Parental involvement in the education of learners on farm schools

in the Citrusdal area.

by

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DECLARATION

I declare that Parental involvement in the education of learners on

farm schools in the Citrusdal area is my own work, that it has not

been submitted before for any degree or examination in any other

university and that all the sources I have used or quoted have

been indicated and acknowledged by complete references.

Lizl Davids

November 2010

Signed:………………………………….

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ABSTRACT

Parental involvement in the education of learners on farm schools in the Citrusdal area.

This research focused on parental involvement in the rural farm area in Citrusdal to examine the nature and characteristics of farm worker parents' involvement in their children's' education. This study followed a mixed method approach (qualitative and quantitive approach) to determine if parents are involved in their children's education. Questionnaires and interviews were used for data gathering. Participants that were involved were a sample of the parents, and the learners of the four schools in Citrusdal area.

From the data gathered the findings of the study indicated that farm-worker parents in rural farms of Citrusdal area are involved in their children's education and that mothers are more involved than fathers in their children's education.

I hope this research will make a contribution towards understanding the involvement of the farm-worker parents in their children's education. I have also proposed possible recommendations to assist the school-based personnel and the parents in developing and sustaining a stronger and more positive role in their children's education.

CHAPTER ONE

Introduction

1.1 Background to the study

The term parental involvement means any way in which a parent or caregiver (an adult under whose supervision a child is) is involved in the education of the child (Cotton and Wikelund, 1989). This can entail talking to the children about their day at school, helping with homework assignments, buying writing and reading materials, visiting the school, attending parent meetings and school functions, and serving on the School Governing Body (SGB) (Cotton & Wikelund, 1989). Cotton and Wikelund (1989) also state that any way in which the parents participate in the education of their children at the school, with the teacher, with their children, or any party that is involved in their children's education, can be construed as parental involvement.

Research has shown that parental involvement plays an important role and has a positive influence on children's education. According to Henderson and Berla (1994) children do best when parents are enabled to play four key roles in their children's learning; namely, by teaching (helping children at home), by supporting schools (contributing their skills to the school), playing advocacy role on behalf of the children and school (helping children receive fair treatment), and by acting as decision makers (participating in joint problem-solving with the school at every level).

Parental involvement is most suited and applicable to situations and contexts where parents have time to spend with their family. In the rural context like on a

farm, however this may not be the case. On the farm parents work very long hours and have little time for their families. They leave home early working a whole day and returning late in the evening. This subsistence living, forces the parents working and living on a farm to have different priorities which govern their lifestyles and those of their families. These priorities include their views on parental involvement in their children's education. Also, most of these parents were learners at the school nearest to their farm and most completed their primary education at grade 6, after which they left school to work on the farms. This limited education, may have contributed to their perspective of parental involvement. Epstein (2001) states that although many research projects have been done on parental involvement vis-a-vis children's education, relatively few have addressed the parental involvement issue from the perspectives of the rural or farm working parents and their involvement with their children's education. The farm worker parents' involvement in their children's education is investigated in this mini-dissertation. The research involved questionnaires and interviews to try and discover the farm worker parent's feelings about parental involvement as well as the ways in which they partake in their children's education.

1.2 Statement of Study Problem

The uniqueness of rural or farm dwellings presents many challenges which have a significant influence on parent-child relationships, especially in terms of how these relationships impact on the children's education. For example, farm workers spend considerable time working. Parents may leave home before their children wake up in the morning and return home late when their children are

about to go to bed. Therefore, farm parents spend very little time with their children.

Research has shown the positive effect of the parents' involvement in their children's education, as well as the influence it has on the children's educational success. According to Hoover-Dempsey and Sandler (1995) in most circumstances, parental involvement is most accurately characterized as a powerful enabling and enhancing variable in children's educational success, rather than as either a necessary or a sufficient condition in itself for that success. Its absence eliminates opportunities for the enhancement of children's education; its presence creates those opportunities. The idea that parents can positively influence their children's education is common sense. The fact remains that children spend more time at home than they do at school, and parents have the opportunity for a number of interactions with their children in one-on-one situations. In addition, the home environment provides for more "teachable moments" between parent and child (Wilson, 2002).

For the parent to be positively involved, however, the many factors influencing the time they spend with their children and families have to be considered. Positive parental involvement in a child's education is subject to time which includes time spent with the family, time spent with individual children, time to attend school activities or time to consult with teachers and other parents. Working and living on the farm present the challenge of time management for farm workers as this is usually in the hands of the farm owners. According to Shabodien (2006) a farmer assumes the role of the ultimate patriarch, ruling every aspect of the farm workers' lives. Thus, the lack of time spent to interact

with children may also negatively affect not only their children's academic performance and attitude towards school but also their social relations.

In view of the various constraints confronting farm workers this study was therefore designed to find out how parents of children in Citrusdal area farm schools fare in terms of their involvement in their children's education. Specifically, the concern of this study was to investigate Citrusdal area farm-worker parents' involvement in their children's education in terms of the types of their involvement or activities they are involved in which are relevant to their children's education.

1.3 Statement of study objectives

This study sought to provide information about the nature and characteristics of parental involvement in children's education in a rural farm area of Citrusdal. The specific objectives of the study were as follows:

− To investigate the types or forms of involvement, in children's education, by farm-worker parents of Citrusdal farm area.

− To investigate differences among the four schools with regard to parental involvement in children's education.

− To investigate gender differences in parental involvement in children's education in Citrusdal farm area.

− To make recommendations based on the findings of this study.

1.4 Research questions

1.   Are the parents of children on the farm school of Citrusdal area involved in their children's education?

2.   In what ways are the parents of children of Citrusdal farm schools involved in their children's education?

3.   Are female parents more involved than male parents?

4.   Are there differences in parental involvement among parents of children affiliated to the four farm schools in Citrusdal area?

1.5 Rationale for the study

The researcher lives and works in the rural community of Citrusdal. She teaches at a rural school in town where learners from the four farm schools in the area are admitted after passing grade 6. Most of these learners derive from schools which are considered weak to very weak, according to the 2009 Western Cape Education Department's (WCED) Diagnostic Test (Centralised Educational Management Information System, 2010). From the observation of the characteristics of the learners in the classrooms of these farm schools the researcher wondered about the role parents played in their children's education. Knowing farm-worker parents and the nature of the time available to them to spend with their families the questions that came to mind revolved around whether or not they were involved in their children's education and if they were involved, the forms of their involvement. Therefore, a research of this nature was deemed likely to provide information which could help answer those questions.

Parents are very important in children's lives as they not only shape the latter's identities but are to a very large extent responsible for their success or otherwise in life. Farm area communities are populated by poor people who for generations have not been able to transcend their status of working class since there is little or no opportunities for successive generations to aspire to a higher status because of the poor quality education they receive. Children of farm-worker parents don't have to end up on the farm like their parents but need to be provided with the opportunity to take up any career like their counterparts in urban centres. Children in rural farming communities don't have to be limited by circumstances of their births or the socio-economic situations of their parents. Therefore, a study like this was deemed important in-so-far-as it could provide information as to how to empower parents of farm communities regarding their involvement in their children's education so that the latter could succeed in life. The study could also provide information to help create awareness of the need for parents to claim ownership of schools and be involved in building partnership with school personnel in working for the success of their children.

The study could open up many areas of research involving farm worker parents and could help devise strategic plans for assisting children to succeed in school, aspire to and take up careers which enable them to contribute meaningfully to the country's economy and be responsible citizens.

1.6. Brief overview of the methodology of research employed in this study.

The participants of this study were farm-workers and their children who could provide relevant information for the study. Interviews and questionnaires were used to gather comprehensive information to enable the research to accomplish its objectives. Involving appropriate informants and gathering relevant information for the study were made easy because the researcher lives and teaches in the rural community of Citrusdal.

1.7 Clarification of terms

The following are definitions of terms for the purpose of this study:

1.7.1 *Farm worker Parent*

A parent is any adult whose role is to guide and accompany the child towards responsible adulthood. According to the South African Schools Act of 1996c, Act 84 (RSA 1996:4), the term parent refers to:

a.   the natural parent of a learner

b.   the guardian of a learner

c.   a person legally entitled to custody (physical control) of a learner, and

d.   a person who undertakes to act as a parent of a learner for the purposes of the learner's education at school.

The farm worker parent is the parent who lives and works on the farm and has a child or children in the farm schools.

1.7.2. *Farm Schools*

Public schools on private property, usually a farm, far removed from a city, town or large concentration of people. These schools are situated on farms to cater for

children of farm workers.

1.7.3 *Partnership*

Cunningham and Davis (1985) describe a partnership as a working relationship that is characterized by a shared sense of purpose, mutual respect and the willingness to negotiate. In the rural context of this study, partnership refers to the collaborative relationship between school and parents, parents and farm owners, school and farm owners. The above relationships play an important part in parental involvement, in view of how parents perceive the school and its teachers, how the farm worker experience the farm owner and how the farm owner view the school and vice versa.

1.7.4 *Broken Home*

A broken home refers to parents who are divorced or separated. Many of the learners at the schools' parents lives on separate farms, are not married or the father or mother passed away.

1.7.5. *Education*

Education in the largest sense is any act or experience that has a formative effect on the mind, character or physical ability of an individual. In its technical sense, education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another. (Wikipedia). This process is sometimes called schooling when referring to the education of teaching only a certain subject, usually as professors at institutions of higher learning. For the purpose of this study the word "education" refers to the education of teaching students or learners in the school context.

1.8 Arrangement of chapters

This mini-thesis report has been arranged into five chapters as follows:

Chapter One introduces the study with regard to the background, purpose, aims and objectives as well as the rationale for the study. Key terms are identified and explained.

Chapter Two provides the literature on parental involvement in the education of learners on farm schools. This literature is reviewed to find out what has been done on how parental involvement has been conceived.

Chapter Three outlines the research design and methodology that was employed in the research. It describes the research approach in detail and gives a justification for the use of the mixed methods approach (both quantitative and qualitative) and relevant data collection methods. It also features descriptions of the participants, the instrument(s) or data gathering methods used and an explanation of how the data were analysed and verified. Lastly it explains how the researcher acted in an ethical manner.

Chapter Four presents results of the analysis of data collected for the study.

Chapter Five provides a summary of the findings of this study and a discussion of results and recommendations for future research.

The next chapter presents discussions on the review of literature relevant to this study.

CHAPTER TWO

Literature Review

2.1 **Introduction to the chapter**

The main purpose of the review of literature is to familiarize the researcher with existing bodies of knowledge in the area of study. The review presents a conceptual and theoretical understanding around the topic being investigated as well as previous studies or works which have been carried out in the area of investigation – in this case – parental involvement.

According to McMillan and Schumacher (2006), a review of the literature serves several purposes in research namely: defines and limits the problem; places the study in proper historical context or perspective; avoids unintentional and unnecessary replication; selects promising methods and measures and relates the findings to previous knowledge and suggests further research.

This study assumed that research on parental involvement of rural farm worker parents in their children's education has not been addressed adequately and therefore would try to answer certain questions relating to the parents on the farm specifically. The research questions which comprised the focus of the literature review were as follows:

1.   Are the parents of children on the farm school of Citrusdal area involved in their children's education?

2.   In what ways are the parents of children of Citrusdal farm schools involved in their children's education?

3.   Are female parents more involved than male parents?

4.   Are there differences in parental involvement among parents of children affiliated to the four schools in Citrusdal area?

This chapter discusses what have been written or other studies which have been carried out on parental involvement.

2.2.   Conceptual understanding of parental involvement

2.2.1 Parental Responsibility

Every parent is responsible for children in their care to receive an education by, inter alia, attending school. According to the South African Schools Act of 1996, every parent must cause every learner, for whom he or she is responsible, to attend school from the first school day of the year in which such learner reaches the age of seven years until the last day of the year in which such learner reaches the age of fifteen years or ninth grade, whichever occurs first (Republic of South Africa 1996:4). It is thus compulsory for parents to adhere to the Act and to fulfill their obligation and responsibility towards their children's education.

According to The Standards Site: Partnership with Parents (2005), parental responsibility means to assume all the rights, duties, powers, responsibilities and authority that a parent of a child has by law. People other than a child's natural parents can acquire parental responsibility through:

–   Being granted a residence order

–   Being appointed a guardian

- Being named in an emergency protection order (although parental responsibility is limited to taking reasonable steps to safeguard or promote the child's welfare)

- Adopting a child (The Standards Site: Partnership with Parents, 2005).

Parental responsibility differs from parental involvement in one sense that parental responsibility towards an education for their children is enforceable by law, while parental involvement is not.

2.2.2. Parental Involvement through building partnerships with all stakeholders

Partnerships between those involved in the child's education (parents, family, educators, peers, etc.) are a necessity to promote and develop a positive influence on the child's development. Cunningham and Davis (1985) describe a partnership as a working relationship that is characterized by a shared sense of purpose, mutual respect and the willingness to negotiate. This implies a sharing of information, responsibility, skills, decision-making and accountability (Wolfendale, 1989).

