names were excluded or not mentioned to maintain the confidentiality and privacy of the participants. Table 4.1 includes the given codes for each participant, not the names or the school names.

The background information was categorised as follows: educators, nature of the school, the experience of teachers, gender, age group and their professional experience. Schools A, B and C on the table represent schools that are based in the Thabazimbi Circuit.

Table 4.1: Participants' biography

	Participants	Gender	Experience	Name of school	Age group
Principals	Princ 1	M	20	A	50-59
	Princ 2	M	9	B	40-49
	Princ 3	F	17	C	50-59
HODs	DH 1	F	11	A	50-59

	DH 2	F	8	B	50-59
	DH 3	F	1	C	50-59
Educators	Edu 1	F	19	A	50-59
	Edu 2	F	9	B	30-39
	Edu 3	F	4	C	30-39
Parents	Parnt 1	F	-	A	40-49
	Parnt 2	F	-	A	30-39
	Parnt 3	F	-	A	30-39
	Parnt 4	F	-	B	30-39
	Parnt 5	F	-	B	20-29
	Parnt 6	F	-	B	20-29
	Parnt 7	F	-	C	40-49
	Parnt 8	F	-	C	20-29
	Parnt 9	F	-	C	30-39

4.3 Description of the teacher participants' semi-structured interviews

Princ 1: The principal at school A. He has been a public servant for more than 30 years as a teacher. He has worked in different schools in Limpopo Province as a teacher and as a principal. He has 20 years of work experience as a dedicated principal and has spent nine years at the current school. His age group ranged between 50-59 years. He is a qualified teacher with an Advanced certificate in education (ACE). Has never attended any workshops on parental participation.

Princ 2: The principal at school B. He has been a public servant for more than 20 years as a teacher. He has worked in different schools in Limpopo Province as a teacher. He has 9 years of work experience as a dedicated principal. His age group ranged between 40-49 years. He is a qualified teacher with a Bachelor's in education (B.Ed). Never attended any workshops on parental participation.

Princ 3: The principal at school C. She has been a public servant for more than 20 years as a teacher and as a principal at a farm school before being redeployed at the current school. She has been working as a principal for 17 years and has spent two years at the current school. Her age group ranged between 50-59 years. She upgraded her qualification from Junior Primary Teachers Diploma (JPTD) to ACE. Never attended any workshops on parental participation.

DH 1: A foundation phase departmental head at school A. She has been a public servant for more than 20 years as a teacher. She has worked in different schools in Limpopo Province as a teacher and as a principal at a farm school before being redeployed at the current school as HOD. She has spent 11 years at the current school and as department head. Her age group ranged between 50-59 years. She is a qualified teacher with ACE. Has never attended any workshops on parental participation.

DH 2: A foundation phase departmental head at school B. She has been a public servant for more than 30 years as a teacher. She has worked in different schools in Limpopo Province as a teacher. She has 8 years of experience as a department head. Her age group ranged between 50-59 years. She is a qualified teacher with a B.Ed. Never attended any workshops on parental participation.

DH 3: The foundation phase departmental head at school C. She has been a public servant for more than 30 years as a teacher. She has worked in different schools in Limpopo as a teacher. She has 1 year of experience as a Department head. Her age group ranged between 50-59 years. He is a qualified teacher with B.Ed. Never attended any workshop on parental participation.

Edu 1: A Grade 1 teacher at school A. She has been a public servant for more than 14 years. She has teaching experience of 17 years, and the other years she was working as a temporary educator at different schools around Limpopo and Northwest Province.

Her age group ranged between 50-59 years. She is a qualified teacher with ACE. Attended different workshops for development by the National Education Collaboration Trust (NECT) conducted in Limpopo for Foundation phase teachers. Never attended workshops on parental participation.

Edu 2: A Grade 3 teacher at school B. Her age group ranged from 30-39 years. She is a qualified teacher with B.Ed. She has teaching experience of 9 years. Never attended any workshops on parental participation.

Edu 3: A Grade 2 teacher at school C. She is a qualified teacher with B.Ed. She has teaching experience of 4 years. Her age group ranged between 30-39 years. Never attended any workshops on parental participation.

4.4 Description of the parents in semi-structured interviews

Parnt 1: She is a mother of four living in the township. She is a breadwinner working as a petrol attendant and a single parent. She always assists her kids with schoolwork and really wants the best for them. Her age group is ranged between 40-49 years.

Parnt 2: She is the mother to her only child, unemployed depending on pension grants for living and always assists her with the school work. His age group is ranged between 30-39 years.

Parnt 3: She is a mother of two, a single parent, unemployed depending on pension grants for a living. Her age group ranged between 30-39 years.

Parnt 4: She is a mother of three, living at an informal settlement. She is volunteering at the school on the NSNP programme. Her age group is ranged between 30-39 years.

Parnt 5: She is a mother of three, unemployed, not married and depending on pension grants for a living. She is interested in helping her kids out with schoolwork. Her age is ranged between 20-29 years.

Parnt 6: She is a mother of three. She is volunteering at the school on the NSNP programme. Her age group is ranged between 20-29 years.

Parnt 7: She is a mother of three, living at the farm. She is volunteering at the school on the NSNP programme. Her age group is ranged between 40-49 years.

Parnt 8: She is a mother of three, living on a farm. She is volunteering at the school on the NSNP programme. Her age group is ranged between 20-29 years.

Parnt 9: She is a mother of three, not married, working and living on a farm. She is interested in helping her kids with schoolwork, but the problem is that she does not know how to read and write. Her age is ranged between 20-29 years.

4.5 Data presentation from parents: one on one semi-structured interviews

4.5.1 Theme 1: The role of parents in improving parental participation

The responsibility of educating learners is shared between parents and teachers. To ensure the success of learners' education, the participation of parents is needed. The focus is on the role of parental participation in improving the educational progress of their children by starting to be involved in the foundation phase. The participants (principals, HODs, teachers and parents) were asked questions on parental participation in the education of their children and the following sub-themes and main issues were raised:

Table 4.2: Parental participation and participation in their children's future

SUB-THEMES	MAIN ISSUES RAISED
Parental participation	Participation of parents in the education of their children.
	Communication
	The attitude of parents and teachers towards non-association of parents.

In South Africa, the issue of parental participation is a challenge. Therefore, there is a need for parents, community, learners and schools to work together to ensure that they

develop a small mind. In this study, when parents were interviewed, Parent 1 mentioned that:

“As a parent, I must help educators with my child, in simplicity I must be part of any curriculum undertaken by my child and help her with school work.”

Reflecting on the above statement, one may argue that the alliance amongst schools and parents plays a critical role in ensuring healthy, mutual, trust cooperation between the two. Such cooperation results in improved results and learners' behaviour.

4.5.1.1 School representatives' feedback regarding parental participation

Table 4.3 summarises the feedback that was received from different participants regarding the participation of parents in the academic progress of their own children. The parents were excluded from this question in order to understand the struggle that teachers, principals and heads of departments are experiencing on daily basis and to determine if there are any changes or if parents are cooperating.

Table 4.3: Feedback received from educators, heads of departments and principals regarding parental participation in their children's academic progress

PARTICIPANTS	FEEDBACK
Edu 1 and Edu 2	<i>“Parental participation refers to parents being involved in their children's school activities. It refers to the co-operation of parents in regard to their children's learning.”</i>
DH 1, 2 and 3	<i>“Parental participation is when parents are taking responsibility for assisting their children in their school work. Is participation of parents in the learning of their children. Is participation of parents in wide range of school-based and home-based activities”.</i>
Princ 1 and Princ 3	<i>“Parental participation is the participation of parents in their children's schoolwork. Is when</i>

	<i>parents make sure that they support their children at school and at home give them parental care.”</i>
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Reflecting on the above quotations, parental participation includes supporting the child at school and at home.

4.5.1.2 Inputs or answers received from parents, HODs and educators

The collaboration of parents and guardians in educational programmes of their children is critical. Teachers must engage parents about the education or performance of their learners. In a situation whereby learners are experiencing learning challenges, both parents and teachers should communicate and find a way on how best to assist the learner. Table 4.4 covers the feedback that was received from one parent, heads of department, educator 2 and principals.

Table 4.4: Collaboration of parents: views received from different participants

PARTICIPANTS	FEEDBACK
Parnt 1	<i>“I am involved in the education of my child. I help her with her homework’s and makes sure that she has stationary. I teach my child at home even if they don’t have homework. I ask my child what they were doing at school, and then I try to repeat with her to see if she understood the teacher. I help my child with school work. I like to help my child with school work my problem is I don’t know where to start because I don’t know how to read and write, I dropped out of school in Grade 2.”</i>
Edu 2	<i>“Parental participation in my school is very poor. The parents in our community do not show interest, in the schoolwork of their children; they don’t seem to know the importance of school or education. Most of the children come to school dirty. Other children don’t have school uniforms and stationary. Most of the children don’t do homework and projects. When</i>

	<i>you call only parents of performing learners will show up at the end you don't reach the goals that you want to reach because you don't meet with parents of learners who have learning barriers".</i>
DH 1 and 2	<i>"Parental participation is poor. Parents are invited for open days but only few will show up. We try to involve parents by giving learners work to do at home but only few will do the work."</i> <i>"We do not have parental participation policy written in black and white but we involve parents in their children's education by telling parents to check and sign learner's books. Ensure that their children are clean and on proper school uniform. We tell parents to assist with disciplining children at home. We encourage parents to work with educators, help children with homework". (Data set individual interviews: principals).</i>

Reflecting on the above feedback it is clear that for academic progress and good results for learners, parents must be involved and participate in their educational programme. Their participation will yield significantly reduced drop-out rates, discipline and also promote learners' school performance. Some of the parents indicated that they are not fully capacitated and are not free to participate in their children's education due to a lack of understanding and illiteracy. Parental participation should be improved as it plays a vibrant role in promoting learners' performance.

4.5.1.3 Communication between parents and the school

For the alliance between parents and teachers to be healthy, the parents should have a good working relationship with teachers. The school must make it a norm to communicate regularly with the parents. Table 4.5 provides the feedback that was received from parents regarding communication between them and the school.

Table 4.5: Parents’ opinions and experience in terms of communication between them and the school. As well as educators’, principals’ and heads of departments’ views

PARTICIPANTS	FEEDBACK
Parnt 2, 4 and 6	<i>“We once visited the school; they welcomed us with open arms. We went to check how our children were settling in the new environment and monitoring their progress. Our children are doing very well in their entire subjects. We would describe it as a healthy parent–teacher relationship and we communicate through the letters, text messages and WhatsApp group that teachers created, because frequent movement in the school is not allowed due to COVID-19. Our relationship with the teachers is good and very healthy.”</i>
Edu 1, 2 and 3	<i>“Our relationship with parents is good. They communicate with us through letters, phones and sometimes they personally come to school, if there is any burning issue. The only problem lies with parents who are not responding to the messages. Our relationship with parents is when we work together in the interest of the learners, nurturing them. We have a good relationship with the parents. We communicate with one another because we have formed WhatsApp group, any burning issue we discuss it in the group. If</i>

	<i>the child will be absent, parent send message through that platform. We even remind them of learners homework's through our group chat".</i>
DH 1 and 3	<i>"We as the departmental heads our relationship with other parents are good. They communicate with us through letters, phone calls and text messages. We also communicate during open book days with the aim of helping the child."</i>
Princ 1	<i>"My relationship with parents is good. We communicate through letters, phone calls, text messages and parent meetings, although just few parents show up."</i>

Reflecting on the above comments, only if all parents were participating the school would reach its mandate and vision. If all parents could come and attend meetings as and when they are required, the impact would benefit the school and them. The majority of respondents indicated that parents have good relationships with the educators; there is contact between parents and teachers.

4.5.1.4 Attitude of parents and teachers towards parental participation

The parental attitude has been identified as having a beneficial impact on learners' education and academic performance. When parents and teachers work together towards a common goal, communicate with one another and their attitude towards school and education is positive, it motivates learners and makes them notice the necessity of education. When parents are hopeful and enthusiastic towards the school and there is teamwork, learners have the best educational outcomes. Parent 7 mentioned that *"My relationship with the teachers is very healthy. I can absolutely*

discuss any issue with them and try to find possible solutions. They are so understanding and always willing to help”.

Educators also indicate that their “relationship with parents is positive. *We discuss anything concerning development of the learner and come up with strategies on how to continue with good trend.”*

In conclusion, a positive attitude means that all parties are willing to collaborate and cooperate to work together towards a common goal, which is academic results. Teachers must develop a positive attitude towards parents by motivating them. A positive attitude gives an individual an opportunity to engage and focus.

4.5.2 Summary of Theme 1

This theme entails parental participation in the academic performance of their children and how they communicate with the school. It was determined that the responsibility of educating learners is shared between parents, teachers and the community. For learners to be successful in education, parental participation is needed in all spheres. As this study focuses mainly on parental participation in the education of their children, sub-themes and main issues were raised in this theme. From this theme, the following sub-themes and issues emerged. Sub-theme: participation, main issues: participation of parents in the education of their children, communication between parents and the school, attitudes of teachers and parents, the community and parents towards parental participation.

4.5.3 Theme 2: Challenges experienced by schools with a lack of parental participation

A poor socio-economic background is a fact in schools situated in semi-urban areas. These schools consistently underperform in comparison to schools in wealthy urban areas. Parental illiteracy was prevalent among most parents.

Table 4.6: Sub-theme and main issues raised in Theme 2

SUB-THEME	MAIN ISSUES
The challenges that the school experience with lack of parental participation.	Barriers to parental participation in the academic performance of their children.
	Suggested measures that can be implemented to overcome the barriers.
	Disadvantages of lack of parental participation

4.5.3.1 The challenges that the school experience with lack of parental participation

The school must be an extension of the home, especially for foundation phase learners. Parents, as primary educators, provide their children with basic education. Learners learn best when they are taught by their parents. Parents were interviewed and requested to provide more information about how they are providing support to their children, since “Charity begins at home”. Educators, principals and heads of departments were also interviewed to achieve or understand to what extent they are providing support to parents and how they are trying to reach out if the implemented strategy fails.

Table 4.7: Feedback received from participants about the measures that they are implementing to address the issue of non-participation in learners' academic performance

PARTICIPANTS	FEEDBACK
Parnt 3, Parnt 6 and Parnt 8	<i>“We give our children necessary support by providing them with school materials, keeping up to the educational standard of the school and checking whether they are writing at school. We teach our children to listen to educators if they really want to pass. We</i>

	<i>help our children with their homework and again encourage them to write neat and give first priority to letter formation and neatness. We encourage them to do homework before going to play after school”.</i>
Edu 2	<i>“I try to give learners homework as parents don’t show up when you call them; I give them home work to do at home by so doing I give parents opportunity to be involved in education of their children, but still they don’t assist learner, they will comeback with homework not done, very few will have done the homework.”</i>
DH1	<i>“I call meetings to meet with parents of learners who do not do school work so that we can help each other but parents don’t show up. We call parents on open day to come and see their learner’s books so that they can know where to help them, only few parents show up and mostly will be parents of well-performing learners.”</i>
Princ 1	<i>“I call parents meeting to discuss learners’ progress. This helps parents to see their learners’ work and their progress, know the challenges that the learners’ experience. Parents complain of time of the meetings, they are working after work they must cook and prepare themselves for second day of going to work. Other parents complain of their safety to go to meetings in the evening</i>

	<i>is risky because they are staying far from school. When we organize meetings during the day they are at work, during the weekend they are busy with house chores.”</i>
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Reflecting on the above-mentioned statements, one may argue that the more parents are involved in helping out their children at home, the more learners will develop a love for school and education. Introduction to community literacy centres in addressing the issue of illiteracy and after-care centres where children will be helped with homework can help alleviate schools' problems.

4.5.3.2 Parental participation barriers

When parents participate and cooperate with teachers to support their learners' education, illiteracy will be conquered. Illiterate parents can always ask, seek help, reach out to their neighbour's children who go to the same school or even the same class as their children to determine and understand the homework, what is required and the due dates.

Table 4.8: Parental participation barriers

PARTICIPANTS	FEEDBACK
Parnt 2, Parnt 5 and Parnt 9	<i>“We buy necessary school equipment for our children, books and school uniform. We help them with their homework/s and also check their daily schoolwork every day. We make sure that they are not late for school. When they are not feeling well we communicate with the teachers. We want to help our children with school work.”</i>

	<i>Parent 8 further indicated that: “The main problem is we don’t know how, this new curriculum is difficult for me because of my education background. I don’t want my children to follow my path. I am very much involved in my child’s education. I make sure that every day after school, I check if there is homework, if there is anything that I can help with.”</i>
Edu 2 and Edu 3	<i>“We always give learners homework to write at home but our main challenge is one, sometimes when we give the learners homework parents write for them, they don’t help them (they do work for them). When we give learners work to do at home, most of them are not assisted and some do not complete the home work at all. Parents say they are working they don’t have time. Others say they come home tired and also absenteeism is also a challenge and contributes negatively towards learner’s progress.”</i>
Reckon that DH 1 and DH 2 said:	<i>“Teachers give learners homework they’ll come back with it not done. Learners will say my mom said she does not understand it. Illiteracy is the problem; parents are struggling with the new curriculum. When you call meeting parents don’t show up, problem is the</i>

	<i>long distance from home to school.”</i>
Princ 3	<i>“Most of our children’s parents they don’t understand what is expected from them and learners when learners are given homework.”</i>

Reflecting on the above quotations, one may argue that parents need to be encouraged to be hands-on with learners’ work. Every day, parents should check the homework given to learners by teachers to help them. Additionally, parents should not write for the learners but help them with that work. Parents should encourage the learners to attend school every day as they will fall behind with the work.

4.5.3.3 Suggestions for overcoming barriers

Parents should always care for the learners’ work and what they did during the day at school. Learners will be motivated in doing their work because they know that immediately when they get home parents will ask to see what was done at school that day.

Table 4.9: Suggestions for overcoming barriers

PARTICIPANTS	FEEDBACK
Parnt 4	<i>“I monitor my child’s progress by allocating time to communicate with my child about her school activities and I monitor her homework’s and check her classwork’s by going through her books.”</i>
Edu 1	<i>“We normally give them homework books to read or write at home. For parents to assist them, but some learners don’t get assistance at home, the reason being parents are not</i>

	<i>staying with them or are working and coming home late. Others have gone on a drinking spree and come home only when the children are asleep. To accommodate them we do all the work in class.”</i>
DH 3 accords with the above participant:	<i>“We strive for the best and always encourage all parents to be committed on their children’s work, and we encourage them to develop their education so that they can set good example for their children that education is important.”</i>
Princ 1	<i>“We try to involve social development to help us with negligent parents. We try to call meetings on different times that are conducive for everyone for parents to be able to attend.”</i>

Reflecting on the above quotations, one may argue that schools should help parents with information on how to create learning environments that is conducive at home to assist learners with their school work.

4.5.3.4 Disadvantages of lack of parental participation

Parental participation is extremely important for a child to do well in school. Parents as motivators to the learners are the ones that pressurize them on their achievement.

Table 4.10: Disadvantages of lack of parental participation

Parnt 8	<i>“I’m not educated so I want my children to be educated so that they may help me in future”.</i>
Edu 1	<i>“Most parents in our community are illiterate, they cannot read or write. They did not go far in terms of schooling, so some parents work in the farms, they</i>

	<i>leave before their children go school and comeback late so they don't get time to sit down and assist their children with school work, this affect learners' performance and most children who are not performing are troublesome and misbehave".</i>
DH 2	<i>"Children whose parents are not part of their education, don't value education. They are always absent, don't do school work and don't perform and ultimately drop out."</i>
Princ 2	<i>"Non-participation of parents in academic performance of their children makes learners' not to perform academically. When learners don't perform most of the time they misbehave in class."</i>

Reflecting on the above quotations, one may argue that it's true that many parents are illiterate due to some factors that were beyond the circumstances they were living in. Some work on farms, they leave home in the early hours of the morning and come back late when learners are sleeping. Parents must try to get help for their children to be assisted in their school work and they must discipline them at home.

4.5.4 Summary of Theme 2

This theme was based on the challenges experienced by schools when involving parents to be part of their children's education. From the theme, the following sub-theme and main issues emerged: The challenges that the schools experience with barriers to parental participation, lack of parental participation and suggestions to overcoming barriers and disadvantages of lack of parental participation were broadly discussed and the given information was mostly from the participants. Firstly, parents are viewed as primary educators where they need to give learners that basic education. Secondly, when parents are involved in supporting the learners, illiteracy will be conquered. Thirdly, parents should always care to know what learners did during the

day at school. Learners will be motivated to do their work because they know that immediately when they get home their parents will assist. Lastly, if parents don't support their children with schoolwork most schools will be declared none performing and will experience high dropout rates.

4.5.5 Theme 3: Measures to improve parental participation in Thabazimbi Circuit schools

Open book day can be convened once a term for parents and teachers to be connected and advise each other on the educational progress of the learners. Additionally, parents can be encouraged to volunteer at school, maybe as after-school or extra class tutors, to serve on school governing bodies and for NSNP and other activities around the school.

Table 4.11: Sub-themes and main issues raised in Theme 3

Improving parental participation in Thabazimbi Circuit schools.	The role that the school performs or undertakes in order to motivate parents to be involved.
	Integration of external structures in motivating parents.
	Participation of the DBE.

4.5.5.1 Measures to improve parental participation in Thabazimbi Circuit schools

The measures have been captured as suggested by the participants and the conclusion was taken without being biased or allowing favouritism. The participating parents indicated that for the school to motivate and capacitate parents they must motivate them and make them feel valuable not judging them or showing preference to those parents that are capable of providing for their children. One of the educators also indicated that *“parents must shape their children, develop and maintain their characters because they are the foundation or the first teachers. They must help learners with schoolwork at home during their spare time.”*

A head of department also outlined that *“parents must partake in all school activities so that they can develop a love for school. Parents must be updated on any developments or changes in the school. The importance of education must be emphasised to parents in the meetings”*. All three principals further mentioned that they try to arrange meetings

at different times to try and cater for all parents. *“Parents need to know the importance of schooling and education and then they will instil that to their children and develop an interest in their children’s future.”*

4.5.5.2 The role of the school in motivating parents

The participants were further engaged to speak freely and indicate what they think the role of the school must be in terms of motivating parents to be part and parcel of the school programmes. Some of the other ways that can be implemented or considered to be part of the school strategies include, but are not limited to:

- (i) Connecting parents and school by providing home visits;
- (ii) Creating organisational structure by providing workshops;
- (iii) Considering parents’ work schedules;
- (iv) Fathers in most cases do not take part, they can be encouraged to take part;
- (v) Identify and support learning environments.