Successful partnerships must be based on "mutual trust and respect, an ongoing exchange of information, agreement on goals and strategies, and a sharing of rights and responsibilities" (Ballen & Moles, 1994). When schools develop and implement strategies for promoting effective school-family-community partnerships, the result is improved learning for all students and strengthened schools, families, and communities (Caplan, 1998). The greater number of demands on schools has increased educators' awareness that they cannot do

the job of educating the children alone. They have learned that they need families and communities as partners in children's education. Similarly, the greater complexities and demands in family life have increased parents' awareness that they need their school and communities as partners to increase their children's chances of success (Epstein, 2001).

The partnership between the school and parents are of utmost importance, especially in the case of the farm worker parent, where illiteracy is common, and the importance of parental involvement in their children's education is not known.

2.2.3. *Parental involvement*

The literature on parental involvement in children's education conveys the clear contention that parents' involvement benefits children's learning (Chavkin, 1993; Eccles & Harold, 1993; Epstein, 1989, 1994; Hess & Holloway, 1984; Hobbs, Dokekci, Hoover-Dempsey, Moroney, Shayne, & Weeks, 1984; US Department of Education, 1994).

The term parental involvement means any way in which an adult is involved in the education of the child (Cotton & Wikelund, 1989). This can entail talking to the children about their day at school, helping with homework, buying writing and reading materials, visiting the school, attending parent meetings and school functions, and serving on the SGB (Cotton & Wikelund, 1989). Any way in which the parents participate in the education of their children at the school, with the teacher, with their children, or any party that is involved in their children's education, can be construed as parental involvement (Cotton & Wikelund, 1989). Schaefer (1971) advocated the wisdom of taking a broader view of education that

extends beyond the classroom. Schools are not the only institutions in society in which teaching and learning occur. The family is a critical institution in this regard, and parents are educators of their children. Titus Alexander (cited in Wolfendale, 1989) perceives families as being 'the foundation of education' and learning that takes place in and around families, from personal development, language acquisition and hobbies to the process of becoming a teenager, adult, parent, grandparent to taking on other family responsibilities. Research has thus shown that education is not limited to academic learning in the school, but it encompasses the broader scope of learning, whether it is in school, at home, on the farm and many other places or situations which offer parents opportunities to spend time with their children (Epstein, 2001). Parents have an important role to play in educating their children, because the home is where children spend most of their time. The ways in which parents can be involved are numerous and if they are involved in their children's education it will influence their children's perception of education.

2.2.3.1. Benefits of parental involvement

Studies show that children whose parents are involved show greater social and emotional development (Allen & Daly, 2002), including more resilience to stress, greater life satisfaction, greater self-direction and self-control, greater social adjustment, greater mental health, more supportive relationships, greater social competence, more positive peer relations, more tolerance, more successful marriages, and less delinquent behaviours (Desforges & Abouchaar, 2003).

The positive effect of parents getting involved in their children's education has been proven by many researchers. It is only natural to assume that children whose parents show interest in their education will be more motivated and have more self confidence in school. These children would know they have the support of the parents and this knowledge will have a positive effect in general, on their attitude towards school, as well as at home.

Considerable research now documents the contributions of parental involvement to positive outcomes, such as the following: (1) higher academic achievement (Becher, 1984; Benson, Medrich, & Buckley, 1980; Haynes, Comer, & Hamilton-Lee, 1989; Henderson, 1987); (2) student sense of well-being (Cochran, 1987); (3) student school attendance (Haynes, 1989); (4) student and parent perceptions of classroom and school climate (Haynes et al., 1989); (5) positive student attitudes and behavior (Becher, 1984; Henderson, Marburger, & Ooms, 1986; Leler, 1983); (6) student readiness to do homework (Rich, 1988); (7) increased student time spent with parents (Rich, 1988); (8) better student grades (Henderson et al., 1986); (9) higher educational aspirations among students and parents (McDill, Rigsby, & Meyers, 1969); and (10) parent satisfaction with Educators (Epstein, 1984; Rich, 1988).

According to Cotton and Wikelund (1989), research has shown that the earlier parental involvement begins, in a child's educational process, the more powerful the effects will be. Research also shows that the earlier parents become involved in their children's literacy practices, the more profound the results and the longer-lasting the effects (Mullis, Mullis, Cornille, Ritchson, and Sullender, 2004).

2.2.3.2. Types of involvement or ways in which parents are involved.

Parental involvement takes many forms, including good parenting in the home, the provision of a secure and stable environment, intellectual stimulation, parent-child discussions, good models of constructive social and educational values and high aspirations relating to personal fulfillment and good citizenship; contact with schools to share information; participation in school events; participation in the work of the school; and participation in school governance (Desforges & Abouchaar, 2003).

There are many ways in which parents can demonstrate an interest and involvement in their children's education. Much as the literature points to the positive effects of parental involvement in their children's education, it also begs the question: <u>In what way are parents involved in their children's education</u>?

Epstein's (2001) research is perhaps the most frequently cited in this area of the scholarship. Epstein's framework defines the following six types of involvement:

1. Parenting skills to assist parents understand their children's learning needs, and helping teachers understand family needs;

2. Communication that allows for two-way, open communication between the school and home;

3. Volunteering that recognizes parents' talents and contributions both in and for the school;

4. Learning of strategies that engage the family with their children's school work at home;

5. Decision making that includes parents as key stakeholders in making decisions that will impact student learning; and

6. Collaborating with the community to create mutual benefit by sharing resources and contributing to both school and community goals.

Henderson (1986) summarized the literature on types of parental involvement by stating as follows:

"A two-part distinction emerges between (a) those parents' activities aimed primarily at strengthening the overall school program and only indirectly toward helping the parent's own child (e.g., advisory, volunteering, fundraising, and advocacy activities); and (b) those parent activities that involve assisting one's own child (e.g., helping with home-work, meeting with Educators, and attending school events" (Gordon, Greenwood, Hickman, 1991:281).

The above research points to positive influences on children's education when their parents are involved.

Research by the Michigan Department of Education (2002) shows, however, that families whose children are doing well in school exhibit the following characteristics of: Establishment of a daily family routine, the monitoring of out-of-school activities, the modelling of the value of learning, self-discipline, and hard work, the expression of high but realistic expectations for achievement, the encouragement of children's development / progress in school and the encouragement of reading, writing, and discussions among family members. All these characteristics can be implemented by parents at home without becoming involved at the school. It is their responsibility as parents.

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There is however also research that contradicts these findings, especially on the topic of homework. Cooper, Lindsay, and Nye (2000) suggest that parenting style plays a part in the effectiveness of parents' involvement in their children's homework. In their survey of over 700 parents of elementary, middle, and high school students, two-thirds of the parents reported that helping their children with homework was negative or inappropriate. Specifically, in some cases parents helped their children with homework in order to have them finish it faster, and in other cases parents made homework completion more difficult for the student.

It is important to understand that the involvement of families in their children's education is not limited solely to attendance at Parents and Teachers' Organisation meetings or volunteering at school. What parents do at home with their children is even more important to the total educational effort, and schools need to let parents know that they value both their contributions at school and their participation at home (Improving Basic Programs Operated by Local Educational Agencies, 1996). Parental involvement needs to be one of the main issues a school must address. Parents who are involved are usually informed parents. Where parents and educators work together and education is made a priority at home, children develop beyond their peers and beyond expectations (OFSTED, 2000).

2.2.4. Historical antecedents and context of farm working parents

2.2.4.1. History and background of the farm worker

The structure of commercial farming in South Africa today can be traced back to the slave plantations under colonialism at the Cape in the 1600's. Today a typical

farm is still owned by a white, usually Afrikaner man, managed by the farmer and a male relative (or contracted white manager) and staffed by a pool of black farm worker families. The number of farm workers employed on a given farm depends on the size of the farming enterprise (Shabodien, 2006).

A farm worker parent works as well as lives on the farm. The society in the farm worker's case are the other families on the farm which together constitute a small community. In many cases the farm workers of today are the third or fourth generation of workers that work on the farm. Their parents and grandparents also worked on the same farm. Historically, farm worker families' work for the same farmer family for many generations and are "passed on" from father to son. Thus, farm workers often speak about how their parents worked for the father of the very farmer they were working for today (Shabodien, 2006). The farms that are involved in this study are on average 20 km away from the nearest town, Citrusdal. The farm workers visit the town only on Fridays or Saturdays when they come to town to do their shopping or on Sundays to attend church. The farm workers live in small houses on the farm with their families consisting of 5 – 10 family members. Some of the farm workers are migratory, moving from farm to farm according to work and seasons, because of their casual labour status. Casual labour represents the primary strategy employed by farmers or farm owners to evade the costs associated with permanent employment contracts in terms of the post-apartheid farm worker labour legislation. This has resulted in a situation where close to half of all jobs in agriculture today are temporary (Shabodien, 2006).

Andries Titus, of the Surplus People's Project in Citrusdal, said: "The farm is their world and they often rely on the farmer for both a job and a place to live" (Lockwood, 2006).

A common feature of these communities is voluntary and involuntary migration which causes instability; the duration of their stay on the farms is not stable and this therefore impacts negatively on the farm schools. This lifestyle does not provide a stable and secure environment for their children. Intellectual stimulation like reading, debating and discussions are more of an exception than a common occurrence.

2.2.4.2. Broken Homes

Many children on farms grow up in broken homes, where the mother and father live on two different farms.

In some instances one of the parents dies, and if it's the father that dies, the famliy's stay on the farm may be in jeopardy. Umhlaba (cited in Shabodien, 2006) stresses that tenure security has historically been tied to permanent farm labour contracts, which in turn has historically been male. If the male worker loses his job or passes away, it means quite literally that an entire family can be out on the streets. In many cases one parent leaves the farm and the children are living with family members, usually their grandparents. Family members are appointed as guardians of the children in their care and receive social security grants to take care of these children. Broken homes are a common occurrence on farms. It also raises the question: Are fathers on farms more involved in their children's education than mothers on farms or vice versa? Relatively few studies have

discussed the individual contributions that mothers and fathers make to their children's schooling. According to Parke (1995) psychologists are increasingly reaching the conclusion that fathers, as well as mothers, influence children's social, emotional, and cognitive development. The contribution of fathers to children's development over and above that of mothers is not yet well documented, but it is known that the roles that fathers and mothers assume in the family are not identical, nor are the ways in which they interact with their children (Parke, 1995; Lamb, 1997; 1981). According to the National Household Education Survey (cited in Downey, 1994) one study has found evidence that single fathers and single mothers behave differently in at least one respect: the types of resources that they invest in their children. Single fathers are more likely to provide economic resources, which may, in part, reflect their greater economic well-being compared to single mothers. The incidence of single parenting amongst farmwomen is high, with few mothers receiving maintenance from the father of the child (Shabodien, 2006).

Although these parents have a different lifestyle than parents in town, they still share the same parental responsibilities as any other parent.

2.2.4.3. Parental involvement of the farm worker parent.

Parental involvement is however a different matter in farm areas. Much of what a parent does and believes stems from the values he/she has acquired from living in a particular culture. In a sense, a parent's values epitomize his identity, what he is, and what he strives for. Whiting and Child (1953) point out that these values become a regulating force that helps parents perform their roles according

to the norms of society. The perception that their grandparents had about parental involvement in their children's school lives may have been passed down through the generations, although a lot has changed regarding labour laws and education. In the yester-years school was not a necessity, but to put food on the table was, so most of the farm workers, today's parents, only finished primary school to go to work on the farm. Working on the farm to provide a living for their families is the top priority and parents have little time to be actively involved in their children's education. The local school is there for educating their children. According to the findings of Khumalo (2006) parents and teachers in rural areas lack knowledge about the importance of and need for parental involvement in classroom life. Parents often see the school as having responsibility for their children and for running itself, and attempts to involve parents were viewed as the school not fulfilling its responsibility (Christie, 2001).
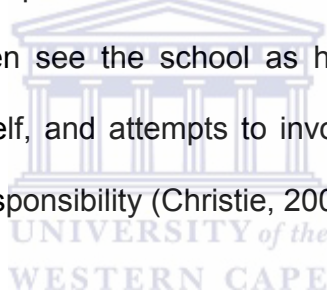
2.3. Theoretical Framework

Hoover-Dempsey and Sandler's (1995) model suggests that any distance between what parents think they can and should do and what they actually do is influenced by their perceptions of available resources. Parents' involvement is motivated by two belief systems: role construction for involvement and sense of efficacy for helping the child to succeed in school. Parental role construction includes a sense of personal or shared responsibility for the child's educational outcomes and concurrent beliefs about whether one should be engaged in supporting the child's learning and school success. Parental sense of efficacy for helping the child succeed in school, includes the belief that personal actions will

help the child learn" (Hoover-Dempsey, Walker, Sandler, Whetsel, Green, Wilkens, Closson, 2005).

The model of Hoover-Dempsey and Sandler offers a framework for researching the parental involvement of the farm worker in the Citrusdal area. The progress and achievement of many rural or farm children on school are generally slow (Grade 3 and 6 assessment results 2002-2007, WCED Diagnostic Test, CEMIS, 2008). These characteristics are evident of a believe system that they all grow up with. They are all exposed to the same hazards, life styles, life course options, etc., which give way to the assumption that most of their parents have in general the same belief system regarding their children's education. It should be interesting to find that, despite all the challenges faced by farm workers, what their role construction is regarding their involvement in their children's education. The other personal motivator of parental involvement is self efficacy, which according to Bandura, is a belief in one's abilities to act in ways that will produce desired outcomes (Bandura, 1986, 1997). When parents are involved in a variety of ways at school, the performance of children in the school tends to improve (National Center for Education Statistics, 1998).

Another framework uses the availability of resources as a factor for parental involvement; resources including social capital, human capital and physical or financial capital (Lee, 1993; Coleman, 1991; Becker, 1981).

> "Each of these forms of capital, in turn, has dimensions that can describe the capital of the family and the capital of the community in which the family resides. Social capital is the quality and the density of interpersonal relationships that families can draw upon. Parental involvement itself,

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whether in the home or in the school, is a form of social capital. Human capital within the family includes parental education levels and the skills and abilities that parents and other family members have. Physical capital includes such things as family income, the assets in the home including computers and books…" (Lee, 1993).

These forms of capital play an essential role in determining the involvement of the rural parent in their children's education. The lack of these forms of capital is evident in the community where the farm worker resides.

According to the National Household Education Survey (1996) this framework is useful because it provides plausible explanations for why some of the factors described above may influence both parental involvement and children's outcomes. It is further noted that parental education not only measures the acquired skills of an individual, but it also indicates something about the educational aspirations, expectations, and beliefs of that individual.

Parents' skills and knowledge also affect the level and type of involvement in their child's education (Lareau, 1989; Leitch & Tangri, 1988). According to Lareau (1989), parents with little education feel less able to assist their children with homework and also feel less able to communicate with teachers than their more educated counterparts. These beliefs may reinforce some parents' feelings that they do not have what it takes to help their child succeed in school" (Lareau, 1989).

This idea has been challenged by many researchers. There is evidence that parents can be involved productively regardless of educational background when teachers actively help them become involved (Dauber & Epstein, 1993). Several

researches have suggested that parents' perceptions of general invitations for involvement from the school, in turn, influence parents' decisions to become involved (e.g.,Eccles & Harrold, 1993; Epstein, 1986). General school invitations include broad school attributes or activities that convey to the parent that his or her involvement is welcome and useful in supporting student learning and success (Hoover Dempsey & Sandler, 1997).

I'm using both these models as a theoretical framework for this thesis because our learners from the farms come from the same community. This thesis will use the term community to include all the farms in the Citrusdal area. All parents and families want the best for their children and can help them succeed (Rioux & Berla, 1994; Flaxman & Inger, 1991).
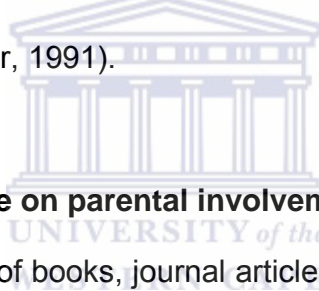
2.4. Previous works done on parental involvement

There are literally hundreds of books, journal articles, and stand-alone reports on the subject of parents' involvement in their children's education. These writings include research reports, expert opinions, theory papers, program descriptions, and guidelines for setting up programs. (Cotton & Wikelund, 1989)

According to Hanafin & Lynch, (2002), emphases on parents have focused variously on educational failure and family disadvantage, parental involvement and school effectiveness (with parents seen as a homogeneous grouping). The gendered, classed, and 'raced' nature of parental involvement were also explored. The research on parent involvement suggests clearly that the home has at least as much influence on student learning and behaviour as the teacher and the school. (Greenwood & Hickman,1991).

Van Voorhis (2001) and Simon (2001) found that regardless of students' background or prior school achievement, involving parents in various ways had a positive impact on achievement, attendance, behavior, and course credits completed. Bastiani (2000) raised the question of identifying a clear connection between parents' contributions and student progress.

Hoover-Dempsey & Sandler (2005) conducted a 3-year study based in two major areas of theory and research of which the second body of research is social-cognitive theory and research suggesting that (a) parents' decisions about involvement in their children's education are influenced by social-contextual factors, some of which are subject to influence by schools and (b) parents' involvement activities (some of which are also subject to influence by schools) influence student achievement outcomes through specific psychological processes (e.g., modeling, reinforcement, instruction).

However, according to Myeko (2000) and Heystek and Louw (1999) many South African parents, particularly in previously disadvantaged communities, are reluctant and unwilling to be involved and participate in their children's school activities.

Cotton & Wikelund (2001) suggest that there are strong indications that the most effective forms of parent involvement are those which engage parents in working directly with their children on learning activities in the home. These learning activities include parents reading with their children, supporting their work on homework assignments, or tutoring their children using materials and instructions provided by teachers. According to the Michigan Department of Education (2002) parents who read to their children, have books available, take trips, guide TV

watching, and provide stimulating experiences contribute to student achievement.

In Hoover-Dempsey & Sandler's (1995) study their principal dependent variable(s) in their research was (a) the parent's decision to become involved in student's education, (b) the parent's choice of specific involvement forms and (c) gains in student attributes related to achievement. Their principal independent variable(s) was (a) parental behaviors during involvement activities and (b) other psychological processes as observed during parental involvement.

According to the Coleman Report (Coleman et al., 1966) and Mosteller and Moynihan's (1972) reanalysis of the Coleman Report, approximately one-half to two-thirds of the student achievement variance studied was accounted for by home variables, especially socioeconomic status, rather than school variables.

Various and many different approaches were used to research parental involvement. In most of the approaches however, the main focus related to the effects of parental involvement on student outcomes or student achievement. The research data for Hoover-Dempsey & Sandler's 3-year study was gathered through survey questionnaires and structured interviews. Qualitative as well as quantitative research methods were used to gather data. Crozier's (2000) qualitative study of parents, teachers, and students reinforces that "central to understanding the nature of the parent-school relationship and the influences upon it is the issue of social-class" (p. xv).

2.4.4. Findings from previous studies and interpretations

In a research report, Parental Involvement in Children's Education 2007, Peters Seeds, Goldstein & Coleman (2007) noted that parents are now more likely to see a child's education as mainly or wholly their responsibility. According to their report nearly all parents (96%) agreed that it was extremely important to make sure that their child attended school regularly and on time. This research shows that there is a marginal increase in parent's perception of parental involvement. Parents have different perceptions of what parental involvement entails.

According to the Michigan Department of Education (2002) there are three major factors that determine parental involvement in the education of their children:

1. Parents' beliefs about what is important, necessary and permissible for them to do with and on behalf of their children;

2. The extent to which parents believe that they can have a positive influence on their children's education; and

3. Parents' perceptions that their children and school want them to be involved.

Parental responsibility is one aspect needed to be explained to enlighten the understanding of the farm worker parent's perception of parental involvement. With regard to rural schools, two case studies have been conducted related to parental involvement.

Case study 1: Parental involvement in children's education in 2007

A research company, British Market Research Bureau (BMRB) Social Research, was commissioned by the British Department for Children, Schools and Families in 2007 to conduct a survey of parents, in order to examine parental involvement

in children's education. Previous surveys were commissioned in 2001 and 2004 by the then Department for Education and Skills (DfES). A telephone survey of parents of children aged 5-16 attending maintained schools (living in England) was carried out by BMRB between August and October 2007 via Computer Assisted Telephone Interviewing (CATI).

The main objective of the 2007 survey was to investigate the extent and variety of parents' involvement in their children's schooling (including comparing data with the 2001 and 2004 surveys).

The following summary has been taken from the original findings, because of the relevance to this study. The comparison with the previous surveys of 2001 and 2004 is of importance. The results revealed the following:

- Around half (51%) of parents felt very involved in their children's school life

- In two-parent households, it was common for both parents to share some involvement in their children's school life, although women tended to feel more involved than men.

- Two in three parents said that they would like to be *more* involved in their children's school life. Although this is slightly lower than in 2001, this reflects the fact that parents now feel that they are more involved.

- Those who said they felt uninvolved in their children's education were more likely than those who said they felt involved to desire greater involvement.

- Work commitments were the main barrier to greater involvement.

Previous surveys of parent's attitudes and involvement were carried out in 2001 and 2004 and it is possible to identify various trends over time.

- Generally speaking, there appears to be an increased perception of involvement amongst parents and this increase is partly borne out in the increased levels of involvement in activities which aid children's learning (eg reading, playing sport, cooking). The largest increase was in the proportion who read with their children (an increase from 70% in 2004 to 79% in 2007) and the proportion that play sport with their children (an increase from 71% in 2004 to 80% in 2007).

- There was also an increase in the proportion (28%) who felt a child's education was mainly the parent's responsibility (an increase from 20% in 2001 and 19% in 2004).

- Parents were also more positive about the ways in which schools communicate with them and valued informal discussions with schools more than they had one in 2004 and 2001. More specifically, 28% found informal discussions their most useful mode of communication, compared to 18% in 2004 and 10% in 2001.

- One area where the survey findings indicate less positive results was in relation to 'confidence'. Fewer parents (33%) felt confident helping their children with homework. The main decrease took place between 2001 and 2004 (when it decreased from 41% to 35%).

- Although parents were positive about communication issues, an increased proportion felt that school information contained 'too much jargon' (30% felt this was the case compared to 27% in 2001).

This study is related to our South African context with regard to parental responsibility towards their children's education and parent's perception about

parental involvement. It is interesting to note the trends identified through the various surveys conducted from 2001 to 2007. There was an increased perception of involvement amongst parents as well as an increase in the proportion who felt a child's education is mainly the parent's responsibility.

Another area that indicated an increase was the parents participating in a wider range of activities with their children. The area where less positive results was indicated was in relation to 'confidence' of parents with regard to their children's homework, which is understandable, because of changing teaching methods and a lack of understanding of the child's work. This research shows an increase of parents who perceives parental involvement to be more important than parents in 2001 and 2004.

Case study 2: Parental involvement in classroom life in rural schools

Khumalo (2006) was of the opinion that parents could become involved in several activities occurring at school which would provide opportunities for parents to be familiar with the school. The study focussed on parents living in a rural part of Kwazulu-Natal who were not involved in the school or the classroom. The question the researcher felt would guide her research was: Why are most parents not involved in the school or more specifically, in the classroom? According to Khumalo "It still remains to be established whether parental involvement in the school and the classroom is feasible in rural areas…"

Khumalo's study investigated how parents of children in rural areas could be involved in classroom activities of the school which promote teaching and learning, but also to inquire about the involvement of parents in school and classroom life, specifically in rural areas.

The most important findings of Khumalo's research were:

- Parents and teachers in rural areas lack the knowledge about the importance of and need for parental involvement in classroom life.

- Parental involvement requires thoughtful and coordinated planning.

- Parental involvement could benefit all people concerned at school.

- Parental involvement increases the learner's achievement and ensures learner's cooperation.

- Teachers and parents need each other to educate a child.

- The educational level of parents hinders parental involvement, where most of the parents are illiterate.

- The geographical features of this rural area contributes to the barriers to parental involvement because parent's homes are scattered and situated far from school, with road infrastructure poor and no public transport.

The fact that Khumalo's study has been researched in a rural context and the finding that parents in rural areas lack the knowledge about and need for parental involvement in classroom life makes it relevant to this research. Another is that illiteracy is one of the factors that must be considered when researching parents in a rural environment.

2.6. Summary and conclusion

Parental involvement in children's education has been the focus of many researchers. In a developed country like the United Kingdom, an increase of parental involvement was noticed by researchers. In the rural context of a developing country, like South Africa, the opposite was found. The farm worker

parent is part of the rural context, but even more so, because of the geographical location of farms towards the nearest rural town. More research on the farm worker parents needs to be done to understand the parental involvement of these parents. The farm worker parent's perception and types of parental involvement have been researched in this mini-dissertation. The next chapter will discuss the research design and methodology.

CHAPTER THREE

Research Methodology

3.1 Introduction to the chapter

This research aimed to provide information about the nature of parental involvement in the farm schools in Citrusdal. The study investigated the nature of farm parents' involvement in their children's' education especially in terms of the types of involvement, or practices to indicate that parents were involved in the education of their children.

In order to gain in-depth understanding of these factors, the following research questions were used to guide the research:

1.   Are the parents of children on the farm school of Citrusdal area involved in their children's education?

2.   In what ways are the parents of children of Citrusdal farm schools involved in their children's education?

3.   Are female parents more involved than male parents?

4.   Are there differences in parental involvement among parents of children affiliated to the four farm schools in Citrusdal area?

This chapter outlines the research design and methodology that were employed in the research. It describes the research approach in detail and gives a justification for the use of the quantitative as well as qualitative approaches and the data collection methods selected; it also features descriptions of the participants, the instrument(s) and data gathering methods used, as well as an explanation of how the data were analysed and verified. Lastly, the chapter

explains the ethical considerations and guidelines followed in the gathering of data.