Table 4.12: The role of the school in motivating parents

PARTICIPANTS	FEEDBACK
Parnt 8 and 9	<i>“Teachers must help parents with strategies or knowledge that they can use to assist our children at home and help with understanding this new curriculum because is difficult for us. Parents should be literate on what is taking place at school and also have environmental background knowledge. Parents should be helped to improve their reading and writing skill so that they may be able to transfer that to their children.”</i>
Edu 1 and 2	<i>“Schools must introduce back to school campaigns in order to support parents.”</i>
DH 1	<i>“Schools must encourage parents to make an</i>

	<i>effort on supporting their children regarding school matters”</i>
Princ 2 and 3	<i>“Parents must have all the information about what their children are doing in class and their performance. Schools must design parental participation programme where parents will be involved in all school activities including extra-mural activities. We must have regular meetings with parents to strengthen our bond.”</i>

Reflecting on the above statements, one may argue that parents should be encouraged on bettering their standard of education. Teachers must give learners extra work to do at home to enhance what they have done at school and that is where the parents will get that opportunity to assist them. Parents should form a partnership with teachers to improve learners’ education and they must know that it takes parents and educators to educate the learners, it is not only the educator’s responsibility.

4.5.5.3 Participation of external structures in motivating parents

The community a child is raised in plays a very critical role with regard to shaping behaviour and prior knowledge that a learner should have before entering the classroom for learning. Neighbours, teachers, church leaders and coaches will have an effect on how the child is raised, particularly influencing learner behaviour. Learners that are raised in a very moral community are likely to behave well and succeed in their studies.

Table 4.13: External structures feedback

PARTICIPANTS	FEEDBACK
Parnt 4 and 6	<i>“Importance of education and parental PARTICIPATION must be emphasized at community meetings. Social workers must</i>

	<i>intervene on parents who don't take care of their children and don't help them at school."</i>
Edu 2 accords with them by saying:	<i>"Stakeholders must support the schools; have regular meetings with the schools. Take the schools challenges to community". Parents should know what is happening in the schools. Community leaders encourage parents to take part in decision making."</i>
DH 1	<i>"Stakeholders must organize reading competitions for parents, and have activities where learners will compete together with their parents."</i>

Reflecting on the above statements, one can argue that stakeholders must support the schools. The importance of education and parental participation must be emphasised at community meetings.

4.5.5.4 Participation of the DBE

One of the goals of the Department of Basic Education (DBE) is to support educators and schools. It must oversee the learning of children, especially in the early years.

Table 4.14: Feedback regarding the participation of the DBE

Parnt 4	<i>"Parents need workshops in order to be uplifted."</i>
Similar to the above comment from Parnt 4, edu 1 and edu 2 mentioned that:	<i>"DBE can organise seminars on parental participation and parents taught how to assist or guide their children with school their work. Schools also need therapist to help learners with behavioral disorder."</i>

DH 1	<i>“DBE needs to organize meetings where they will explain to parents their role in their children’s education. DBE must train parents on how to assist their children with homework.”</i>
Princ 1,2 and 3	<i>“Principals remained silent about this issue.”</i>

Reflecting on the above feedback, one can argue that parents need to be assisted to understand what parental participation is, their roles, teachers’ roles, school participation and how the community fits in the same structure.

4.5.6 Summary of Theme 3

This theme was based on measures to ameliorate or upgrade the association of parents in the education of their children. From the theme, the following sub-theme and main issues emerged: Sub-theme: participation of school, external structures and heads of basic education motivating parents to be part of their children’s education. Parents must know what is happening in the school. The community a child is raised in plays a very critical role with regard to shaping the behaviour of a learner before entering the classroom for learning. External structures must support the school by motivating parents in their meetings.

4.6 Summary

This chapter focused on data presentation. This chapter was based on the three main themes that were broken down into sub-themes and the main issues that emanated from these. The first theme of the chapter was based on parental participation. As the child’s first learning environment is at home, the responsibility of educating learners is shared between parents and teachers. Therefore, to ensure the success of learners’ education, the participation of parents is needed in all spheres. The sub-theme highlighted the collaboration between parents and the school where in South Africa parental participation is a challenge.

The main issues that were discussed indicated that regular communication in the school context is very important between the school and parents. When good communication is established, the working relations or attitudes between parents and teachers will be healthy. Challenges experienced by the school when involving parents is the second theme in this chapter, where the major challenge is illiteracy. This sub-theme states that parents are regarded as primary educators to give learners basic education. Parents should support learners in their work, by being involved in the learners' education so that illiteracy can be conquered. Parents as motivators to the learners should be the ones that pressurise them on their achievement and always monitor their work at home.

The third theme of this chapter was how different structures can help to motivate guardians and parents to be part and participate in their children's education. The issue of parental participation is a joint responsibility. The main issue that emerged is that parents need to be developed to know what is expected of them. It takes a community to educate a child and schools need parents and community support. Themes, sub-themes and main issues that emerged will be fully discussed in Chapter 5.

CASE STUDY CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

Three main themes were discussed in terms of the data collected from the participants. Biographical information about school principals, departmental heads, parents and educators was presented in Table 4.1 of the thesis which included the gender, experience, name of school and age group of participants. All participants were given pseudonyms that have been used exclusively to differentiate and identify them in Theme 3. Chapter 5 will consolidate the captured information in the thesis, by reviewing the research problem, summarising the findings and providing recommendations for future studies.

5.2 Review of the research problem

The main purpose of the case study research was to investigate and consult parents, schools and the community regarding the lack of parent participation in their children's academic plans and progress as early as the foundation phase in three selected primary schools in the Thabazimbi Circuit, within the jurisdiction of the Waterberg District in Limpopo Province. Empirical research indicates that there is limited participation of parents in the educational journey of their children and this poses a negative impact on school performance and learner's performance as well.

One of the authors revealed that the barrier to parents' participation or contribution towards their children's education is due to the high level of poverty, single parenting, high illiteracy and lack of knowledge (Mabanga, 2013). This results in high learner absenteeism, high failure rates and subsequently dropping out of school. The study upholds the findings of García and Thornton (2014) which manifest how the role of parents can prevent the identified gaps and reduce absenteeism. Literature has proven that when parents are more involved attitudes change, learners are motivated and they gain self-esteem and confidence. Education can be perceived as an open circuit because it is limited in terms of who, where and when those inputs or support come from. Support can also come from relatives, church members, neighbours and anyone

who feels like giving back to the community, but parents are classified as the primary domain of that chain.

5.3 Discussion of findings

The following discussions of key findings are linked to the results from the literature review and empirical study. The main issues identified were apprehension or grasp of the term parental participation, the contributing barriers, the roles of parents, the roles of the school and the suggested strategies for enhancement.

5.3.1 An understanding of the term parental participation

Parental figures and participation have been actualised as the influential process that aids teachers and parents to work jointly for a certain goal that will benefit learners (Lemmer et al., 2012). The literature review has shown that parental contribution is crucial. Parents must take responsibility for checking their children's books, homework and engaging with teachers regarding the progress and solutions if the learner or parent is struggling. There are elements that accord to lack of parental participation, high illiteracy level, working parents and the new curriculum, that are key in the skyrocketing lack of parental contribution. Everything is left to the teachers because they are regarded as the jack of all trades who "know it all".

5.3.2 The characteristics of parents' participation in the education of their children in the foundation phase

The main identified gap during the interviews and the questionnaires is the issue of the new curriculum and parents who indicated that they lack knowledge and don't know where to begin. Parents are afraid of coming forward and allude to the teachers that they are struggling with the new curriculum because they want to protect their image. If only they knew that teachers are always willing to help and their doors are always open. If learners' results improve it is not only a gain for the learners but for the school, the community and for parents also. Parents must invest in their children's education, not saying that they must only provide financially, but they must provide moral support and request assistance from teachers if they encounter problems or don't understand what

they are expected to do. Parents that are always coming forward are improving and they can follow along when a new syllabus is suggested or implemented.

5.3.3 Barriers to lack of parental participation

A barrier has been identified as something that limits or obstructs individuals or groups of people to reach their goals. Each person has his/her own constraints and limitations. Parents' participation barriers differ from one person to another. Although, in most cases within Thabazimbi Circuit, barriers are almost the same or similar. The unemployment rate contributes to the list of identified barriers within this circuit. Most of the parents are working on farms, have an intense workload, stand in the sun the whole day and work long hours. The travelling from their homes to farms also strains them.

5.3.4 Strategies to improve parental participation

All participants mentioned that "we need learning centres where parents can learn to read and write". They added that "social development must help schools with parents who are not taking care of their children, using children's money for their own selfish needs, who do not care if children are fed, going to school, clean or doing their homework". In order to enhance parental participation and childcare provision, workshops, teachers' patience and policymaking should be mandatory meddlesome in learners' educational development and betterment (Bachman et al., 2010).

5.4 Summary of findings

The findings of this research have been summarized below. The findings cover: (i) sub-theme 1 which concludes an understanding of the term parental participation or participation; (ii) sub-theme 2 which concludes the roles of parents; (iii) sub-theme 3 concludes the identified barriers which pose limitations as far as parental participation is involved and (iv) sub-theme 4 comes up with strategies that can be implemented. The summary or conclusion was drawn up from the data collection methods and tools. The tools were identified as face-to-face interviews, group conversations and open-ended questions. The summary is based on the correspondence that was received from the participants and it is not biased or indicates any means of favouritism. Trustworthiness was also taken into consideration.

In conclusion, the study was undertaken with ethical consideration, and the privacy and confidentiality of participants were considered whereby the information that could lead to exposure of the participants was limited. The names of participants and names of schools were not indicated or incorporated into the thesis.

5.4.1 Sub-theme 1: An understanding of the term parental participation

Data gathered in sub-theme 1, assisted the researcher to see that an understanding of the term parental participation is limited in all participants. All participants raised their views and it was concluded that they were all limited in terms of understanding the responsibilities that they have toward their children's educational progress. They alluded that from their understanding parental participation only covers home-based and school-based engagement, like assisting learners with homework and the provision of teaching and learning resources. This spectrum is not only limited to that, but it is broad and it can actually be incorporated into one to see the performance progress.