3.2 Research Design

A research design is generally described as a plan or 'blueprint' of how the researcher intends conducting research (Mouton, 2001). According to McMillan & Schumacher (2001:31) the purpose of a research design is to provide the most valid and accurate answers for research questions. Research involves gathering information about the variables in the study. The researcher chooses from a wide range of techniques and approaches for collecting data from the subjects (McMillan and Schumacher, 2001).

The topic of research methodology and the theory of how enquiry should proceed have elicited a large amount of discussion and argument. Much of this debate has centred on the issue of the qualitative versus quantitative enquiry.

3.2.1. The Qualitative versus Quantitative approach

According to Labuschagne (2003) quantitative research is mainly concerned with the degree to which phenomena possess certain properties, states and characters, and the similarities, differences and causal relations that exist within and between these. It is usually based on theoretical or empirical considerations and quantifying phenomena.

Qualitative research on the other hand, is mainly concerned with the properties, the state and the character of phenomena. The word *qualitative* implies an

emphasis on processes and meanings that are rigorously examined, but not measured in terms of quantity, amount or frequency (Labuschagne, 2003).

3.2.2. The Qualitative approach

Using qualitative research the researcher tends to become subjectively immersed in the subject matter. In using quantitative research, on the other hand, the researcher tends to remain objectively separated from the subject matter (Neill, 2007). Qualitative research describes and analyses people's individual and collective social actions, beliefs, thoughts, and perceptions (McMillan and Schumacher, 2006). According to Hitchcock and Hughes (1995:27) the aim of qualitative research is to discover, understand and communicate the context and world of the phenomenon of interest, and not necessarily to predict or prove anything. Rossman and Rallis (1998:5) also opine that, "qualitative researchers seek answers to their questions in the real world. They gather what they see, hear, and read from people and places and from events and activities".

Qualitative methods of research seek understanding of social reality through strategies such as informant observation and interviews which yield descriptive data (Epstein, 1988a:189; Patton, 2002).

Schmid (1981) described qualitative research as the study of the empirical world from the viewpoint of the person under study. She identified two underlying principles namely:

1. That the behaviour is influenced by the physical, socio-cultural, and psychological environment – this is the basis for naturalistic enquiry.

2. The assumption is that behaviour goes beyond what is observed by the investigator.

Subjective meanings and perceptions of the subject are critical and it is the researcher's responsibility to access these (Krefting, 1990: 214). Certain aspects, such as gaining access, selecting and locating informants, reliability and validity of data, the agenda and the interview guide, how data are transcribed and analysed and others, may enhance or hinder the process of research (Bogdan & Biklen 1998:59, in M Kgaffe, 2001)

Johnson (2003:1) outlines the strengths and weaknesses of qualitative research as follows:

Strengths	Weaknesses
Provides understanding and description of people's personal experiences of phenomena	It generally takes more time to collect the data when compared to quantitative research.
Can describe in rich detail phenomena as they are situated and embedded in local contexts	Data analysis is often time consuming.
The researcher almost always identifies contextual and setting factors as they relate to the phenomenon of interest. The researcher can study dynamic processes (i.e., documenting sequential patterns and change)	The results are more easily influenced by the researcher's personal biases and idiosyncrasies
The researcher can use the primarily qualitative method of grounded theory to inductively generate a tentative but explanatory theory about a phenomenon	
Can determine how participants interpret constructs (e.g., self-esteem, IQ)	
Data are usually collected in naturalistic settings in qualitative research	

The qualitative method was thus deemed appropriate in this study because the researcher's aim was to gather data through personal interviews with the participants to determine parental involvement of the farm worker parent.

3.2.3. The Quantitative approach

Quantitative research involves the analysis of numerical data. Questionnaires and structured interviews are some of the methods used to gather the data. This type of research reaches many more people, but the contact with those people is much quicker than it is in qualitative research. A quantitative researcher attempts to fragment and delimit phenomena into measurable or common categories that can be applied to all of the subjects or wider and similar situations (Winter, 2000 cited in Golafshani, 2003).

3.2.4. Features of the Qualitative and Quantitative approach

James Neill (2007) has tabled the features of the Quantitative and Quantitative approach as below.

Qualitative	Quantitative
The aim is a complete, detailed description.	The aim is to classify features, count them, and construct statistical models in an attempt to explain what is observed.
Researcher may only know roughly in advance what he/she is looking for.	Researcher knows clearly in advance what he/she is looking for.
Recommended during earlier phases of research projects.	Recommended during latter phases of research projects.
The design emerges as the study unfolds.	All aspects of the study are carefully designed before data is collected.
Researcher is the data gathering instrument.	Researcher uses tools, such as questionnaires or equipment to collect numerical data.
Data is in the form of words, pictures or objects.	Data is in the form of numbers and statistics.
Subjective – individuals' interpretation of events is important ,e.g., uses participant observation, in-depth interviews etc.	Objective – seeks precise measurement & analysis of target concepts, e.g., uses surveys, questionnaires etc.
Qualitative data is more 'rich', time consuming, and less able to be generalized.	Quantitative data is more efficient, able to test hypotheses, but may miss contextual detail.

Researcher tends to become subjectively immersed in the subject matter.	Researcher tends to remain objectively separated from the subject matter.

The answers to the research questions could only be answered by farm worker parents and for the answers to be valid as well as trustworthy the researcher went physically to the farm worker parents on the farm in order to gather the data in its natural setting. The researcher adopted a mixed method approach because of the fact that part of the data gathered were quantitative using the questionnaires, while other data gathered through interviews were qualitative because it were open to the respondents' subjective interpretations. Most of the information gathered was in the form of numbers where the questionnaires were used. The researcher herself was the data gathering instrument with the interviews.
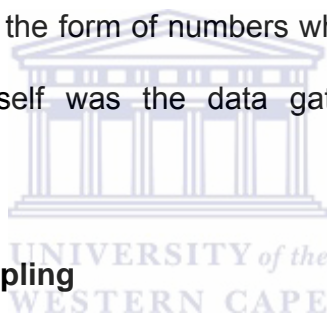
3.2.5. Population and Sampling

Two population groups were involved in the study. Parents of learners in the four schools in the Citrusdal farm area comprised the first group while the learners in these four schools comprised the second population group. Vockell cited in Stofile (2005:36) defined population as the larger community from which the sample is drawn. The researcher used random sampling for selecting the learners and parents to address the question of how parents were involved in their children's education. Most of the parents lived on farms surrounding the school. At two of the schools, the principal chose a parent because these parents lived on farms that were very remote. These parents were purposefully chosen because of the distances they had to travel to attend school functions. The

purposive sampling technique is used when the researcher "handpicks the cases to be included in the sample on the basis of their judgement of their typicality" and experience of the central phenomenon being studied (Cohen, Manion and Morrison, 2000:103).

Patton (1990) and Sandelowski (1995) agree that all types of sampling in qualitative research may be encompassed under the broad term of 'purposive sampling'. According to McMillan & Schumacher (2006:319), purposive samples are chosen because they are likely to be knowledgeable and informative about the phenomena the researcher is investigating. Qualitative enquiry typically focuses in depth on relatively small samples, selected purposefully. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research, thus the term purposeful sampling (Patton, 1990, p.169)
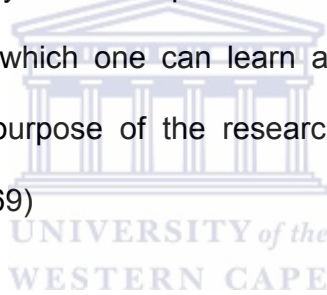
3.2.5.1   *Parents*

A total of 450 questionnaires were distributed to gather information for this study of which only 224 completed questionnaires were returned. A majority of 151 questionnaires was completed by female participants (67.4%) while 67 male participants (29.9%) completed the questionnaire as indicated in Figure 1. The random sample of 16 parents that were selected for interviews consisted of 3 male and 13 female parents. Parents from each of the four schools were randomly selected for interviews. Most of the parents that were selected lived in an average radius of 20 kilometres with the longest distance travelled 30 kilometres. The parents were available for interviews after they had arrived at

home. The researcher arranged for the interviews to begin from 19h00 by which time the parents had already returned from their places of work and were at home. The researcher was accompanied by a teacher from one of the schools and the principals of two of the other schools to show the researcher where the parents lived.

Figure 1: Gender of parents

3.2.5.2   Learners

A selected sample of learners in the Foundation Phase (FP) (Gr.1 – 3) of all four schools was subjected to structured interviews, while all the learners in the Intermediate Phase (IP) (Gr.4-6) of the four schools were handed a questionnaire to complete. The IP group consisted of 283 learners from the four farm schools (Education Management Information System (CEMIS), 2008) of whom 210

learners completed the questionnaire. The FP group consist of four learners per grade (Gr.1 – 3), which equals to 12 FP learners per school and gives a total of 48 learners.

3.3.   Data Collection Strategies

3.3.1 Procedures

The four identified schools were asked to consider allowing focus groups with selected parents from their schools. After they agreed, the Western Cape Education Department's official permission was sought and obtained, (Appendix 1).

Dates and times were planned and followed through for the following: (1) Information and discussion sessions with the four principals, respectively, and thereafter with the identified participants. Dates and venues were finalised. (2) Questionnaires were handed out to all the schools. (3) Focus groups with the selected participants at the school and farm. (4) Audio tape recording arrangements. (5) Data transcription and analysis of the information gathered.

Data were collected using qualitative as well as quantitative methods. The main data collection methods in this research were questionnaires and semi-structured interviews.

Questionnaires were designed by the researcher for learners as well as the parents in order to gather information from the larger target population in a convenient way and to assess the degree of parental involvement, (Appendix 6 and 7).

Structured interviews were conducted with the foundation phase learners and semi-structured interviews were conducted with parents (especially those who

were illiterate) to gather information first hand and face-to-face, to complement and supplement the information from the questionnaire.

Measor (1985:73) states that validity can be increased by using multiple methods and data sources (triangulation).

3.3.2 Triangulation

Cohen, Manion & Morrison (2000:112) defined triangulation as "The use of two or more methods of data collection in the study of some aspects of human behaviour". In other words, triangulation is collecting information using a variety of techniques. Likewise, Patton (2002:247) defines methodological triangulation as "the use of multiple methods to study a single problem". Denzin (1978) has identified several types of triangulation. One type involves the convergence of multiple data sources. Another type is methodological triangulation, which involves the convergence of data from multiple data collection sources. However, Fielding and Fielding, cited in Cohen *et al.* (2000:115) added "Methodological triangulation does not necessarily increase validity, reduce bias or bring objectivity to research".

The researcher used two data gathering methods namely questionnaires and interviews to strengthen the data from one technique to another, rule out their weaknesses and to provide valid data.

3.3.3. The questionnaire as research tool

A cover letter to assure the confidentiality accompanied the questionnaire, (Appendix 4). The questionnaire was developed to directly address the goals of

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the study. It included clear and concise instructions on how the questionnaire should be completed. The wording of the questions was simple, to the point, and familiar to the target population (Freed, 1964), Moser and Kalton, 1971; and Davids, 1993). Questionnaires were sent to all parents of the four schools to determine the respondents' involvement in their children's education. The respondents needed to supply their biographical data by selecting categories as well as the various ways in which they were involved in their children's education at home and at school. The questionnaire consisted of both closed and open-ended questions.

The last step in questionnaire design was to pilot the questionnaire in advance among a group of learners and parents not associated with the schools which were part of the research study in order to refine the instrument, reveal unanticipated problems with question wording and to ensure that the data gathering procedure was appropriate. It also helped to see if the participants understood the researcher's questions and to give useful answers.

Various factors may affect the authenticity of data collected and interpreted when studying particular phenomena regardless of the research discipline and methods employed. Aspects such as validity and reliability of research results are crucial to all social science research (Shimahara, 1988:86).

The findings cannot be generalized to the whole population because the participants were randomly selected from a small sample.

3.3.4 Validity

It was vital for the researcher to be present since many of the parents who participated were illiterate. The validity and trustworthiness of the interviews were thus positively influenced by the fact that the researcher had to explain many of the questions and the concepts to these parents. The presence of the researcher ensured that vagueness and misunderstandings about questions were eliminated. In order to make sure that the research was conducted in an ethical manner, attention was paid to the validity and reliability of the instrumentation, the appropriateness of the data analysis techniques, the degree of relationship between conclusion drawn and the data upon which they rest, as suggested in Guba and Lincoln (2000).

3.3.5. Interviews

The qualitative interview is a commonly used data collection method in qualitative research (Greeff, 2005; Mouton, 2001). Interviews allowed the researcher to get an understanding of other people's understanding and the meaning they made from their experiences. The data collected during these interviews were used to supplement the data collected from the questionnaires as well as for triangulation purposes. The researcher made use of personal interviews because it took place in the homes of the parents and could ask the questions personally and directly to them. An advantage was that people were willing to talk longer face-to-face than to someone on the phone. Interviews conducted by telephone were not considered because of the cost involved as well as the fact that few of the parents owned a phone. The disadvantage of a personal interview was that it

usually costs more than other methods. This is particularly true of in-home interviews, where travel time is a major factor (Creative Research Systems: The survey System, 2006).

The questions were open-ended to allow the interviewer to probe so that he/she may go into more depth if he/she chooses, or clear up any misunderstandings; to encourage cooperation and help establish rapport and to make a true assessment of what the respondent really believes (Cohen, 1980). Interviews were essential in this qualitative approach because verbal as well as non-verbal behaviour could be observed, and the interviewer had an opportunity to motivate the respondents (McMillan & Schumacher, 1993). Since the aim of the research was to determine if farm-worker parents were involved in their children's education, the interview was a suitable method because it allowed the researcher to ask questions to uncover reasons that might not be revealed in paper and pencil, tests or surveys (Morgan, 1993, cited in Nyambi, 2004). Data were also recorded through a tape recorder during the interviews with parents. Verbatim accounts of conversations, transcripts and direct quotations are used in this research.

3.3.5.1   Structured interviews

A structured interview is a situation where an interviewer asks all participants the same series of preestablished questions with the limited set of response categories (Rossman & Rallis, 1997, cited in Khumalo, 2006). A structured interview (also known as a standardised interview or a researcher-administered survey) is a quantitative research method commonly employed in survey

research. The aim of this approach is to ensure that each interviewee is presented with exactly the same questions in the same order. This ensures that answers can be reliably aggregated and that comparisons can be made with confidence between sample subgroups or between different survey periods (Wikipedia, 2010). Structured interviews can also be used as a qualitative research methodology. These types of interviews are best suited for engaging in respondent or focus group studies in which it would be beneficial to compare/contrast participant responses in order to answer a research question (Wikipedia, 2010).

3.3.5.2.   Limitations of the structured interview

The format of the design makes it difficult for the researcher to examine complex issues and opinions. Even where open-ended questions are used, the depth of answers the respondent can provide tend to be more-limited than with almost any other method. A problem common to both postal questionnaires and structured interviews is the fact that by designing a "list of questions", a researcher has effectively decided - in advance of collecting any data - the things they consider to be important and unimportant (Methsi, 2002).

3.3.5.3.   Unstructured interviews

Greeff (2005) describes an unstructured interview as a type of interview researchers use to obtain an understanding of the participants' point of view of a situation. The strength of this type of interviewing is that it allows the interviewer to be highly responsive to individual and situational differences (Goodchild,

2001). An unstructured interview is an open situation, having greater flexibility and freedom.

3.3.5.4. Semi-structured interviews

Semi-structured interviews focus on a list of key themes or questions that the interviewer wants the respondent to address. Although the research purposes govern the questions asked, their content, sequence and wording are entirely in the hands of the interviewer (Kerlinger, 1970). Interviews are more appropriate for illiciting specific information from the interviewees. In this study many parents were illiterate and were more comfortable using their own language to provide information.

The Foundation phase (FP) learners were interviewed because of the following reasons:

- Time constraints (school and researcher)

- Reading and comprehension abilities

- Verbal responses more reliable.

Through their verbal answers FP learners indicated in which way their parents were involved, if any, in their education. Semi-structured interviews were used for gathering data through direct verbal interaction between individuals, from the learners and parents (especially those who were illiterate).

3.3.6. Focus group interviews

"Focus group research involves organised discussion with a selected group of individuals to gain information about their views and experiences of a topic"

(Gibbs, 1997, p1) in a permissive, non-threatening environment (Krueger, 1998, cited in Green, 2007). According to Bloor, Frankland, Thomas & Robson, (2001) the advantages to the use of focus groups include the following: group dynamics can be a catalytic factor in bringing information to the fore; the situation gives participants the opportunity to articulate those normally unarticulated normative assumptions. Some possible disadvantages to the use of focus groups include: social posturing may occur, which is the desire for people to be polite and fit within the norm, or there may be forced compliance. Bias may also be a problem De Vos, Strydom, Fouche, & Delport, 2002).

3.3.7. Tape recording

Smith, Harre and Van Langenhoven, (1995:17)(cited in Greeff, 2005) contend that a tape recorder allows a much fuller record than notes taken during the interview. It also means that the researcher can concentrate on how the interview is proceeding and where to go next. Tape recording does have its disadvantages, however. The participant may not feel happy being taped, and may even withdraw. Tape recorders should therefore be placed inconspicuously so as not to unnerve the participant or novice researcher. Although participants consented to be taped, the tape recorder was still placed strategically as not to distract the participants when answering questions. Heritage (1984: 238) suggests that the procedure of recording and transcribing interviews has the following advantages:

•   it helps to correct the natural limitations of our memories and of the intuitive glosses that we might place on what people say in interviews;

- it allows more thorough examinations of what people say;

- it permits repeated examinations of the interviewees' answers;

- it opens up the data to public scrutiny by other researchers, who can evaluate the analysis that is carried out by the original researchers of the data (that is, a secondary analysis);

- it therefore helps to counter accusations that an analysis might have been influenced by a researcher's values or biases;

- it allows the data to be reused in other ways from those intended by the original researcher—for example, in the light of new theoretical ideas or analytic strategies.

With regard to the disadvantages, the procedure of recording and transcribing is very time-consuming. It also requires good equipment, usually in the form of a good-quality tape recorder and microphone. Transcription may very quickly result in piles of paper. The researcher did the transcribing immediately after the interviews. The interviews

3.4.   Data Analysis

Merriam (2002:209) stated that, "in case study research, data analysis consists of making a detailed description of the case and its context". During data collection, semi-structured interviews were audio taped and transcribed. All of the interviews were in the local language which is Afrikaans and were translated into English. The next stage of analysis consisted of checking and amending transcriptions to ensure their accuracy, after which analysis was done using the research questions as a framework. The quantitative data from questionnaire

returns of each school's parents were fed into a database according to the answers collected from the questionnaire. The data were first analyzed according to each school and thereafter compared with one another. The data were analyzed in a way to provide information to answer the research questions.

3.5. Ethical considerations

Janse van Rensburg (2001: 28) describes research ethics as referring to

the moral dimensions of researching – about what is right and wrong while engaged in research. Therefore, it is important to report that in this study, ethical clearance was first obtained from the University of the Western Cape Ethics Committee and from the Western Cape Education Department. The participants were informed about the research and conditions of participation. As Bassey (2002:110) avers "the closer one comes to the people being studied the more important it is to ensure that they are willing to be studied and that what they say or do is reported in such a way that it is not prejudicial to their best interest". A brief description of all ethical concerns was given to the participants, especially the illiterate parents, clarifying the purpose of the research and explaining the research protocol which stated clearly the participants' rights to voluntary involvement in and withdrawal from the research at any time. This was done in the language the participants understood. Participants' confidentiality and anonymity were guaranteed. The consent letters, (Appendix 4 and 5), presented to the participants, explained that everything observed and discussed during the participation in this study would only be used for the purpose of the research.

3.6.   Summary

This chapter was outlined the research design and the methods followed in gathering information for this study. The research involved collecting both quantitative and qualitative data, using both questionnaires and interviews. The aim of this research was to investigate the parental involvement of farm-worker parents in their children's education. In the next chapter, the results of analysis of data collected for the study are presented.

CHAPTER FOUR

Presentation of Results

4.1 Introduction to the chapter

This study investigated the nature and characteristics of farm parents' parental involvement in children's education in the rural farm area of Citrusdal. In chapter three a detailed description of the methodology adopted to carry out the study was presented. In this chapter the results of the analysis of data collected for the study are presented.

4.2. Presentation of results

A total of 450 questionnaires were distributed to gather information for this study. However, only 224 returned questionnaires were properly completed. The results therefore are based on the responses of these 224 parent participants who returned properly completed questionnaire. In addition, 210 learners were also involved in the study and completed questionnaire forms to gather information regarding their views on their parents' involvement in their education. To supplement information gathered from questionnaires some parents and learners were interviewed. The results of analysis of data gathered by interviews are also presented along with those from the analysis of data by the questionnaires.

Data analysis was carried out by first finding out which of the response options ("always", "seldom", "never", " no response") was indicated for each item on the questionnaire by each participant. Total frequency counts of participants

indicating each response option for each item on the questionnaire were calculated. The total frequency counts were converted into percentages and the results presented in tables. The results are presented according to how information is provided to answer each research questions.

4.2.1. Research Question One:

Are the parents of children in rural farm schools of Citrusdal area involved in their children's education?

The results of analysis of data collected by questionnaires from parents and learners, and which provide information to answer the research question, are presented in Table 1 and Table 2. After explaining the information displayed in the tables the responses to interview questions are also presented to corroborate or refute the information displayed in the tables.
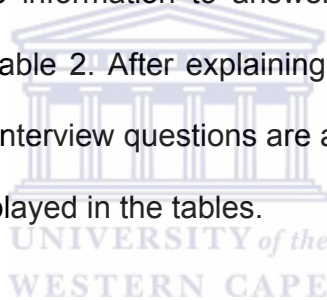
Table 1   **Participants' responses regarding their involvement in their children's education.**

S/N	Home-Based Involvement	Always	Seldom	Never	No response
	1. I talk with my child about the school day.	93.3 %	3.6%	0.4%	2.7%
	2. I supervise my child's homework.	89.3%	6.3%	0.9%	3.6%
	3. I help my child study for tests.	85.3%	6.7%	0.9%	7.1%
	4. I practice spelling, math, or other skills with my child	79.0%	12.1%	1.8%	8.0%
	5. I read with my child.	78.6%	11.6%	3.1%	7.1%
	6. My child has a routine at home where I supervise and monitor out of school exercises.	76.6%	10.3%	4.5%	8.9%
	7. I encourage and motivate my child.	92.0%	2.7%	0.9%	4.9%
	Average Total	**84.9%**	**7.6%**	**1.8%**	**6.0%**
	School-Based Involvement	**Always**	**Seldom**	**Never**	**No response**

1. I help out at my child's school.	59.4%	10.7%	21.0%	8.9%
2. I attend special events/ functions at school.	77.2%	4.5%	7.6%	5.8%
3. I volunteer for various school activities	60.3%	15.2%	15.6%	9.4%
4. I attend PTA meetings.	87.9%	4.9%	2.7%	4.5%
5. I am a member of the SGB	18.3%	3.6%	59.4%	16.1%
Average Total	**60.6%**	**7.8%**	**21.3%**	**8.9%**

Table 2   Learners' responses to questionnaire

SUMMARY OF LEARNERS RESPONSES TO QUESTIONNAIRE	
3. Who helps you with your homework?	
Mother	56.6%
father	25.7%
Someone else	17.7%
5. Does your parent/s attend school meetings?	
YES	88.3%
NO	11.7%
6. Does your parent/s attend school functions or any other events?	
YES	90.1%
NO	9.9%
8. Is there a routine at home? (e.g. home work time/ family time /bed time)	
YES	85.7%
NO	14.3%
9. Does your parent/s make time to play or talk to you about any issues?	
YES	82.8%
NO	17.2%
10. Does your parent/s encourage and motivate you in any kind of way?	
YES	95.6%
NO	4.4%

Table 1 displays information regarding the total percentages/frequencies for the response option "always" indicating participants' agreement to the suggestions on the questionnaire as to their involvement in their children's education. According to the information in the table the questionnaire was in two parts

featuring group of items regarding home-based involvement and another group of items regarding school-based involvement. The table revealed that parent participants of this study agreed that they participated more in home-based parental involvement (84.9%) in their children's education than school-based involvement (60.6%). Major activities of involvement in children's education which participants indicated as being involved in include:

▫ Talking to their child about the latter's school day (93.3%);

▫ Encouraging and motivating their children (92.00%);

▫ Supervising their children's homework assignments (89.3%);

▫ Attending their children's schools' PTA meetings (87.9%);

▫ Assisting their children to prepare for test and examination (85.3%);

▫ Helping their children with spelling, mathematics, and other skills (79.00%);

▫ Reading for their children (78.6%);

▫ Attending their children's schools' special events or functions (77.2%).

Less than 20% of the parent participants (18.3%) indicated that they had been a member of their children's School Governing Board while 59.4% of the parent participants have never been a member of the SGB. This could mean that parents of Citrusdal farm area are not prepared to be involved in the decisions and governance of their children's schools.

The responses to the questionnaire by the learners as presented in Table 2 indicate that learners generally agreed with their parents regarding the latter's involvement in their education. Learner participants of this study agreed that:

▫ Their parents encourage and motivate them about their education (95.6%);

- Their parents attend school functions (90.1%);

- Their parents attend their school's PTA meetings (88.3%);

- Their parents talked to them about their school day (82.8%).