5.4.2 Sub-theme 2: The role of parents in the education of their children in the foundation phase

Parents play significant roles in child development and not only based on their education or day-to-day household activities. Parents must be aware that they must provide support, encouragement and access to activities that will yield their children to master key issues and grow optimally in different aspects. Parents give birth to children, nourish them and raise them. They must not retire from this responsibility once their children start with the foundation phase. Parents must play a crucial part in their children's education to ensure adequate childhood development before primary school. Parents that are more involved provide a positive and lasting evident improvement in children's learning ability. The HOD in school A explained that, "we write letters to parents and invite them to come to school to engage about the academic progress of their children, but only parents of children that are already showing progress or have higher marks will attend the meetings". They indicated that they try, but, sometimes due to workload and unforeseen circumstances, they are struggling.

5.4.3 Sub-theme 3: Barriers to lack of parental participation

Different barriers have been identified by all participants. In conclusion, the parents and the teachers did not see the gaps that are in place for each of them. Parents were blaming the new curriculum and teachers were blaming parents for not being involved. One of the principals indicated to parents that early interventions are more economical and long-lasting. Four parents from the nine participating parents (40%) stipulated that parents are willing to grasp information and be participants, however, they lack self-confidence and have lower self-esteem.

5.4.4 Sub-theme 4: Strategies to improve parental participation

The participants agree that parent participation in the foundation phase or early childhood education can extend the experience of a child mentally, socially and emotionally. Schools must initiate home visits for parents that request them and that are willing to accommodate them at their homes and not only focus on the school meetings. Meetings can rotate in terms of timeframes and location to accommodate the different working schedules of parents. Learners must be stimulated at an early age so that they can perform well in a long run. Teachers must make parents aware that their role doesn't end at providing for their children, they must be active participants in their children's education as it extends the learning beyond the walls of the classroom.

It is clear that there is a need for a conference or workshop to capacitate the HODs, principals, teachers, staff, parents, community and families regarding the participation of all parties in the education of learners. Parents need seminars where they will be taught how to assist their children, whom to contact, whom to engage with, to be introduced to other parents that have children in the same class and how they can work together as parents. Parents on their own don't have a good working relationship and if only they were working together they could be able to convey messages to one another. If parent A is unavailable, parent B can still assist or convey a message to the other parent.

5.5 Suggestions for further research

Chapter 3 of this study covered only three primary schools in Thabazimbi Circuit. For further development or enhancement of the current data, a similar study can also be

undertaken in other circuits of the Waterburg District, other districts of Limpopo Province and other provinces of South Africa. Thus knowledge will be shared and the current status of parents' participation will be improved. After analyzing the findings of the research, the following recommendations are suggested:

- (iv) Partnerships among families, teachers, and community members are needed. Parents need to change and prioritise education at all costs, and not shift their responsibilities to educators due to their own levels of illiteracy and lack of self-confidence.
- (v) Cooperation and collaboration of all stakeholders are important. To address the issue of illiteracy there can be walk-in centres where parents can be taught how to read and write and do basic mathematics. No formal programmes, no formal tests and no scheduled times. Parents just walk in at their convenient and conducive time and learn at their own pace. Parents don't want to go to adult basic education training (ABET) centres because they associate them with the school. Thabazimbi has community feeding centres where learners get food every day after school. These centres can be developed to be educational centres, after feeding the children they can help them with their homework.
- (vi) Schools should extend an olive branch to the community by forming school reading programmes that can generate a chance for parents to participate. Parents will form part of the so-called "Reading for Enjoyment" programme where they will come to schools and read to children every month to generate a love for school and reading and boost parents' self-worth and self-confidence. The education department and stakeholders can extend the current reading campaigns in communities and organise reading competitions. Parents' participation will improve the academic performance of their children, schools' reputations be restored, educators' morale boosted and Thabazimbi Circuit can have performing schools.
- (vii) The Thabazimbi community needs mobile libraries where parents can walk in with their children to go and read for them. Libraries can have different books and allow only children to walk in with their parents. Libraries can also have all the materials that learners use at school (prescribed reading books, textbooks

and lesson plans used by educators). This will help to guide parents that want to help their children with schoolwork but don't know how. With this, the quality of education will improve, including an understanding of the curriculum.

- (viii) Families should also invest in different learning programmes, through a magazine, newspapers, other books if they can afford to purchase them and other family literacy activities.
- (ix) The DBE organises workshops for educators through subject advisers to help educators with strategies on how to help learners to have a better understanding of different concepts. This is what is also needed by parents. Parents should be inducted on how to participate and contribute towards their children's education.
- (x) Schools communicate with parents only during open book days. Different ways can be used to communicate with parents like individual meetings, annual and quarterly workshops or training, awareness and purchasing other resources that can enhance parents' literacy level to promote parental participation. Members of school governing bodies should be compensated for their effort to enhance their participation. Schools can organise transport for parents to attend meetings because of the distance from home to school.
- (xi) Departmental policies need to be reviewed, all schools must comply with the governing constitution and legislation to provide or compile a documented policy from the department on parental participation and all educators and principals must attend workshops on parental participation. Parental participation must also be included in the curriculum of all teacher training institutions to prepare teachers to deal with real-life situations.

5.6 Summary of the research study

This chapter aimed at investigating parental participation in-depth by focusing on the findings of the case research and the suggested recommendations of this study that can be implemented to improve parents' participation in their children's education. It was found that the major challenge in parental participation is substance abuse, the new curriculum, lack of commitment from working parents and illiteracy. There is a need for assistance from the school, the DBE and all the stakeholders for restoring the performance of the circuit. It became evident that parents are interested to form part of

the decision-making process, learn and improve in order to be hands-on regarding their children's education. The main barrier is a lack of knowledge and not being well informed.

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ADDENDUM A: INTERVIEW QUESTIONS FOR PRINCIPALS

GENERAL INFORMATION

Name:

Gender :

Age :

Qualifications:

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Teaching experience :

Number of years in Principalship position :

Have you ever attended Parental involvement workshop? Yes/ No

1. What is parental involvement?

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2. Which means do you use to communicate with parents?

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3. What is the role of parents in education of their children?

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4. How do you motivate/ involve parents actively in education of their children?

5. What is the attitude of SMT, educators and parents towards parental involvement?

6. What are advantages of parental involvement in education of their children?

7. Explore barriers to parental involvement.

8. Which strategies will you come up with to overcome these barriers?

9. Does the school have policy for parental involvement? How effective is it?

10. what strategies are needed for our schools and learners to perform?

11. How external structures/ stakeholders can be involved in motivating parents to be Involved in education of their children?

12. How DBE can help school when coming to parental involvement?

INTERVIEW QUESTIONS FOR HODS

GENERAL INFORMATION

Name:

Gender :

Age :

Qualifications:

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Teaching experience :

Number of years in HOD position :

Have you ever attended Parental involvement workshop? Yes/ No

INTERVIEW QUESTIONS

1. What is parental involvement?

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2. Which means do you use to communicate with parents?

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3. What is the role of parents in education of their children?

4. How do you motivate/ involve parents actively in education of their children?

5. What is the attitude of SMT, educators and parents towards parental involvement?

6. What are advantages of parental involvement in education of their children?

7. Explore barriers to parental involvement.

8. Which strategies will you come up with to overcome these barriers?

9. Does the school have policy for parental involvement? How effective is it?

10. What strategies are needed for our schools and learners to perform?

11. How external structures/ stakeholders can be involved in motivating parents to be involved in education of their children?

12. How DBE can help school when coming to parental involvement?

INTERVIEW QUESTIONS FOR EDUCATORS

GENERAL INFORMATION

Name:

Gender :

Age :

Qualifications:

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Teaching experience :

INTERVIEW QUESTIONS

1. What is parental involvement?

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2. Which means do you use to communicate with parents?

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3. What is the role of parents in education of their children?

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4. How do you motivate/ involve parents actively in education of their children?

5. What is the attitude of SMT, educators and parents towards parental involvement?

6. What are advantages of parental involvement in education of their children?

7. Explore barriers to parental involvement.

8. Which strategies will you come up with to overcome these barriers?

9. Does the school have policy for parental involvement? How effective is it?

10. what strategies are needed for our schools and learners to perform?

11. What is the role of SMT in motivating parents to be involved in education of their children?

12. How external structures/ stakeholders can be involved in motivating parents to be Involved in education of their children?

13. How DBE can help school when coming to parental involvement?

INTERVIEW QUESTIONS FOR PARENTS

GENERAL INFORMATION

1. Name :-----
2. Gender:-----
3. Age: -----
4. Highest standard passed: _____
5. Employment: _____
6. Number of learners in foundation phase:

INTERVIEW QUESTIONS

1. What is parental involvement?

2. How are you involved in education of your child?

3. How often do you visit the school?

4. What do you like or disliked about parental involvement?

5. What is the role of parents in education of their children?

6. What is your experience about educators attitude when visiting the school?-----

7. What is the role of parents in education of their children?

8. What barriers causes parents not to be involved in education of their children?

9. What are your suggestions on overcoming barriers to parental involvement?

10.What are disadvantages of lack of parental involvement in education of their children?

11. What do you suggest the school can do to motivate parents to be involved in education of their children?

12. How external structures/ stakeholders can be involved in motivating parents to be involved in education of their children in Thabazimbi circuit?

13. What strategies are needed for our schools and learners to perform?

14. How DBE can help parents to be able to be involved in education of their children?

ADDENDUM E: GENERAL INFORMATION FORM 1: PRINCIPALS

LACK OF PARENTAL INVOLVEMENT IN EDUCATION OF THEIR CHILDREN IN FOUNDATION PHASE.CASE OF SELECTED SCHOOLS IN THABAZIMBI CIRCUIT

Information Sheet

Dear Principal,

My name is Motshusi Mosima Catherine and I am student in humanities at Central University of Technology. I am conducting a research study to investigate how parents can be involved in education of their children. The purpose of this form is to inform you about the study.

Why am I being invited to take part in this study?

You are invited to take part in this study because you are a Principal in Primary school that is in Thabazimbi circuit.

What will I do if I agree to participate?

If you agree to participate in the study, you will be engaged in the following process:

- There will be a list of questions that you will answer. (survey questions)
- Later we will have a group meeting where we will discuss about your views and knowledge concerning the topic.
- During discussion I (researcher) will be writing notes that I will use later. Your names will not be mentioned.
- Later we will have individual interview so that you can be able to voice out your views and opinions well.
- Our meetings will be held at the school's boardroom.
- All this will be done in two days.
- Day one will answer list of questions, then after have a meeting as a group. (this may take 4 hours)
- Day two there will be face-face interview/ one on one meeting. {this may take an hour per person)
- All the information collected during the study will not be given to other people to use them in future

What happens if I say yes, but I change my mind later?

Your participation in this study is voluntary. You may decline to participate at any time, even after the study has started. If you choose not to participate or to withdraw from the study, there will be no penalty.

What are the benefits to me for being in this study?

Although there may be no direct benefit to you, the possible benefit of your participation is you will know:

- How you can help parents to be involved education of their children.
- How parental involvement in their children's education can benefit the school and the circuit.
- Strategies that you can use to promote parental involvement in your school.

What happens to the information collected for the study?

Your responses will be anonymous. Due to the nature of focus groups, complete confidentiality cannot be guaranteed.

The results of this study may be used in reports, presentations, or publications but your name/ personal information will not be used. Data will be stored in password-protected computer. I am the only one who will have access to it. It will be retained for up to 3 years after the project is completed and after that paper records will be shredded and digital files will be erased.