The responses to interview questions also corroborated information gathered by the questionnaire. For instance when asked if they talked to their children about the latter's school day a parent participant responded that:

> *I always ask him if he has homework and about what the teacher said. Sometimes he starts talking on his own about what the teacher has said or done.*

Another parent participant responded that:

> *Yes, when I come home in the evening, if I was not at home in the afternoon when she arrived from school, then I ask her how her school day was, what they did at school and then she will tell me what they were taught at school or she will show me her homework. Yes, she talks to me about other stuff and her friends.*

In response to the question regarding assistance for their children's homework assignments a participant replied that:

> *I help; we work a lot, me and my husband. We usually help her, especially with English.*

In terms of monitoring and supervising their children's out-of-school activities a parent indicated as follows:

> *I have set out his tasks like in the afternoon he must do his schoolwork, and then he must make sure that there is water in the*

house and also make sure that there are no papers and dirt around the house.

I tell my child every time to first do her schoolwork. I leave the dishes like this afternoon and then she must just dry the dishes, wash her socks and underwear, especially in the winter time when it does not dry quickly like school shirts and it must be washed.

Other responses to interview questions regarding participants' involvement in their children's education also include the following:

I motivate him by telling him to imitate the children who are in higher grades or children who have already made something for themselves. I ask him what he wants to do with his life and then he says he wants to be a police officer and I support his decision.

Another parent participant responded that:

I teach them to go over the work they are taught in school. If I am not at home during the day, then she would show me the school work in the evening when I come home.

Generally, therefore, the results of this study indicate that parent participants reported being involved in their children's education and their children also attest to their parents' involvement in their education.

4.2.2. Research Question Two

In what ways are the parents of children of Citrusdal farm schools involved in their children's education?

From the information displayed in Table 1, total percentages/frequencies of parents indicating at-home involvement is 84.9% while that of at-school involvement is 60.6%. Major areas of involvement in descending order include:

- Talking to their children about their school day (93.3%);

- Encouraging and motivating their children (92.0%);

- Supervising their children's homework assignments (89.3%);

- Helping their children to study for tests (85.3%);

- Attend their school's PTA meetings (88.3%);

- Assisting their children to prepare for test or examination (85.3%);

- Helping their children with spelling, mathematics, or other skills with their children (79.0%)

- Reading for their children (78.6%);

- Attending their children's schools' special events or functions (77.2%).

The results from the questionnaires given to learners from grades 4 to 6 and the results of the interviews with foundation phase learners revealed that 95.6% of the learners also agreed that their parents encouraged and motivated them in their education, 85.7% corroborated their parents who reported having a routine in place at home where they supervise and monitor their children's out of school activities and 82.8% agreed that their parents talked to them about the school day or any related issues.

With regard to at-school involvement of their parents, 90.1% of the learner respondents confirmed that their parents attended school events such as school bazaars, concerts and sport events. Another aspect that 88.3% of the learner respondents agreed upon was that their parents attended PTA meetings.

Forty one (18.3%) of the parent respondents were members of the SGB while nearly two thirds (59%) indicated that they had never been members of the SGB. Some of the parents were not involved in school activities but would have liked to become involved, as one parent participant responded:

I want to be involved. If they should ask me I will do anything.

Another parent participant responded:

Yes, I want to be involved at her school and if I must go to school then I will if I must be there.

These percentage/frequencies of 84.9% and 60.6% for parents indicating at-home involvement and that of at-school involvement respectively, has shown that more than two-thirds of parents are involved in their children's education at school while more than four-fifths of the parents are involved at home.

4.2.3. Research Question Three
Are female parents more involved than male parents?

The majority of the respondents were female 151 (67.4%), while the male respondents were 67 (29.9%). The interviews were mostly conducted with others. On two separate occasions when the researcher visited parents for interviews, the father usually referred to the mother to answer the questions.

Table 3: Percentage Responses by mothers and fathers

Home-Based Involvement	Always		Seldom		Never	
	Fathers	Mothers	Fathers	Mothers	Fathers	Mothers
1. I talk with my child about the school day.	31.7%	61.6%	1.3%	2.2%	0.0%	0.4%
2. I supervise my child's homework.	28.6%	60.7%	1.3%	4.9%	0.0%	0.9%
3. I help my child study for tests.	28.1%	57.1%	1.3%	5.4%	0.0%	0.9%
4. I practice spelling, math, or other skills with my child	29.5%	49.6%	1.8%	10.3%	0.0%	1.8%
5. I read with my child.	25.4%	53.1%	3.1%	8.5%	0.0%	3.1%
6. My child has a routine at home.	20.1%	50.4%	4.9%	5.4%	2.2%	4.0%
7. I encourage and motivate my child.	29.5%	62.5%	0.9%	1.8%	0.0%	0.9%
School-Based Involvement	Always		Seldom		Never	
	Fathers	Mothers	Fathers	Mothers	Fathers	Mothers
1. I help out at my child's school.	20.1%	39.3%	2.7%	8.0%	5.8%	15.2%
2. I attend special events at school.	28.1%	49.1%	2.2%	2.2%	3.1%	4.5%
3. I volunteer for various school activities	18.3%	42.0%	3.1%	12.1%	6.7%	8.9%
4. I attend PTA meetings.	26.8%	61.2%	1.3%	3.6%	1.3%	1.3%
5. I am a member of the SGB	7.1%	11.2%	0.9%	2.7%	18.8%	40.6%

According to the information displayed in Figure 1, more women than men participate in their children's education. Table 3 has also shown that it is mostly mothers (61.6%) that talk to their children about the school day while 31.7% of the fathers indicated that they talked to their children regarding their school day. Supervision of their children's homework was done by 60.7% of mothers in contrast with 28.6% of the fathers. The table also indicated that 62.5% of mothers encouraged and motivated their children as against the 29.5% of fathers.

Table 3 also indicates that mothers are more involved at school than the fathers with 61.2% of the mothers attending PTA meetings as against 26.8% of the fathers.

One hundred and fifty two (56.6%) of the learner respondents indicated (table 2) that their mothers helped them with their homework, while 69 (25.7%) indicated that their fathers helped them with their homework. This response from the learner respondents clearly indicates that mothers are more involved than their fathers while the response to the questionnaires demonstrated that mothers were more involved than fathers.

4.2.4. Research Question Four

Are there differences in parental involvement among parents of children affiliated to the four schools in Citrusdal area?

The responses of the participants which provide information for answering this research question are presented in the table below (Table 4).

Table 4: Participants' responses on the basis of their school affiliations.

S/N	Home-Based Involvement	School A				School B				School C				School D			
		Always	Seldom	Never	No entries	Always	Seldom	Never	No entries	Always	Seldom	Never	No entries	Always	Seldom	Never	No entries
A	1. I talk with my child about the school day.	93.3	2.2	0.0	4.4	87.0	13.0	0.0	0.0	94.3	5.7	0.0	0.0	94.2	1.7	0.8	3.3
	2. I supervise my child's homework.	93.3	2.2	0.0	4.4	95.7	4.3	0.0	0.0	97.1	2.9	0.0	0.0	84.3	9.1	1.7	5.0
	3. I help my child study for tests.	86.7	6.7	0.0	6.7	91.3	8.7	0.0	0.0	85.7	5.7	0.0	8.6	83.5	6.6	1.7	8.3
	4. I practice spelling, math, or other skills with my child	82.2	13.3	0.0	4.4	73.9	17.4	0.0	8.7	88.6	11.4	0.0	0.0	76.0	10.7	3.3	9.9
	5. I read with my child.	84.4	6.7	0.0	8.9	69.6	30.4	0.0	0.0	88.6	11.4	0.0	0.0	75.2	9.9	5.8	9.1
	6. My child has a routine at home where I supervise and monitor out of school exercises.	73.3	15.6	4.4	6.7	84.8	8.7	4.3	2.2	82.9	8.6	2.9	5.7	73.6	9.5	5.4	11.6
	7. I encourage and motivate my child.	91.1	4.4	2.2	2.2	91.3	8.7	0.0	0.0	100	0.0	0.0	0.0	90.1	1.7	0.8	7.4
	TOTAL	86.3	7.3	1.0	5.4	84.8	13.0	0.6	1.6	80.4	6.2	1.3	2.0	72.2	18.6	2.3	13.7
	School-Based Involvement																
B	1. I help out at my child's school.	60.0	11.1	24.4	4.4	65.2	13.0	17.4	4.3	65.7	11.4	11.4	11.4	55.7	9.8	23.0	11.5
	2. I attend special events at school.	86.7	6.7	4.4	2.2	69.6	13.0	8.7	8.7	88.0	0.0	12.0	0.0	78.7	3.3	8.2	9.8
	3. I volunteer for various school activities	66.7	11.1	17.8	4.4	47.8	26.1	17.4	8.7	71.4	17.1	0.0	11.4	55.6	13.7	18.5	12.1
	4. I attend PTA meetings.	88.9	2.2	6.7	2.2	78.3	8.7	4.3	8.7	94.3	5.7	0.0	0.0	86.2	4.9	1.6	7.3
	5. I am a member of the SGB	22.2	2.2	53.3	22.2	21.7	0.0	56.5	21.7	25.7	2.9	57.1	14.3	13.9	4.9	62.3	18.9
	TOTAL	64.9	6.67	21.3	7.11	56.5	12.2	20.9	10.4	69	7.43	16.1	7.43	58	7.32	22.7	11.9

Table 4 displays information with regard to the at-home and at-school involvement of parents affiliated to the four primary schools in Citrusdal farm area. According to the information displayed on Table 4, 86.3%, 84.8%, 80.4% and 72.2% parents affiliated with school A, B, C and D respectively indicated that they participated in at-home activities that involved them in their children's education. Major home-based activity in which parent participants of this study indicated that they were engaged to demonstrate their involvement in their children's education was talking to their children about the latter's school day. This form of involvement was indicated by 94.3%, 94.2%, 93.3% and 87% parents affiliated to school C, D, A and B respectively.

Other home-based activities parents participants of this study were engaged in are supervision and monitoring of their children's out-of-school activities. Parents participants indicated that they provided their children with some daily routine and this is indicated by 84.8%, 82.9%, 73.6% and 73.3% parents affiliated with school B, C, D and A respectively.

Motivating and encouraging children also feature prominently as activities parents engaged in to demonstrate their involvement in their children's education and these were indicated by 100%, 91.3%, 91.1% and 90.1% parents of school C, B, A and D respectively.

Parent participants of this study also indicated that they were engaged in school-based activities to demonstrate their involvement in their children's education as indicated by 69.6%, 64.9%, 56.5% and 58% parents of school A, B, C and D respectively. Specific at-home activity in which parents indicated that they were

involved was attending special school events such as bazaars and sporting events. Schools C, A, D and B indicated with 88%, 86.7%, 78.7% and 69.6% respectively that they attend other special events or functions. Parent-Teacher Association meetings were also indicated as being regularly attended by 94.3%, 88.9%, 86.2% and 78.3% of parents of school C, A, D and B respectively to demonstrate their involvement in their children's education.

4.3   Summary

In this chapter the researcher has presented the results of analysis of data collected for this study by means of questionnaires and interviews. The results of data analysis revealed that the majority of the farm-worker parents were involved in activities which demonstrated their involvement in their children's education. Parent participants of this study indicated that their engagement in home-based activities was more than in school-based activities. Some of the home-based activities participants indicated they were involved in included talking to their children about the latter's school day (93.3% participants), motivating and encouraging children about their education (92.0%), supervising children's homework assignments (89.3%), helping their children prepare for examinations (85.3%) and practising spelling, mathematics or other learning skills with their children (79.0%). The results also revealed that parents of children of Citrusdal farm area schools were engaged in school-based activities to demonstrate their involvement in their children's education by attending special events at their children's schools (77.2%), attending PTA meetings (87.9%) and also attending other school functions. Female participants, or mothers, were found to be more

involved in their children's education than the male participants or fathers. On the

average more than two-thirds of female participants (67.4%) as against less than

a third of male participants (29.9%), indicated their involvement in their children's

education. Learner respondents of this study confirmed that their parents

engaged in activities that demonstrated the latter's involvement in their children's

education with 56.6% learner respondents indicating that their mothers helped

them with their homework assignments, while 25.5.7% learner respondents

indicated that their fathers helped them with their homework assignments.

Irrespective of their school of affiliation most parent participants indicated that

they were engaged in various activities to demonstrate their involvement in their

children's education. About 86.3%, 84.8%, 80.4% and 72.2% parents affiliated to

school A, B, C and D were engaged in at-home activities to demonstrate their

involvement in their children's education. In terms of school-based activities

69.6%, 64.9%, 58% and 56.5% parents affiliated to school A, B, D and C

indicated their involvement in these types of activities such as attending special

school events, PTA meetings and other school functions.

The results of this study therefore, indicate clearly that parents of children of

schools in Citrusdal farm area are involved in their children's education. The next

chapter presents summary of the study findings. The chapter also features

discussion of the findings and recommendations for future research on parental

involvement.

CHAPTER FIVE

Discussion of findings and recommendations

5.1   Introduction to the chapter

The general purpose of the study was to investigate farm parents' involvement in their children's' education. The study also sought to determine the ways of involvement or practices of the parents to indicate that they are involved in the education of their children. In the previous chapter the results of the study were presented. In this chapter the discussions on the findings are presented and the chapter concludes with recommendations for future research and some practical suggestions for the schools, parents, farm owners and other stakeholders.