Is there any way being in this study could be bad for me? Is there any risk to me by being in this study? If so, how will these risks be minimized?

- Psychological distress that maybe caused by concentrating for longer period. Participants may be directed to a counseling or social support services.
- Time to be spent during the study might be inconvenient. The surveys and interviews will be scheduled at a time that is convenient to the participants and at a place that is private.
- You may feel uncomfortable answering other questions/ don't know how to tackle them. Participants can skip any questions that they feel uncomfortable answering while taking the survey or during the interview.
- You may feel anxious or fearful of being exposed to COVID-19 in the study. There will be social distancing. Room will be well ventilated. Sanitizers and masks will be available at the venue. There will be screening of participants
- You may be at risk of contracting CIVID-19..
In spite of these precautions, the risk of exposure to COVID-19 is still present.

Who should I contact for questions?

If you have questions about the study, please call me at 0826151194 or e-mail me at mosimamotshusi@gmail.com. Alternatively you can contact my supervisor Dr Ngobeni E.T at 082 218 0033 or email him at ngobeniet@gmail.com. If you have any questions about your rights as a participant in this research or if you feel you have been placed at risk, you can contact my supervisor Dr Ngobeni.

PLEASE KEEP THIS INFORMATION SHEET FOR YOUR RECORDS

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GENERAL INFORMATION FORM 2: EDUCATORS

LACK OF PARENTAL INVOLVEMENT IN EDUCATION OF THEIR CHILDREN IN FOUNDATION PHASE.CASE OF SELECTED SCHOOLS IN THABAZIMBI CIRCUIT

Information Sheet

Dear Educator,

My name is Motshusi Mosima Catherine and I am a student in humanities at the Central University of Technology. I am conducting a research study to investigate how parents can be involved in education of their children. The purpose of this form is to inform you about the study.

Why am I being invited to take part in this study?

You are invited to take part in this study because you are a teacher in foundation phase.

What will I do if I agree to participate?

If you agree to participate in the study, you will be engaged in the following process:

- There will be a list of questions that you will answer (survey questions).
- Later we will have a group meeting where we will discuss about your views and knowledge concerning the topic.
- During discussion I (researcher) will be writing notes that I will use later. Your names will not be mentioned.
- Later we will have individual interview so that you can be able to voice out your views and opinions well.
- Our meetings will be held at the school's boardroom.
- All this will be done in two days.
- Day one will answer list of questions, then after have a meeting as a group. (this may take 4 hours)
- Day two there will be face-face interview/ one on one meeting. {this may take an hour per person}
- All the information collected during the study will not be given to other people to use them in future

What happens if I say yes, but I change my mind later?

Your participation in this study is voluntary. You may decline to participate at any time, even after the study has started. If you choose not to participate or to withdraw from the study, there will be no penalty.

What are the benefits to me for being in this study?

Although there may be no direct benefit to you, the possible benefit of your participation is you will know:

- How you can help parents to be involved education of their children.
- How parental involvement in their children's education can benefit the school and the circuit.
- Strategies that you can use to promote parental involvement in your school and your phase.

What happens to the information collected for the study?

Your responses will be anonymous. Due to the nature of focus groups, complete confidentiality cannot be guaranteed.

The results of this study may be used in reports, presentations, or publications but your name/ personal information will not be used. Data will be stored in password-protected computer. I am the only one who will have access to it. It will be retained for up to 3 years after the project is completed and after that paper records will be shredded and digital files will be erased.

Is there any way being in this study could be bad for me? Is there any risk to me by being in this study? If so, how will these risks be minimized?

- Psychological distress that maybe caused by concentrating for longer period.
Participants may be directed to a counseling or social support services.
- Time to be spent during the study might be inconvenient.
The surveys and interviews will be scheduled at a time that is convenient to the participants and at a place that is private.
- You may feel uncomfortable answering other questions/ don't know how to tackle them.
Participants can skip any questions that they feel uncomfortable answering while taking the survey or during the interview.
- You may feel anxious or fearful of being exposed to COVID-19 in the study
There will be social distancing.

Room will be well ventilated.

Sanitizers and masks will be available at the venue.

There will be screening of participants.

- You may be at risk of contracting COVID-19.
In spite of these precautions, the risk of exposure to COVID-19 is still present.

Who should I contact for questions?

If you have questions about the study, please call me at 0826151194 or e-mail me at mosimamotshusi@gmail.com. Alternatively you can contact my supervisor Dr Ngobeni E.T at 082 218 0033 or email him at ngobeniet@gmail.com. If you have any questions about your rights as a participant in this research or if you feel you have been placed at risk, you can contact my supervisor Dr Ngobeni.

PLEASE KEEP THIS INFORMATION SHEET FOR YOUR RECORDS

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ADDENDUM G: GENERAL INFORMATION FORM 3: HODs

LACK OF PARENTAL INVOLVEMENT IN EDUCATION OF THEIR CHILDREN IN FOUNDATION PHASE.CASE OF SELECTED SCHOOLS IN THABAZIMBI CIRCUIT

Information Sheet

Dear HOD,

My name is Motshusi Mosima Catherine and I am student in humanities at Central University of Technology. I am conducting a research study to investigate how parents can be involved in education of their children. The purpose of this form is to inform you about the study.

Why am I being invited to take part in this study?

You are invited to take part in this study because you are HOD in foundation phase.

What will I do if I agree to participate?

If you agree to participate in the study, you will be engaged in the following process:

- There will be a list of questions that you will answer (survey questions).
- Later we will have a group meeting where we will discuss about your views and knowledge concerning the topic.
- During discussion I (researcher) will be writing notes that I will use later. Your names will not be mentioned.
- Later we will have individual interview so that you can be able to voice out your views and opinions well.
- Our meetings will be held at the school's boardroom.
- All this will be done in two days.
- Day one will answer list of questions, then after have a meeting as a group. (this may take 4 hours)
- Day two there will be face-face interview/ one on one meeting. {this may take an hour per person}
- All the information collected during the study will not be given to other people to use them in future.

What happens if I say yes, but I change my mind later?

Your participation in this study is voluntary. You may decline to participate at any time, even after the study has started. If you choose not to participate or to withdraw from the study, there will be no penalty.

What are the benefits to me for being in this study?

Although there may be no direct benefit to you, the possible benefit of your participation is you will know:.

- How you can help parents to be involved education of their children.
- How parental involvement in their children's education can benefit the school and the circuit.
- Strategies that you can use to promote parental involvement in your school and your phase.

What happens to the information collected for the study?

Your responses will be anonymous. Due to the nature of focus groups, complete confidentiality cannot be guaranteed.

The results of this study may be used in reports, presentations, or publications but your name/ personal information will not be used. Data will be stored in password-protected computer. I am the only one who will have access to it. It will be retained for up to 3 years after the project is completed and after that paper records will be shredded and digital files will be erased.

Is there any way being in this study could be bad for me? Is there any risk to me by being in this study? If so, how will these risks be minimized?

- Psychological distress that maybe caused by concentrating for longer period. Participants may be directed to a counseling or social support services.
- Time to be spent during the study might be inconvenient. The surveys and interviews will be scheduled at a time that is convenient to the participants and at a place that is private.
- You may feel uncomfortable answering other questions/ don't know how to tackle them. Participants can skip any questions that they feel uncomfortable answering while taking the survey or during the interview.
- You may feel anxious or fearful of being exposed to COVID-19 in the study. There will be social distancing.

Room will be well ventilated.

Sanitizers and masks will be available at the venue.

There will be screening of participants.

- You may be at risk of contracting CIVID-19. In spite of these precautions, the risk of exposure to COVID-19 is still present.

Who should I contact for questions?

If you have questions about the study, please call me at 0826151194 or e-mail me at mosimamotshusi@gmail.com. Alternatively you can contact my supervisor Dr Ngobeni E.T at 082 218 0033 or email him at ngobeniet@gmail.com. If you have any questions about your rights as a participant in this research or if you feel you have been placed at risk, you can contact my supervisor Dr Ngobeni.

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GENERAL INFORMATION FORM 4: PARENTS

LACK OF PARENTAL INVOLVEMENT IN EDUCATION OF THEIR CHILDREN IN FOUNDATION PHASE.CASE OF SELECTED SCHOOLS IN THABAZIMBI CIRCUIT

Information Sheet

Dear Parent,

My name is Motshusi Mosima Catherine and I am a student in humanities at Central University of Technology. I am conducting a research study to investigate how parents can be involved in education of their children. The purpose of this form is to inform you about the study.

Why am I being invited to take part in this study?

You are invited to take part in this study because you are a parent of a learner in foundation phase.

What will I do if I agree to participate?

If you agree to participate in the study, you will be engaged in the following process:

- There will be a list of questions that you will answer.
- Later we will have a group meeting where we will discuss about your views and knowledge concerning the topic.
- During discussion I (researcher) will be writing notes that I will use later. Your names will not be mentioned.
- Later we will have individual interview so that you can be able to voice out your views and opinions well.
- Our meetings will be held at the school's boardroom.
- All this will be done in two days.
- Day one you will answer list of questions, then after have a meeting as a group. (this may take 4 hours)
- Day two there will be face-face interview/ one on one meeting. {this may take an hour per person)
- All the information collected during the study will not be given to other people to use them in future

What happens if I say yes, but I change my mind later?

Your participation in this study is voluntary. You may decline to participate at any time, even after the study has started. If you choose not to participate or to withdraw from the study, there will be no penalty.

What are the benefits to me for being in this study?

Although there may be no direct benefit to you, the possible benefit of your participation is you will know:

- How you can be involved in your child's education.
- How your involvement in your child's education help the school and the circuit.
- You will be able to know what the school intend to achieve and you will be able to help other parents to contribute to the vision of the school and help to build the future of your their children.

What happens to the information collected for the study?

Your responses will be anonymous. Due to the nature of focus groups, complete confidentiality cannot be guaranteed.

The results of this study may be used in reports, presentations, or publications but your name/ personal information will not be used. Data will be stored in password-protected computer. I am the only one who will have access to it. It will be retained for up to 3 years after the project is completed and after that paper records will be shredded and digital files will be erased.

Is there any way being in this study could be bad for me? Is there any risk to me by being in this study? If so, how will these risks be minimized?

- Psychological distress that maybe caused by concentrating for longer period.
Participants may be directed to a counseling or social support services.
- Time to be spent during the study might be inconvenient.
The surveys and interviews will be scheduled at a time that is convenient to the participants and at a place that is private.
- You may feel uncomfortable answering other questions/ don't know how to tackle them.
Participants can skip any questions that they feel uncomfortable answering while taking the survey or during the interview.
- You may feel anxious or fearful of being exposed to COVID-19 in the study
There will be social distancing.

Room will be well ventilated.

Sanitizers and masks will be available at the venue.

There will be screening of participants

- You may be at risk of contracting COVID-19.
In spite of these precautions, the risk of exposure to COVID-19 is still present.

Who should I contact for questions?

If you have questions about the study, please call me at 0826151194 or e-mail me at mosimamotshusi@gmail.com. Alternatively you can contact my supervisor Dr Ngobeni E.T at 082 218 0033 or email him at ngobeniet@gmail.com. If you have any questions about your rights as a participant in this research or if you feel you have been placed at risk, you can contact my supervisor Dr Ngobeni.

PLEASE KEEP THIS INFORMATION SHEET FOR YOUR RECORDS

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GENERAL INFO/CONSENT COVID 19 COMPLIANT 1

LACK OF PARENTAL INVOLVEMENT IN EDUCATION OF THEIR CHILDREN IN FOUNDATION PHASE.CASE OF SELECTED SCHOOLS IN THABAZIMBI CIRCUIT

Informed Consent Covid 19 compliant

Dear School Principal,

My name is Mosima Catherine Motshusi and I am student in Central University of Technology at Free State . You are invited to participate in a research study of how parents can be involved in education of their children. You were selected as a possible participant because you are the principal at Thabazimbi Circuit which is the circuit that my research is based on. Please read this form carefully and ask any questions you may have before agreeing to be in the study. You must be 18 or older to participate in the study.

KEY INFORMATION ABOUT THIS RESEARCH STUDY:

The following is a short summary of this study to help you decide whether to be a part of this study. Information that is more detailed is listed later on this form.

In Thabazimbi most parents are not involved in education of their children they claim that they are unable to provide the kind of education that children need because of high level of education expectation. They claim that they don't know how to help and don't know where to start. Current research shows that involvement of parents in learning help to improve learner's performance, reduce absenteeism and restore parent's confidence in their children's education. Learner's with parents, who are involved in education, earn higher grades, have better social skills and show improved behaviour, which is what we need in Thabazimbi.

Most of the schools in Thabazimbi circuit are declared underperforming because parents play little or no role in their children's education. Teachers are frustrated and their morale is low because of parents who don't want to work with them to develop the small mind, they believe that parental involvement in their children's education will benefit the school, learners and teachers. Children benefit when the school and parents

work together. When they see parents are enthusiastic about their education, they are most likely to view schooling in a positive light.

The study will look at parental involvement in depth by focusing on the concept parental involvement, its benefits, the disadvantages of lack of parental involvement in foundation phase, how parents can be developed to be involved in education of their children and how all stakeholders can be involved in motivating parents to be involved in education of their children.

The purpose of this study is to investigate the role of parental involvement in education of their children, mainly in foundation phase. You will be asked to complete a survey and a follow-up interview. We expect that you will be in this research study for two days. The primary risk of participation is long hours that may cause strain. The main benefit is that it will empower you with knowledge on how you can be involved in education of your child and maybe you can be able to help other parents.

STUDY PURPOSE:

The purpose of this study is to investigate the role of parental involvement in education of their children, mainly in foundation phase.

NUMBER OF PARTICIPANTS:

If you agree to participate, you will be one of eighteen i.e (9 parents, 3 principals, 3 HOD's and 3 teachers) participants who will be participating in this research.

PROCEDURES FOR THE STUDY:

If you agree to be in the study, you will do the following:

- There will be a list of questions that you will answer (survey questions).
- Later we will have a group meeting where we will discuss about your views and knowledge concerning the topic.
- During discussion I (researcher) will be writing notes that I will use later. Your names will not be mentioned.
- Later we will have individual interview so that you can be able to voice out your views and opinions well.

- Our meetings will be held at the school's boardroom.
- All this will be done in two days.

- Day one will answer list of questions, then after have a meeting as a group. (this may take 4 hours)
- Day two there will be face-face interview/ one on one meeting. {this may take an hour per person)
- All the information collected during the study will not be given to other people to use them in future.

RISKS AND INCONVENIENCES:

There are risks and inconveniences to participating in this study. These include:

- Psychological distress that maybe caused by concentrating for longer period.
- Time to be spend during the study might be inconvenient.
- You may feel uncomfortable answering other questios/ don't know how to tackle them.
- You may feel anxious or fearful of being exposed to COVID-19 in the study
- You may be at risk of contracting CIVID-19.

SAFEGUARDS:

To minimize these risks and inconveniences, the following measures will be taken:

- Participants may be directed to a counseling or social support services.
- The surveys and interviews will be scheduled at a time that is convenient to the participants and at a place that is private.
- Participants can skip any questions that they feel uncomfortable answering while taking the survey or during the interview.
- I am taking the following precautions to minimize the possibility that you will be exposed to the virus:
 - There will be social distancing.
 - Room will be well ventilated.
 - Sanitizers and masks will be available at the venue.
 - There will be screening of participants.
 - In spite of these precautions, the risk of exposure to COVID-19 is still present.

CONFIDENTIALITY:

Your responses will be anonymous. Due to the nature of focus groups, complete confidentiality cannot be guaranteed.

The results of this study may be used in reports, presentations, or publications but your name/ personal information will not be used. Data will be stored in password-protected

computer. I am the only one who will have access to it. It will be retained for up to 3 years after the project is completed and after that paper records will be shredded.

VOLUNTARY PARTICIPATION:

Taking part in this study is voluntary. You may choose not to take part or may leave the study at any time. Leaving the study will not result in any penalty. Your decision whether or not to participate in this study will not affect your current or future relations with the researcher.

BENEFITS OF TAKING PART IN THE STUDY:

There are no direct benefits to participation in this study, however, your participation will help you to gain knowledge of:

- How you can help parents to be involved education of their children.
- How parental involvement in their children's education can benefit the school and the circuit.
- Strategies that you can use to promote parental involvement in your school.

PAYMENT OR INCENTIVE:

You will not receive payment for taking part in this study.

STUDY-RELATED INJURIES:

You are guaranteed that there wont be any injuries during the study.

CONTACT INFORMATION:

If you have questions about the study, please call me at 082 615 1194 or e-mail me at mosimamotshusi@gmail.com or alternatively you can contact my supervisor Dr Ngobeni E.T at 082 218 0033 or email him at ngobeniet@gmail.com. You will be given a copy of this form for your records. If you have any questions about your rights as a participant in this research or if you feel you have been placed at risk, you can contact my supervisor Dr Ngobeni.

PARTICIPANT'S CONSENT:

By signing below, you are giving consent to participate in the study. Please check the option that applies to you before signing" with the following options:

- ☐ I give permission for my interview to be audio taped.
- ☐ I do not give permission for my interview to be audio taped,

☐ I have been informed about the risk of exposure to COVID-19 in this study. I understand that regardless of any precautions taken, a possible risk of exposure to the virus still exists.

Name of the Participant: _____

Signature of the Participant: _____

Date: _____

Adapted from: <https://www.csusm.edu/gsr/irb/consent.html>

ADDENDUM J: GENERAL INFO/CONSENT COVID 19 COMPLIANT 2

LACK OF PARENTAL INVOLVEMENT IN EDUCATION OF THEIR CHILDREN IN FOUNDATION PHASE.CASE OF SELECTED SCHOOLS IN THABAZIMBI CIRCUIT

Informed Consent Covid 19 compliant

Dear HOD,

My name is Mosima Catherine Motshusi and I am student in Central University of Technology at Free State . You are invited to participate in a research study of how parents can be involved in education of their children. You were selected as a possible participant because you are Head in Foundation Phase. Please read this form carefully and ask any questions you may have before agreeing to be in the study. You must be 18 or older to participate in the study.

KEY INFORMATION ABOUT THIS RESEARCH STUDY:

The following is a short summary of this study to help you decide whether to be a part of this study. Information that is more detailed is listed later on this form.

In Thabazimbi most parents are not involved in education of their children they claim that they are unable to provide the kind of education that children need because of high level of education expectation. They claim that they don't know how to help and don't know where to start. Current research shows that involvement of parents in learning help to improve learner's performance, reduce absenteeism and restore parent's confidence in their children's education. Learner's with parents, who are involved in education, earn higher grades, have better social skills and show improved behaviour, which is what we need in Thabazimbi.

Most of the schools in Thabazimbi circuit are declared underperforming because parents play little or no role in their children's education. Teachers are frustrated and their morale is low because of parents who don't want to work with them to develop the small mind, they believe that parental involvement in their children's education will benefit the school, learners and teachers. Children benefit when the school and parents work together. When they see parents are enthusiastic about their education, they are most likely to view schooling in a positive light.

The study will look at parental involvement in depth by focusing on the concept parental involvement, its benefits, the disadvantages of lack of parental involvement in foundation phase, how parents can be developed to be involved in education of their children and how all stakeholders can be involved in motivating parents to be involved in education of their children.

The purpose of this study is to investigate the role of parental involvement in education of their children, mainly in foundation phase. You will be asked to complete a survey and a follow-up interview. We expect that you will be in this research study for two days. The primary risk of participation is long hours that may cause strain. The main benefit is that it will empower you with knowledge on how you can be involved in education of your child and maybe you can be able to help other parents.

STUDY PURPOSE:

The purpose of this study is to investigate the role of parental involvement in education of their children, mainly in foundation phase.

NUMBER OF PARTICIPANTS:

If you agree to participate, you will be one of eighteen i.e (9 parents, 3 principals, 3 HOD's and 3 teachers) participants who will be participating in this research.

PROCEDURES FOR THE STUDY:

If you agree to be in the study, you will do the following:

- There will be a list of questions that you will answer (survey questions).
- Later we will have a group meeting where we will discuss about your views and knowledge concerning the topic.
- During discussion I (researcher) will be writing notes that I will use later. Your names will not be mentioned.
- Later we will have individual interview so that you can be able to voice out your views and opinions well.
- Our meetings will be held at the school's boardroom.
- All this will be done in two days.
- Day one will answer list of questions, then after have a meeting as a group. (this may take 4 hours)
- Day two there will be face-face interview/ one on one meeting. {this may take an hour per person)
- All the information collected during the study will not be given to other people to use them in future.

RISKS AND INCONVENIENCES:

There are risks and inconveniences to participating in this study. These include:

- Psychological distress that maybe caused by concentrating for longer period.
- Time to be spend during the study might be inconvenient.
- You may feel uncomfortable answering other questios/ don't know how to tackle them.
- You may feel anxious or fearful of being exposed to COVID-19 in the study
- You may be at risk of contracting CIVID-19.

SAFEGUARDS:

To minimize these risks and inconveniences, the following measures will be taken:

- Participants may be directed to a counseling or social support services.
- The surveys and interviews will be scheduled at a time that is convenient to the participants and at a place that is private.
- Participants can skip any questions that they feel uncomfortable answering while taking the survey or during the interview.
- I am taking the following precautions to minimize the possibility that you will be exposed to the virus:
 - There will be social distancing.
 - Room will be well ventilated.
 - Sanitizers and masks will be available at the venue.
 - There will be screening of participants.
- In spite of these precautions, the risk of exposure to COVID-19 is still present.

CONFIDENTIALITY:

Your responses will be anonymous. Due to the nature of focus groups, complete confidentiality cannot be guaranteed.

The results of this study may be used in reports, presentations, or publications but your name/ personal information will not be used. Data will be stored in password-protected computer. I am the only one who will have access to it. It will be retained for up to 3 years after the project is completed and after that paper records will be shredded.