5.2.   Summary of findings

The major finding of the study is that farm-worker parents in rural farms of Citrusdal area are involved in their children's education.

Over 80% of the farm-worker parents involved in this study indicated that they were involved in their children's education. The study found that most of the practices of the parents to indicate they were involved in their children's education were at home. For instance the parents indicated that they talked to their children about the school day (93.3%), they motivated and encouraged their children about education (92.0%), supervised their children's homework (89.3%), and assisted them with spelling, mathematics and other skills. The study also found that parents participated in some school activities as an indication that they were involved in their children's education at school. Some parents (77.2%)

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indicated that they attended special functions in the school and PTA meetings (87.9%). Female parents were more involved than male parents in their children's education in the rural, farm area of Citrusdal according to the findings of this research. Most of the parent respondents were female (67.4%), while the male parents constituted 29.9% of the parent participants. This finding was also corroborated by the number of parent respondents who participated in the interviews. Another interesting finding was that, despite belonging to different schools all parent participants appeared to be equally engaged in various at-home and at-school activities to indicate their involvement in their children's education.

5.3. Discussion and findings

This study sought to provide information as to whether or not parents of children in the rural farm schools of Citrusdal were involved in their children's education and the characteristics of their involvement.

According to the theoretical framework of this study, parental involvement are motivated by two belief systems: role construction for involvement and sense of efficacy for helping the child to succeed in school. The study found that the parental role construction of the farm-worker parent in Citrusdal area included a sense of personal or shared responsibility for their children's education. The first finding was that parents of rural farm area of Citrusdal were involved in their children's education. This is contrary to what exists in the literature. According to Myeko (2000) and Heystek and Louw (1999) many South African parents,

particularly in previously disadvantaged communities, are reluctant and unwilling to be involved and participate in their children's school activities. However Clarke's (1983) found differently. According to Clarke (1983) a number of family practices which contribute to children education and which many parents in South Africa are involved in include:

- Establishing specific family routines such as home work time and bed time routines

- Establishing family roles and responsibilities and assigning family chores

- Encouraging reading, even if the parent was not fully literate

- Talking with the child about schooling and other issues

- "Valuing schooling and developing a sense of pride and self reliance

- Supervising children's use of time especially TV viewing

- Visiting the school and being an advocate for the child

- Fostering hobbies and other extra curricular activities

The first four practices correspond with the findings of this research. Although this study did not investigate the success of the learners at school the findings still suggest that the majority of the respondents have good intentions with regard to the education of their children at home. Parents are vital partners in their children's education. They help determine home environment which helps the children to spend much of their working hours meaningfully by coaching the children, ensuring that homework is in on time and generally provide encouragement and or motivation (The Standards Site: Partnership with Parents, 2005). The results of the study however confirmed Govender's (2005) assertion that many poor black African population of South Africa, despite their financial

difficulties and low level education, try to inspire their children to obtain good education so that these children could get better jobs and have better quality of life than the parents'. Govender also noted that among the characteristics of these parents which contribute enormously to positively influencing their children's education is their support for their children as well as the encouragement and the type of communication they have with their children at home.

The study found that most of the practices which indicate that parents were involved in their children's education were at home. For instance the study found that parents talked with their children about school, encouraged and motivated their children, supervised their homework assignments and monitor their out-of-school activities. According to the Michigan Department of Education's (2002), families whose children are doing well in school exhibit the following characteristics: establishment of a daily family routine, the monitoring of out-of-school activities, the modelling of the value of learning, self-discipline, and hard work, the expression of high but realistic expectations for achievement, the encouragement of children's development / progress in school and the encouragement of reading, writing, and discussions among family members.

With regard to scanty participation in activities indicating parental involvement at school by the participants of this study, Khumalo (2006) offered some explanations. According to Khumalo (2006) the geographical features of the rural area contributes to the barriers to parental involvement because parents' homes are scattered and situated far from school, with poor road infrastructure and no public transport. The reason for the high home-based involvement of the parent

respondents of the school A may be that the parents live and work on 13 different farms which is on average about 6 kilometres from the school. School A service the most farms and the farms are situated the furthest from school of the four schools. The parents need to arrange transport from the farm owner to attend meetings at school and some farm owners are uncooperative and unwilling to supply transport. The only way for the parents to demonstrate their involvement is to support their children at home. The other three schools have communities living beside the school with a smaller percentage of parents relying on transport. The findings revealed that distances between parents and the school, with the lack of transport make it difficult for the parents to partake in school activities. This fact attributes to the fact that home-based involvement by parents has a greater percentage of respondents than school-based involvement. It is much easier for parents to be involved at home than be involved at school especially concerning the parent's working hours that is from 07:00 till 19:00 during the harvesting season. The majority of these parents still makes time for their children when they arrive home and also put in place a routine at home when they are working, The routine the researcher meant was a routine at home where the parents monitor and participate in their children's education by supervising homework, reading and talk about the school day. Many of the parents have responded positively towards the types of involvement mentioned previously but not as a routine at home. The parents understood routine as a routine where children do specific tasks according to what their parents told them. As one parent participant responded: *I have set out his tasks like in the afternoon he must do his schoolwork, and then he must make sure that there is water in*

the house and also make sure that there are no papers and dirt around the house.

The farm worker parent considers the tasks their children must perform when they arrive from school as essential tasks that make running the household easier. School activities are only one aspect of the routine. A lack of time or academic skills on the part of parents and caregivers should not be interpreted as a lack of interest. Even minor participation can be the basis for greater involvement later (Eastman, 1988).

Female parents were more involved than male parents in their children's education in the rural farm area of Citrusdal. Most respondents of this study were mothers and therefore may be understandably why more female participants were found to be more involved in their children's education than male participants or fathers. However it is generally the norm that mothers are more involved with their children than the fathers. Many homes do not have fathers. According to the findings of a survey by Wolfendale (1989) mothers are much more involved in their children's education from the beginning, and for other reasons also continue to invest more importance in its ongoing success. The finding of this study demonstrates this fact. One aspect that bears consideration is the fact that eighty (35.7%) of the parent respondents were single mothers. The incidence of single parenting amongst farm women is high, according to Shabodien (2006), with few mothers receiving maintenance from the fathers of their children. The high occurrence of single mothers also gives credence to the finding of this study that female parents are more involved. Many children on

farms grow up in broken homes, where the mother and father live on two different farms and in most cases the children are in the care of the mother.

All the parent participants afflicted to the four schools studied seemed to be equally involved and in similar practices at home to demonstrate their involvement in their children's education. This finding could be because of the similarities in conditions prevailing in the schools or within the homes of the parents. All of the four participating schools are situated in the Citrusdal valley, with a distance of approximately 40 kilometres separating the northern schools from the schools in the southern part of the valley. School A supports learners from 13 farms while School B has 6 farms supplying the school of its learners. School C receives learners from only 4 farms while school D supports learners from 10 farms. Also another important reason for the similarity in responses of the participants could be the historical antecedents and the context of farm working parents that are described in chapter 2. All of the farm worker parents work as well as live on the farms that are on average 20 km away from the nearest town, Citrusdal. The farm workers live in small houses on the farm with most families consisting of more than 5 family members. The majority of the parents have an educational attainment of below matric level. A research done by the National Household Education Survey (1996) is of the opinion that parental education not only measures the acquired skills of an individual, but it also indicates something about the educational aspirations, expectations, and beliefs of that individual. According to Lareau (1989) and Leitch & Tangri

(1988). "Parents' skills and knowledge also affect the level and type of involvement in their child's education". These research findings are also challenged by many researchers. There is evidence that parents can be involved productively regardless of educational background when teachers actively help them become involved (Dauber & Epstein, 1993). The findings of this study has supported the belief that parents, regardless of educational background, are involved in their children's education, especially at home. The similar responses of the parents from the different schools prove that although most of the parents have an educational attainment level below matric, most of the parents in this study are actively involved in their children's education.

The difference in percentages of the parent respondents at the four schools can be ascribed to many factors.

- School C's parent respondents live in a radius of 2 kilometres from the school which makes it easier for parents to attend school functions and meetings. This could be the reason that school C has the highest percentage of school-based involvement.

The living conditions of the parents of the four schools differed. The community on the farm at school C has better living conditions than the communities at the other schools. The interviews were conducted in a modern community hall beside their homes. School A's parent interviews were conducted in the homes of the parents and where poverty is visible in the home as well as the surrounding homes. Some homes were bare of furniture, although the rooms were clean. School B's parents lived in homes without a water supply inside the house. The

living conditions of school D's parents could not be determined because the interviews were held in one of the school's classrooms.

5.4. Limitations of the study

5.4.1. Participants

- Only parents and learners were asked because of their being directly involved in the study. A representative sample of these two groups was taken to conduct interviews because the population was too large and not everyone could be involved. The number of questionnaires distributed was according to the school learners' enrolment. Only 50% of all the questionnaires were returned which could skew the findings of the study.

- The selections of parents for interviews were chosen by the school. Three of the schools chose some of the parents that were on the SGB and these parents are involved in their children's education. These parents also have their children's education at heart and are supporting the school with their participation. School A's principal took the researcher to parents that lives very far from school and who are not part of the SGB to get a real picture of the conditions of the parents that are not so involved in school activities.

- The teachers of the different schools were not interviewed or given a questionnaire because of time restraints. A more completed understanding of parental involvement of farm worker parents could have been reached if the teachers as well as farm owners have been involved in the research.

5.4.2. Method of data gathering

- Interviews and questionnaires were used, because of time constraints and to reach more of the participants. Observations were not included in this study because of the unavailability of the researcher to visit schools on a regular basis; moreover the researcher is not a trained observer. Observations of parents during the interviews were not included because of the researcher's limited expertise to observe and could have been biased.

- The researcher used focus-group interviews. If individual, one-on-one in-depth interviews were employed the results may have been different.

For an in-depth study, the four schools in the Citrusdal area were used and not all the farm schools in the circuit. The findings can thus only be applicable to the four schools that were part of the study in the immediate vicinity of the Citrusdal valley while there are also 14 schools in the district that can be identified as farm schools.

5.4.   Recommendations

Based of the findings of this study the following recommendations are suggested:

- The schools must approach the farm owners to help with the transport of the parents to school activities and enlighten the farm owners to the benefits of parental involvement for the school as well as for the farm

- Enlighten the parents to the benefits of parental involvement and that they need not be highly educated or have large amounts of free time for their involvement to be beneficial.

- Parental involvement that includes the whole district needs to be researched to get a better understanding of the farm-worker parents' involvement in their children's education and to involve all stakeholders e.g. Education Department, farm owners, teachers, principals, etc.

Suggestions for further research:

I suggest that further research needs to be done on the following aspects of the farm worker's parental involvement:

1. Although the parent participants indicated that they were involved in their children's education, this is not reflected in the children's academic performance which is very low. There is also very high drop out rate in these schools. There is a need for research to ascertain factors which may be responsible for these.

2. There is also need for a research study to ascertain the impact of parental involvement on academic performance of children in these schools.

5.5.   Summary

The purpose of the study was to investigate Citrusdal area farm-worker parents' involvement in their children's education in terms of the types of their involvement or activities they are involved in which are relevant to their children's education.

The study also investigated the gender differences in parental involvement as well as the differences among the four schools studied with regard to parental involvement in children's education in Citrusdal farm area.

A large amount of discussions and arguments have always been about how the theory of how inquiry should proceed with much of the debates centred on the issue of the qualitative versus quantitative inquiry. This study adopted a methodology that involved collecting both quantitative and qualitative data using questionnaires and interviews.

The methods used for data collection were questionnaires and interviews. The questionnaires were distributed to parents as well as Gr.4 to 6 learners of the schools involved in the study. Interviews were held with randomly selected parents as well as grade 1, 2 and 3 learners.

From the data gathered the findings of the study indicated that farm-worker parents in rural farms of Citrusdal area are involved in their children's education. The study also found that most of the practices which indicate that parents were involved in their children's education were at-home. According to the findings of this research female parents were more involved than male parents in their children's education in the rural farm area of Citrusdal. This study also found that all the parent participants affiliated to the four schools studied seemed to be involved in similar practices (especially at-home) to demonstrate their involvement in their children's education.

This study did not investigate the impact of parental involvement on learner achievement, but tried to present an understanding of how the farm worker

parents are involved in their children's education in general. Farm owners and parents should be enlightened to the benefits of parental involvement for the school, the farm as well as for the community.

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UNIVERSITY *of the*

WESTERN CAPE

APPENDIX 1

Navrae Enquiries *IMibuzo*	**Dr RS Cornelissen**
Telefoon Telephone *IFoni*	(021) 467-2286
Faks Fax *IFeksi*	(021) 425-7445
Verwysing Reference *Isalathiso*	20090424-0038

Wes-Kaap Onderwysdepartement

Western Cape Education Department

ISebe leMfundo leNtshona Koloni

Mrs Lizl Davids
1 Anemoon Street
CITRUSDAL
7340

Dear Mrs L. Davids

RESEARCH PROPOSAL: PARENTAL INVOLVEMENT IN THE EDUCATION OF LEARNERS ON FARM SCHOOLS IN THE CITRUSDAL AREA.