VOLUNTARY PARTICIPATION:

Taking part in this study is voluntary. You may choose not to take part or may leave the study at any time. Leaving the study will not result in any penalty. Your decision whether or not to participate in this study will not affect your current or future relations with the researcher.

BENEFITS OF TAKING PART IN THE STUDY:

There are no direct benefits to participation in this study, however, your participation will help you to gain knowledge of:

- How you can help parents to be involved education of their children.
- How parental involvement in their children's education can benefit the school and the circuit.
- Strategies that you can use to promote parental involvement in your school and your phase.

PAYMENT OR INCENTIVE:

You will not receive payment for taking part in this study.

STUDY-RELATED INJURIES:

You are guaranteed that there wont be any injuries during the study.

CONTACT INFORMATION:

If you have questions about the study, please call me at 082 615 1194 or e-mail me at mosimamotshusi@gmail.com or alternatively you can contact my supervisor Dr Ngobeni E.T at 082 218 0033 or email him at ngobeniet@gmail.com. You will be given a copy of this form for your records. If you have any questions about your rights as a participant in this research or if you feel you have been placed at risk, you can contact my supervisor Dr Ngobeni.

PARTICIPANT'S CONSENT:

By signing below, you are giving consent to participate in the study. Please check the option that applies to you before signing" with the following options:

- ☐ I give permission for my interview to be audio taped.
- ☐ I do not give permission for my interview to be audio taped,
- ☐ I have been informed about the risk of exposure to COVID-19 in this study. I understand that regardless of any precautions taken, a possible risk of exposure to the virus still exists.

Name of the Participant: _____

Signature of the Participant: _____

Date: _____

Adapted from: <https://www.csusm.edu/gsr/irb/consent.html>

ADDENDUM K: GENERAL INFO/CONSENT COVID 19 COMPLIANT 3

LACK OF PARENTAL INVOLVEMENT IN EDUCATION OF THEIR CHILDREN IN FOUNDATION PHASE.CASE OF SELECTED SCHOOLS IN THABAZIMBI CIRCUIT

Informed Consent Covid 19 compliant

Dear Educator,

My name is Mosima Catherine Motshusi and I am student in Central University of Technology at Free State . You are invited to participate in a research study of how parents can be involved in education of their children. You were selected as a possible participant because you are the teacher in Foundation Phase. Please read this form carefully and ask any questions you may have before agreeing to be in the study. You must be 18 or older to participate in the study.

KEY INFORMATION ABOUT THIS RESEARCH STUDY:

The following is a short summary of this study to help you decide whether to be a part of this study. Information that is more detailed is listed later on this form.

In Thabazimbi most parents are not involved in education of their children they claim that they are unable to provide the kind of education that children need because of high level of education expectation. They claim that they don't know how to help and don't know where to start. Current research shows that involvement of parents in learning help to improve learner's performance, reduce absenteeism and restore parent's confidence in their children's education. Learner's with parents, who are involved in education, earn higher grades, have better social skills and show improved behaviour, which is what we need in Thabazimbi.

Most of the schools in Thabazimbi circuit are declared underperforming because parents play little or no role in their children's education. Teachers are frustrated and their morale is low because of parents who don't want to work with them to develop the small mind, they believe that parental involvement in their children's education will benefit the school, learners and teachers. Children benefit when the school and parents work together. When they see parents are enthusiastic about their education, they are most likely to view schooling in a positive light.

The study will look at parental involvement in depth by focusing on the concept parental involvement, its benefits, the disadvantages of lack of parental involvement in foundation phase, how parents can be developed to be involved in education of their children and how all stakeholders can be involved in motivating parents to be involved in education of their children.

The purpose of this study is to investigate the role of parental involvement in education of their children, mainly in foundation phase. You will be asked to complete a survey and a follow-up interview. We expect that you will be in this research study for two days. The primary risk of participation is long hours that may cause strain. The main benefit is that it will empower you with knowledge on how you can be involved in education of your child and maybe you can be able to help other parents.

STUDY PURPOSE:

The purpose of this study is to investigate the role of parental involvement in education of their children, mainly in foundation phase.

NUMBER OF PARTICIPANTS:

If you agree to participate, you will be one of eighteen i.e (9 parents, 3 principals, 3 HOD's and 3 teachers) participants who will be participating in this research.

PROCEDURES FOR THE STUDY:

If you agree to be in the study, you will do the following:

- There will be a list of questions that you will answer (survey questions).
- Later we will have a group meeting where we will discuss about your views and knowledge concerning the topic.
- During discussion I (researcher) will be writing notes that I will use later. Your names will not be mentioned.
- Later we will have individual interview so that you can be able to voice out your views and opinions well.
- Our meetings will be held at the school's boardroom.
- All this will be done in two days.
- Day one will answer list of questions, then after have a meeting as a group. (this may take 4 hours)
- Day two there will be face-face interview/ one on one meeting. {this may take an hour per person}
- All the information collected during the study will not be given to other people to use them in future.

RISKS AND INCONVENIENCES:

There are risks and inconveniences to participating in this study. These include:

- Psychological distress that maybe caused by concentrating for longer period.
- Time to be spend during the study might be inconvenient.
- You may feel uncomfortable answering other questios/ don't know how to tackle them.
- You may feel anxious or fearful of being exposed to COVID-19 in the study
- You may be at risk of contracting CIVID-19.

SAFEGUARDS:

To minimize these risks and inconveniences, the following measures will be taken:

- Participants may be directed to a counseling or social support services.
 - The surveys and interviews will be scheduled at a time that is convenient to the participants and at a place that is private.
 - Participants can skip any questions that they feel uncomfortable answering while taking the survey or during the interview.
-
- I am taking the following precautions to minimize the possibility that you will be exposed to the virus:
 - There will be social distancing.
 - Room will be well ventilated.
 - Sanitizers and masks will be available at the venue.
 - There will be screening of participants.
 - In spite of these precautions, the risk of exposure to COVID-19 is still present.

CONFIDENTIALITY:

Your responses will be anonymous. Due to the nature of focus groups, complete confidentiality cannot be guaranteed.

The results of this study may be used in reports, presentations, or publications but your name/ personal information will not be used. Data will be stored in password-protected computer. I am the only one who will have access to it. It will be retained for up to 3 years after the project is completed and after that paper records will be shredded.

VOLUNTARY PARTICIPATION:

Taking part in this study is voluntary. You may choose not to take part or may leave the study at any time. Leaving the study will not result in any penalty. Your decision whether or not to participate in this study will not affect your current or future relations with the researcher.

BENEFITS OF TAKING PART IN THE STUDY:

There are no direct benefits to participation in this study, however, your participation will help you to gain knowledge of:

- How you can help parents to be involved education of their children.
- How parental involvement in their children's education can benefit the school and the circuit.
- Strategies that you can use to promote parental involvement in your school and your phase.

PAYMENT OR INCENTIVE:

You will not receive payment for taking part in this study.

STUDY-RELATED INJURIES:

You are guaranteed that there wont be any injuries during the study.

CONTACT INFORMATION:

If you have questions about the study, please call me at 082 615 1194 or e-mail me at mosimamotshusi@gmail.com or alternatively you can contact my supervisor Dr Ngobeni E.T at 082 218 0033 or email him at ngobeniet@gmail.com. You will be given a copy of this form for your records. If you have any questions about your rights as a participant in this research or if you feel you have been placed at risk, you can contact my supervisor Dr Ngobeni.

PARTICIPANT'S CONSENT:

By signing below, you are giving consent to participate in the study. Please check the option that applies to you before signing" with the following options:

- ☐ I give permission for my interview to be audio taped.
- ☐ I do not give permission for my interview to be audio taped,
- ☐ I have been informed about the risk of exposure to COVID-19 in this study. I understand that regardless of any precautions taken, a possible risk of exposure to the virus still exists.

Name of the Participant: _____

Signature of the Participant: _____

Date: _____

Adapted from: <https://www.csusm.edu/gsr/irb/consent.html>

ADDENDUM L: GENERAL INFO/CONSENT COVID 19 COMPLIANT 4

LACK OF PARENTAL INVOLVEMENT IN EDUCATION OF THEIR CHILDREN IN FOUNDATION PHASE.CASE OF SELECTED SCHOOLS IN THABAZIMBI CIRCUIT

Informed Consent Covid 19 compliant

Dear Parent,

My name is Mosima Catherine Motshusi and I am student in Central University of Technology at Free State. You are invited to participate in a research study of how parents can be involved in education of their children. You were selected as a possible participant because you are a teacher in foundation phase. Please read this form carefully and ask any questions you may have before agreeing to be in the study. You must be 18 or older to participate in the study.

KEY INFORMATION ABOUT THIS RESEARCH STUDY:

The following is a short summary of this study to help you decide whether to be a part of this study. Information that is more detailed is listed later on this form.

In Thabazimbi most parents are not involved in education of their children they claim that they are unable to provide the kind of education that children need because of high level of education expectation. They claim that they don't know how to help and don't know where to start. Current research shows that involvement of parents in learning help to improve learner's performance, reduce absenteeism and restore parent's confidence in their children's education. Learner's with parents, who are involved in education, earn higher grades, have better social skills and show improved behaviour, which is what we need in Thabazimbi.

Most of the schools in Thabazimbi circuit are declared underperforming because parents play little or no role in their children's education. Teachers are frustrated and their morale is low because of parents who don't want to work with them to develop the small mind, they believe that parental involvement in their children's education will benefit the school, learners and teachers. Children benefit when the school and parents work together. When they see parents are enthusiastic about their education, they are most likely to view schooling in a positive light.

The study will look at parental involvement in depth by focusing on the concept parental involvement, its benefits, the disadvantages of lack of parental involvement in foundation phase, how parents can be developed to be involved in education of their children and how all stakeholders can be involved in motivating parents to be involved in education of their children.

The purpose of this study is to investigate the role of parental involvement in education of their children, mainly in foundation phase. You will be asked to complete a survey and a follow-up interview. We expect that you will be in this research study for two days. The primary risk of participation is long hours that may cause strain. The main benefit is that it will empower you with knowledge on how you can be involved in education of your child and maybe you can be able to help other parents.

STUDY PURPOSE:

The purpose of this study is to investigate the role of parental involvement in education of their children, mainly in foundation phase.

NUMBER OF PARTICIPANTS:

If you agree to participate, you will be one of eighteen i.e (9 parents, 3 principals, 3 HOD's and 3 teachers) participants who will be participating in this research.

PROCEDURES FOR THE STUDY:

If you agree to be in the study, you will do the following:

- There will be a list of questions that you will answer.
- Later we will have a group meeting where we will discuss about your views and knowledge concerning the topic.
- During discussion I (researcher) will be writing notes that I will use later. Your names will not be mentioned.
- Later we will have individual interview so that you can be able to voice out your views and opinions well.
- Our meetings will be held at the school's boardroom.
- All this will be done in two days.
- Day one will answer list of questions, then after have a meeting as a group. (this may take 4 hours)
- Day two there will be face-face interview/ one on one meeting. {this may take an hour per person}
- All the information collected during the study will not be given to other people to use them in future.