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

- Principals, educators and learners are under no obligation to assist you in your investigation.
- Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
- You make all the arrangements concerning your investigation.
- Educators' programmes are not to be interrupted.
- The Study is to be conducted from **6th May 2009 to 30th July 2009**.
- No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
- Should you wish to extend the period of your survey, please contact Dr R. Cornelissen at the contact numbers above quoting the reference number.
- A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
- Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
- A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
- The Department receives a copy of the completed report/dissertation/thesis addressed to:

    The Director: Research Services
    Western Cape Education Department
    Private Bag X9114
    CAPE TOWN
    8000

We wish you success in your research.

Kind regards.

Signed: Ronald S. Cornelissen
for: **HEAD: EDUCATION**
DATE: **6th May 2009**

MELD ASSEBLIEF VERWYSINGSNOMMERS IN ALLE KORRESPONDENSIE / PLEASE QUOTE REFERENCE NUMBERS IN ALL CORRESPONDENCE / NCEDA UBHALE IINOMBOLO ZESALATHISO KUYO YONKE IMBALELWANO

GRAND CENTRAL TOWERS, LAER-PARLEMENTSTRAAT, PRIVAATSAK X9114, KAAPSTAD 8000
GRAND CENTRAL TOWERS, LOWER PARLIAMENT STREET, PRIVATE BAG X9114, CAPE TOWN 8000
WEB: http://wced.wcape.gov.za
INBELSENTRUM /CALL CENTRE
INDIENSNEMING- EN SALARISNAVRAE/EMPLOYMENT AND SALARY QUERIES ☎0861 92 33 22
VEILIGE SKOLE/SAFE SCHOOLS ☎ 0800 45 46 47

APPENDIX 2:

Letter to Department of Education requesting permission to conduct research:

THE HEAD: EDUCATION
(FOR ATTENTION: DIRECTOR: EDUCATION RESEARCH)
WESTERN CAPE EDUCATION DEPARTMENT
PRIVATE BAG X9114
CAPE TOWN
8000

Dear Sir or Madam:

APPLICATION TO CONDUCT RESEARCH AT DEPARTMENTAL INSTITUTIONS

I, Lizl Davids, an M. Ed. Educational Psychology student at the University of the Western Cape, hereby request permission to conduct research at the following schools within the Western Cape Education Department.

- **Kweekkraal Primary**
- **Noordhoek Primary**
- **Hexrivier Primary**
- **Paardekop Primary.**

All these schools are located in the Citrusdal area, which form part of Circuit 4 of the West Coast EMDC.

Research Title: *Parental involvement in the education of learners on farm schools in the Citrusdal area.*

This research aims to provide information about the nature of parental involvement in the farm schools in Citrusdal. The major aim of the study is to find out the nature of farm parents' involvement in their children's' education especially in terms of the characteristics of practices of involvement.

The research approach will be a qualitative research. The participants will be a sample of the parents, and the learners of the four schools in Citrusdal area. Information gathered from the answers of learners will indicate in which way their parents are involved, if any, in their education.

This research will shed light on the various forms of involvement of parents on farms and may possibly lend itself to be a basis for further research regarding parental involvement.

Special attention will be given to ethical and legal prescriptions with regards to obtaining permission from all parties concerned; time frames of institutions and sensitivity of data collected. Please do not hesitate to contact me if you have further enquiries.

Yours truly,
L.N.S.Davids (M.Ed Student at U.W.C, Student no: 2444992)
……………………………………………
Contact number: (Cell) 0725009966

APPENDIX 3:
Letter to the four schools in the Citrusdal area requesting permission to conduct research:

THE PRINSIPAL: NAME OF SCHOOL ....
(FOR ATTENTION: DIRECTOR: EDUCATION RESEARCH)
WESTERN CAPE EDUCATION DEPARTMENT
PRIVATE BAG X9114
CITRUSDAL
7340

Dear Sir or Madam:

APPLICATION TO CONDUCT RESEARCH AT SCHOOLS NAME

I, Lizl Davids, an M. Ed. Educational Psychology student at the University of the Western Cape, hereby request permission to conduct research at your school **Kweekkraal Primary / Noordhoek Primary / Hexrivier Primary/ Paardekop Primary.**

All these schools are located in the Citrusdal area, which form part of Circuit 4 of the West Coast EMDC where I choose to do research…

Research Title: *Parental involvement in the education of learners on farm schools in the Citrusdal area.*

This research aims to provide information about the nature of parental involvement in the farm schools in Citrusdal. The major aim of the study is to find out the nature of farm parents' involvement in their children's' education especially in terms of the characteristics of practices of involvement.

The research approach will be a qualitative research. The participants will be a sample of the parents, and the learners of the four schools in Citrusdal area. Information gathered from the answers of learners will indicate in which way their parents are involved, if any, in their education.

This research will shed light on the various forms of involvement of parents on farms and may possibly lend itself to be a basis for further research regarding parental involvement.

Special attention will be given to ethical and legal prescriptions with regards to obtaining permission from all parties concerned; time frames of institutions and sensitivity of data collected. Please do not hesitate to contact me if you have further enquiries.

Yours truly,
L.N.S.Davids (M.Ed Student at U.W.C, Student no: 2444992)
…………………………………………
Contact number: (Cell) 0725009966

APPENDIX 4:

INFORMED CONSENT 1

Title of Research Project: Parental involvement in the education of learners on farm schools in the Citrusdal area.

If you agree to participate in this research study and agree to your child's participation, your signed consent is required.

_____

The study has been described to me in language that I understand and I freely and voluntarily agree to participate. I understand that me and my child's identity will not be disclosed and that we may withdraw from this study without giving a reason, at any time. I have read the information about this research study on the Participant Information Sheet. I have been given opportunity to ask any questions I may have, and all such questions or inquiries have been answered to my satisfaction.

I …………………………………………………………………………….(full name printed),

parent / guardian of …………………………………………………(name of child/ward) consent to our participation in the research project.

…………………………… ………………………………………..

      SIGNATURE   *DATE*

APPENDIX 5:

INFORMED CONSENT 2

Title of Research Project: Parental involvement in the education of learners on farm schools in the Citrusdal area.

If you agree to participate in this research study, your signed consent is required.

_____

The study has been described to me in language that I understand and I freely and voluntarily agree to participate. I understand that my identity will not be disclosed and that I may withdraw from this study without giving a reason, at any time. I have read the information about this research study on the Participant Information Sheet and the information has been explained to me. I have been given opportunity to ask any questions I may have, and all such questions or inquiries have been answered to my satisfaction.

I ……………………………………………………………………. (full name printed),

parent / guardian of ………………………………………………(name of child/ward) consent to our participation in the research project.

…………………………………   *……………………………………..*

      SIGNATURE   **DATE**

APPENDIX 6:

Questionnaire to determine Parental Involvement in the Child's Education

NAME of SCHOOL: _____

The aim of this questionnaire is to gather information on parental involvement. The term parental involvement means any way in which an adult, meaning the person under whose supervision the child is, is involved in the education of the child. The four components of parental involvement are:

- Parental aspirations for children's education
- Parent-child communication about school
- At home involvement
- Parental participation in school related activities

The overall objective of this questionnaire is to gather information on the extent of parental involvement of the rural farm worker parent. The information being sought by this questionnaire is for research purpose only. Confidentiality of information will be maintained and respondents are not asked to identify themselves by name. Please provide as much accurate information to each question or statement as possible.

BIOGRAPHICAL INFORMATION

Instructions to respondent
Indicate by an **X** in the appropriate column.

1. Your status :   single ☐

                           married ☐

                           widow / widower ☐

2. Your gender/ sex :   Male ☐

                           Female ☐

3. Your relationship to the learner   parent ☐

                           guardian ☐

                           sibling ☐

                           grandparents ☐

                           relative ☐

4.	Educational attainment

other ☐

Below matric level ☐

Up to matric level ☐

Post matric level ☐

5. What is your size of your household, i.e. the number of people, including yourself, who

live in your house/dwelling?

2	3 - 4	5 - 6	more

6. What grade is your child?

1	2	3	4	5	6	Do not know

AT HOME INVOLVEMENT
Instructions to respondent
Please indicate **HOW OFTEN** the following have happened **SINCE THE BEGINNING OF THIS SCHOOL YEAR** by marking an **X** in the appropriate column.

7.

Home-Based Involvement	Always	Often	Seldom	Never
	4	3	2	1
1. I talk with my child about the school day.				
2. I supervise my child's homework.				
3. I help my child study for tests.				
4. I practice spelling, math, or other skills with my child.				
5. I read with my child.				
6. I am at home in the morning when my child go to school.				
7. I am at home in the afternoons when my child comes from school.				
8. My child I have a routine at home.				
9. I make time to play / talk to my child about any issues.				
10. I encourage and motivate my child.				
11. My child asked me to help explain something about his or her homework.				
12. My child asked me to supervise his or her homework.				
13. My child talked with me about the school day.				
14. My child asked me to attend a special event at school.				
15. My child asked me to help out at the school.				

10

16. My child asked me to talk with his or her teacher.				

AT SCHOOL INVOLVEMENT

Instructions to respondent

Please indicate **HOW OFTEN** the following have happened **SINCE THE BEGINNING OF THIS SCHOOL YEAR** by marking an **X** in the appropriate column.

8.

School-Based Involvement	Always	Often	Seldom	Never
	4	3	2	1
1. I know my child's teacher.				
2. I help out at my child's school.				
3. I attend special events at school.				
4. I volunteer for various school activities				
5. I attend PTA meetings.				
6. I am a member of the SGB				

Instructions to respondent

Please indicate how much you **AGREE** or **DISAGREE** with each of the following statements by marking an **X** in the appropriate column.

9.

Knowledge and Skills	Disagree very strongly	Disagree	Agree	Agree very strongly
	4	3	2	1
1. I know about volunteering opportunities at my child's school.				
2. I know about special events at my child's school.				
3. I know effective ways to contact my child's teacher.				
4. I know how to communicate effectively with my child about the school day.				
5. I know how to explain things to my child about his or her homework.				
6. I know enough about the subjects of my child's homework to help him or her.				
7. I know how to communicate effectively with my child's teacher.				
8. I know how to supervise my child's homework.				
9. I have the skills to help out at my child's school				

10. Is there any other ways which shows your involvement in your child's education at home as well as at school? Explain.

_____

Thank you for your co-operation in completing this questionnaire. Kindly return the questionnaire to the school.

APPENDIX 7:

Questionnaire to determine Parental Involvement in the Child's Education

NAME of SCHOOL: _____

Instructions to respondent

School and Home involvement

Instructions to respondent: Please indicate by marking an **X** in the appropriate column

1. What is your size of your household, i.e. the number of people, including yourself, who

   live in your house/dwelling?

2	3 - 4	5 - 6	more

2. What grade are you?

1	2	3	4	5	6

3. Who helps you with your homework?

Mother	father	someone else

4. Does your parent/s know how to help you with your homework?

YES	NO

5. Does your parent/s attend school meetings?

YES	NO

6. Does your parent/s attend school functions or any other events?

YES	NO

7. Have your parent/s met your teacher?

YES	NO

8. Are there a routine at home? (e.g. home work time/ family time /bed time)

YES	NO

9. Does your parent/s make time to play or talk to you about any issues?

YES	NO

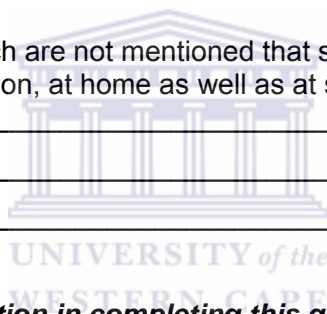10. Does you parent/s encourage and motivate you in any kind of way?

YES	NO

11. Is there any other way which are not mentioned that shows your "parents" involvement in your education, at home as well as at school? Explain.

_____

_____

_____

Thank you for your co-operation in completing this questionnaire.

APPENDIX 8:

Interview to determine Parental Involvement in the Child's Education

Questions

1. What is the size of your household, i.e. the number of people, including yourself, who live in your house/dwelling?

2. Specify:

how many children you have, ……………….

their age ………………

and in what grade they are…………………

3. Can you describe your daily activities/routine?

Description……………………………………………………………………………………

4. Are you involved in any school activity?

Explain…………………………………………………………………………………………

…………………………………………………………………………………………………

5. Would you like to be involved in school activities and what would you prefer to do?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

6. In what way do you stimulate your child at home?

…………………………………………………………………………………………

7. Do you help your child with his/her homework?

…………………………………………………………………………………………………

8. In which ways do you encourage and motivate your child?

…………………………………………………………………………………………………..

9. Is there supervision when the child comes from school?

…………………………………………………………………………………

10. Do you have any specific routine which your child follows at home? Explain

……………………………………………………………………………

11. Do you give your child specific responsibilities? Describe

…………………………………………………………………………………..

12. Do you talk to your child about the school day and other issues? Explain.

………

Thank you for your co-operation in participating in the interview.