RISKS AND INCONVENIENCES:

There are risks and inconveniences to participating in this study. These include:

- Psychological distress that maybe caused by concentrating for longer period.
- Time to be spend during the study might be inconvenient.
- You may feel uncomfortable answering other questions/ don't know how to tackle them.
- You may feel anxious or fearful of being exposed to COVID-19 in the study
- You may be at risk of contracting CIVID-19.

SAFEGUARDS:

To minimize these risks and inconveniences, the following measures will be taken:

- Participants may be directed to a counselling or social support services.
- The surveys and interviews will be scheduled at a time that is convenient to the participants and at a place that is private.
- Participants can skip any questions that they feel uncomfortable answering while taking the survey or during the interview.
- I am taking the following precautions to minimize the possibility that you will be exposed to the virus:
 - There will be social distancing.
 - Room will be well ventilated.
 - Sanitizers and masks will be available at the venue.
 - There will be screening of participants.
- In spite of these precautions, the risk of exposure to COVID-19 is still present.

CONFIDENTIALITY:

Your responses will be anonymous. Due to the nature of focus groups, complete confidentiality cannot be guaranteed.

The results of this study may be used in reports, presentations, or publications but your name/ personal information will not be used. Data will be stored in password-protected computer. I am the only one who will have access to it. It will be retained for up to 3 years after the project is completed and after that paper records will be shredded.

VOLUNTARY PARTICIPATION:

Taking part in this study is voluntary. You may choose not to take part or may leave the study at any time. Leaving the study will not result in any penalty. Your decision whether or not to participate in this study will not affect your current or future relations with the school.

BENEFITS OF TAKING PART IN THE STUDY:

There are no direct benefits to participation in this study; however, your participation will help you to gain knowledge of:

- how you can be involved in your child's education.
- How your involvement in your child's education help the school and the circuit.
- You will be able to know what the school intend to achieve and you will be able to help other parents to contribute to the vision of the school and help to build the future of their children.

PAYMENT OR INCENTIVE:

You will not receive payment for taking part in this study.

STUDY-RELATED INJURIES:

You are guaranteed that there won't be any injuries during the study.

CONTACT INFORMATION:

If you have questions about the study, please call me at 082 615 1194 or e-mail me at mosimamotshusi@gmail.com or alternatively you can contact my supervisor Dr Ngobeni E.T at 082 218 0033 or email him at ngobeniet@gmail.com. You will be given a copy of this form for your records. If you have any questions about your rights as a participant in this research or if you feel you have been placed at risk, you can contact my supervisor Dr Ngobeni.

PARTICIPANT'S CONSENT:

By signing below, you are giving consent to participate in the study. Please check the option that applies to you before signing" with the following options:

- ☐ I give permission for my interview to be audio taped.
- ☐ I do not give permission for my interview to be audio taped,
- ☐ I have been informed about the risk of exposure to COVID-19 in this study. I understand that regardless of any precautions taken, a possible risk of exposure to the virus still exists.

Name of the Participant: _____

Signature of the Participant: _____

Date: _____

Adapted from: <https://www.csusm.edu/gsr/irb/consent.html>

ADDENDUM M: ETHICAL APPROVAL



RESEARCH ETHICS APPROVAL

Date: 26 August 2021

This is to confirm that ethical clearance has been provided by the Faculty Research and Innovation Committee [01/06/16] in view of the CUT Research Ethics and Integrity Framework, 2016.

Ethical clearance number:

[HREIC 14/21/02 ST. MEd

Applicant's Name and student number	MC MOTSHUSI 220049996
Supervisor's Name for Student Project	Dr ET Ngobeni Prof P. Sepeng
Level of Qualification for Student's Project	M.Ed
Title of research project	Lack of parental involvement the foundation phase: A case of selected schools in the Thabazimbi circuit
FRIC approval number	FRIC 14/21/02

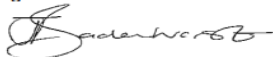
All conditions as set out below have to be met as set out in your LS 262 a form.

As this research focuses primarily on human beings you will be ethically responsible for:

- protecting the rights and welfare of the participants;
- gaining the trust and co-operation of all the participants with the assurance that the information collected will be kept confidential;
- informing the participants from the outset that their participation will be voluntary, and that the data collected will be conducted with the consent of the relevant authorities;
- adhere to the principles of rigorous data collection, analysis and interpretation consistent with the design of the study;
- keeping a data trail for possible auditing purposes and safe-keeping of raw data for a period of three years after publication of the results/findings;
- respecting the confidentiality of the data.

We wish you success with your research project.

Regards



Prof JW Badenhorst
(Chairperson: Faculty of Humanities Research Ethics and Integrity Committee)

ADENDUM N: PROVINCIAL APPROVALS TO CONDUCT RESEARCH



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION
WATERBERG

Private Bag X 1040
Modimolle
0510

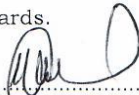
Ref : 3/5/7/2 (90639952)
Enq : Makhananisa MC
Tel : 014 718 1500

TO : Mr. / Mrs. / Ms. Motshusi MC
Thabazimbi Circuit: Deo Gloria
PO BOX 1327
Thabazimbi
0380

FROM: HR CONDITIONS OF SERVICE

RE: REQUEST TO CONDUCT RESEARCH: YOURSELF

1. Receipt of your letter on the above subject is hereby acknowledged.
2. In response thereto, please be advised that permission to conduct a Research study for proposed research: **Lack of parental involvement in education of their children in foundation phase-selected Schools in Thabazimbi Circuit:** is hereby granted subject to the following conditions:
 - ❖ That the interviews will be conducted outside school working hours and will also not interfere with teaching and learning in schools.
 - ❖ The research will not have any financial implications for the Limpopo Department of Education.
 - ❖ Upon completion of research study, the researcher shall share the final product of the research with the Department.
3. The District appreciates the contribution that you wish to make and wishes you success on your research.
4. Regards.


DISTRICT DIRECTOR

2021.07.21
DATE

84 Cnr Limpopo & Thabo Mbeki Street NTK building, Modimolle, 0510, Private Bag X 1040,
Modimolle, 0510
Tel: 014 718 1500/ Fax 014 717 2785

The heartland of Southern Africa-development is about people



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

THABAZIMBI CIRCUIT

Enq: MOLAPISI M.P

Cell: 0712419385

Tel: 0147771200

P O BOX 696

THABAZIMBI

0380

03/09/2021

To: Motshusi M.C

**Re: Permission to conduct research in Thabazimbi Circuit: Motshusi M.C Persal
number: 90639952.**

1. The matter above refers;
2. We acknowledge receipt of your letter dated 16 August 2021.
3. I am pleased to inform you that permission has been granted in respect of your research request.
4. Kindly notify participants and their supervisors in advance when coming for your research study and make appointment prior the study.

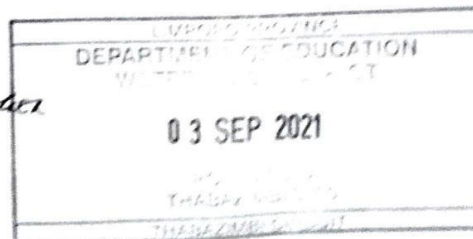
We wish you all the best in your research.

Molapisi M.P

Circuit Manager

Thabazimbi Circuit

[Signature]
CIRCUIT MANAGER



ADDENDUM O: APPROVAL FROM SCHOOLS TO CONDUCT RESEARCH



P.O.BOX 1696
THABAZIMBI
0380
290 MONARENG STR
EXT.1 REGOROGILE
THABAZIMBI CIRCUIT
WATERBERG DISTRICT
TEL:014 772 3045
EMIS:909130154

Enq:Mahlangu P.T:076 511 0162

Ref:7/9/21

23 August 2021

Motshusi M.C

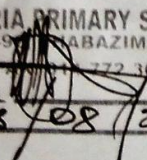
Re:Request for data collection at Deo Gloria P.S(Research)

The above school hereby grants you approval to collect data for your research at the above school as requested.

Wishing you the best in your research.

Regards.

Mahlangu P.T(Principal)

DEO GLORIA PRIMARY SCHOOL
P.O BOX 1696 THABAZIMBI, 0380
TEL / FAX 014 772 3045
PRINCIPAL 
DATE 23/08/2021

LINDSAY PROVINCE
DEPARTMENT OF EDUCATION
YSTERBERG PUBLIC PRIMARY SCHOOL

OFFICE: 014 940 6706

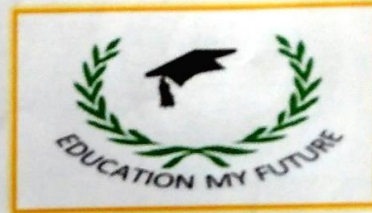
P.O. BOX 5017

CELL NO: 0747360480

PODIPHATSHWA

E-MAIL: ysterbergps95@gmail.com

0386



ENQ: Mr Maloleka MD

Date: 07 Sep. 2021

TO: MOTSHUSI M.C

Madam

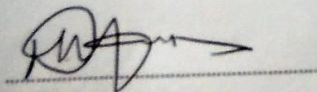
Re: YOUR REQUEST TO COLLECT DATA IN OUR SCHOOL

The above matter bears reference.

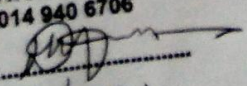
I am happy to inform you that you are hereby granted permission to collect data in our school as requested.

Thanks in advance

Regards



**YSTERBERG PUBLIC
PRIMARY SCHOOL**
P.O. BOX 5017
PODIPHATSHWA 0386
CELL: 014 940 6706

PRINCIPAL: 

DATE: 7/09/2021

KESARONA PRIMARY SCHOOL

P.O. BOX 23

TNABAZIMBI

0380

EMAIL

CELL: 0670205311

ENQ: MRS MOLEKI J.M

Kesarona.primary@yahoo.com



AN APPROVAL LETTER TO CONDUCT INTERVIEW TO PRINCIPAL HOD, EDUCATOR AND PARENTS:

The SGB and Principal of Kesarona Primary School are hereby giving mam Mothusi MC an approval to conduct interview/research to educators, Principal HOD and parent on how parents can be involved in the education of their children.

Hoping our approval will be considered.

Kind regards.

Principal - Moleki JM

SGB Chairperson - Makgamathe RJ

Kesarona Primary School

P.O. Box 23

Tnabazimbi, 0380

ADDENDUM P: LANGUAGE EDITING CERTIFICATES



Louise du Plessis
9 Yellow Wood Road,
Chanteclair, 7201
Tel: 0810135651
louise@umoya-editing.co.za
www.umoya-editing.co.za

DECLARATION OF REVIEW AND EDITING

This is to certify that I, the undersigned, performed a language edit on the dissertation:

**LACK OF PARENTAL INVOLVEMENT IN THE EDUCATION OF THEIR CHILDREN IN
THE FOUNDATION PHASE: CASE OF SELECTED SCHOOLS IN THABAZIMBI CIRCUIT**

by

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DECLARATION OF REVIEW AND EDITING

This is to certify that I, the undersigned, performed a light technical edit on the dissertation:

LACK OF PARENTAL INVOLVEMENT IN THE EDUCATION OF THEIR CHILDREN IN THE FOUNDATION PHASE: CASE OF SELECTED SCHOOLS IN THABAZIMBI CIRCUIT

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